




FSSE-NSSE
Combined Report 2014
Central Washington University

The display below highlights details in the *FSSE-NSSE Combined Report* that are important to keep in mind when interpreting your results. For more information about the survey, please visit our Web site (fsse.iub.edu) or contact a member of the FSSE team.

- Sample:** The *FSSE-NSSE Combined Report* shows responses from both students and faculty at your institution who completed NSSE and FSSE. This report contains responses from faculty who responded to the survey based on their experiences teaching either a lower- or upper-division course. Data from faculty who responded based on another type of course or who did not report a course level are not included in this report. All student responses are based on information from all randomly selected or census-administered students at your institution, the same as those included in the *NSSE Frequencies and Statistical Comparisons* report.
- Class level:** Frequency distributions are reported separately for faculty who report teaching lower-division (LD) or upper-division courses (UD). Student responses are reported separately for first-year students (FY) and seniors (SR) as reported by your institution.
- Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE Web sites.
- Item wording and variable names:** Survey items are worded as they appear on the instrument. Variable names are included for easy reference to your data file, codebook, and *FSSE Frequencies* report.
- Faculty responses:** The percentage of faculty who responded at or above the indicated response category. To match the response categories provided on the FSSE instrument, this column heading varies throughout the report.
- Student responses:** The percentage of students who selected the corresponding response option. Response categories are listed just as they appear on the NSSE instrument. The distribution of student responses match those in your *NSSE Frequencies and Statistical Comparisons* report.



FSSE-NSSE Combined Report 2014

NSSEville State University

Academic Challenge

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:			
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	74 65
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	72 67
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	55 67

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to how much their coursework emphasized the following during the current school year:						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	38 37	43 44	25 16	5 3
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	28 36	41 42	26 18	5 4
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	27 32	43 41	26 22	5 5

27e. Forming a new idea or understanding from various pieces of information	2	LD	69	4e. Forming a new idea or understanding from various pieces of information	2	FY	25	44	25	6
		UD	78			SR	33	39	23	4

Academic Challenge

Faculty Responses

Student Responses

Higher-Order Learning

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
27b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD UD	71 89	4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY SR	17 37	56 41	24 19	3 2
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD UD	76 87	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY SR	25 34	48 46	23 18	4 2
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD UD	60 74	4d. Evaluating a point of view, decision, or information source	HOevaluate	FY SR	21 31	48 42	29 24	2 2
27e. Forming a new idea or understanding from various pieces of information	fHOform	LD UD	78 82	4e. Forming a new idea or understanding from various pieces of information	HOform	FY SR	20 31	48 46	27 21	4 3

Reflective & Integrative Learning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: About how often have you done the following during the current school year?						
23a. Combine ideas from different courses when completing assignments	fRIintegrate	LD UD	70 82	2a. Combined ideas from different courses when completing assignments	RIintegrate	FY SR	15 35	32 43	45 20	7 2
23b. Connect his or her learning to societal problems or issues	fRIsocietal	LD UD	70 77	2b. Connected your learning to societal problems or issues	RIsocietal	FY SR	16 33	38 36	38 28	8 4
23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD UD	60 66	2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY SR	12 24	32 35	45 33	11 9
23d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD UD	76 84	2d. Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY SR	18 28	42 44	35 24	4 5
23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIPerspect	LD UD	69 75	2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY SR	19 33	44 45	34 20	3 2
23f. Learn something that changes the way he or she understands an issue or concept	fRInewview	LD UD	95 93	2f. Learned something that changed the way you understand an issue or concept	RInewview	FY SR	16 29	48 39	33 29	2 2
23g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD UD	87 95	2g. Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY SR	24 44	49 44	24 12	2 0

Academic Challenge (continued)

Faculty Responses

Student Responses

Learning Strategies

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported they substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25e. Identify key information from reading assignments	fLSreading	LD	66	9a. Identified key information from reading assignments	LSreading	FY	26	52	20	1
		UD	77			SR	50	36	12	2
25f. Review notes after class	fLSnotes	LD	52	9b. Reviewed your notes after class	LSnotes	FY	23	43	29	5
		UD	54			SR	33	33	28	7
25g. Summarize what has been learned from class or from course materials	fLSsummary	LD	65	9c. Summarized what you learned in class or from course materials	LSsummary	FY	18	40	34	9
		UD	66			SR	33	35	25	7

Quantitative Reasoning

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	LD	61	6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	13	39	37	11
		UD	64			SR	28	34	29	10
22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	LD	59	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	QRproblem	FY	12	25	47	16
		UD	57			SR	20	33	32	15
22f. Evaluate what others have concluded from numerical information	fQRevaluate	LD	56	6c. Evaluated what others have concluded from numerical information	QRevaluate	FY	8	25	49	17
		UD	56			SR	19	33	34	15

Additional Academic Challenge Items

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Low challenge %	Moderate challenge %	High challenge %
21. In your selected course section, to what extent do you think the typical student does his or her best work?	fchallenge	LD	38	10. During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	2	52	46
		UD	55			SR	2	45	52

Note. Response options ranged from 1=Not at all to 7=Very much; Low challenge (1 or 2), Moderate challenge (3, 4, or 5), High challenge (6 or 7).

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported that it is important that their institution increase its emphasis on the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
2a. Students spending significant amounts of time	fempstudy	LD	86	14a. Spending significant amounts of time studying and	empstudy	FY	28	47	24	1

FSSE-NSSE Combined Report 2014 Central Washington University

studying and on academic work

UD

85

on academic work

SR

28

51

18

4

Learning with Peers

Collaborative Learning

Faculty Responses

Student Responses

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who substantially encourage students to do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
25a. Ask other students for help understanding course material	fCLaskhelp	LD	64	1e. Asked another student to help you understand course material	CLaskhelp	FY	10	34	48	9
		UD	64			SR	16	26	45	13
25b. Explain course material to other students	fCLexplain	LD	62	1f. Explained course material to one or more students	CLexplain	FY	14	37	47	1
		UD	59			SR	27	37	32	4
25c. Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	75	1g. Prepared for exams by discussing or working through course material with other students	CLstudy	FY	14	33	38	14
		UD	61			SR	22	28	35	15
25d. Work with other students on course projects or assignments	fCLproject	LD	70	1h. Worked with other students on course projects or assignments	CLproject	FY	11	36	45	8
		UD	66			SR	35	37	24	4

Discussions with Diverse Others

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that students have substantial opportunities to engage in discussions with people from the following groups in their selected course section:				Distribution of student responses to: <i>About how often have you had discussions with people from the following groups during the current school year?</i>						
26a. People of a race or ethnicity other than their own	fDDrace	LD	28	8a. People of a race or ethnicity other than your own	DDrace	FY	34	29	31	6
		UD	38			SR	43	28	27	2
26b. People from an economic background other than their own	fDDeconomic	LD	40	8b. People from an economic background other than your own	DDeconomic	FY	34	34	26	5
		UD	40			SR	41	39	20	1
26c. People with religious beliefs other than their own	fDDreligion	LD	38	8c. People with religious beliefs other than your own	DDreligion	FY	35	28	31	6
		UD	35			SR	48	28	22	2
26d. People with political views other than their own	fDDpolitical	LD	48	8d. People with political views other than your own	DDpolitical	FY	30	31	33	6
		UD	38			SR	46	30	21	3

Experiences with Faculty

Faculty Responses

Student Responses

Student-Faculty Interaction

FSSE Item	Variable	Class	Very often or Often %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year:				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>						
8a. Talked about their career plans	fSFcareer	LD	53	3a. Talked about career plans with a faculty member	SFcareer	FY	12	26	50	12
		UD	77			SR	21	26	40	13
8b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD	33	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY	6	12	33	49
		UD	43			SR	10	19	28	43
8c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD	52	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY	6	17	47	31
		UD	67			SR	10	28	43	19
8d. Discussed their academic performance	fSFperform	LD	55	3d. Discussed your academic performance with a faculty member	SFperform	FY	8	23	46	24
		UD	69			SR	9	28	44	19

Effective Teaching Practices

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who substantially do the following in their undergraduate courses:				Distribution of student responses to: <i>To what extent have your instructors done the following during the current school year?</i>						
10a. Clearly explain course goals and requirements	fETgoals	LD	95	5a. Clearly explained course goals and requirements	ETgoals	FY	31	47	20	3
		UD	95			SR	36	48	13	3
10b. Teach course sessions in an organized way	fETorganize	LD	90	5b. Taught course sessions in an organized way	ETorganize	FY	19	56	24	1
		UD	98			SR	32	51	15	2
10c. Use examples or illustrations to explain difficult points	fETexample	LD	98	5c. Used examples or illustrations to explain difficult points	ETexample	FY	27	43	27	3
		UD	98			SR	37	41	20	2
10g. Provide feedback to students on drafts or works in progress	fETdraftfb	LD	79	5d. Provided feedback on a draft or work in progress	ETdraftfb	FY	25	38	32	6
		UD	76			SR	24	35	27	13
10h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD	95	5e. Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY	20	41	30	9
		UD	91			SR	24	44	26	6

Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

FSSE Item	Variable	Class	High ratings %	NSSE Item	Variable	Class	Low ratings %	Moderate ratings %	High ratings %
Faculty perceptions of the quality of student interactions with the following people at their institution:				Distribution of student responses to: <i>Indicate the quality of your interactions with the following people at your institution.</i>					
3a. Other students	fQIstudent	LD	29	13a. Students	QIstudent	FY	5	45	50
		UD	29			SR	2	37	61
3b. Academic advisors	fQIadvisor	LD	13	13b. Academic advisors	QIadvisor	FY	6	40	54
		UD	15			SR	13	39	46
3c. Faculty	fQIfaculty	LD	24	13c. Faculty	QIfaculty	FY	4	48	48
		UD	29			SR	3	37	58
3d. Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	7	13d. Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	10	47	38
		UD	10			SR	15	38	32
3e. Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	9	13e. Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	13	46	37
		UD	8			SR	13	44	42

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).

Supportive Environment

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported that it is important that their institution increase its emphasis on each of the following:				Distribution of student responses to: <i>How much does your institution emphasize the following?</i>						
2b. Providing support to help students succeed academically	fSEacademic	LD	81	14b. Providing support to help students succeed academically	SEacademic	FY	31	44	21	4
		UD	84			SR	23	39	31	6
2c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	81	14c. Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	36	38	20	6
		UD	77			SR	26	40	24	10
2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	71	14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	18	34	35	13
		UD	74			SR	18	30	28	23
2e. Providing opportunities for students to be involved socially	fSEsocial	LD	49	14e. Providing opportunities to be involved socially	SEsocial	FY	25	42	28	5
		UD	53			SR	19	39	31	11
2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	LD	78	14f. Providing support for your overall well-being (recreation, health care, counseling, etc.)	SEwellness	FY	29	45	21	5
		UD	67			SR	22	36	26	17
2g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	47	14g. Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	11	34	34	21
		UD	45			SR	9	12	33	47
2h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	57	14h. Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	23	39	29	9
		UD	45			SR	14	34	33	19
2i. Students attending events that address important social, cultural, or environmental issues	fSEevents	LD	69	14i. Attending events that address important social, cultural, or environmental issues	SEevents	FY	15	31	35	19
		UD	61			SR	15	31	35	19

FSSE-NSSE Combined Report 2014 Central Washington University

social, economic, or political issues	UD	63	economic, or political issues	SR	10	24	41	24
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High Impact Practices

Faculty Responses				Student Responses						
Internship										
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	LD	78	11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY	4	73	8	15
		UD	85			SR	54	17	22	7
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6b. Supervising undergraduate internships or other field experiences	fdintern	LD	32							
		UD	49							

Learning Community

Faculty Responses				Student Responses						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD	41	11c. Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY	19	20	33	28
		UD	47			SR	24	7	59	10

Study Abroad

Faculty Responses				Student Responses						
FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1d. Participate in a study abroad program	fabroad	LD	34	11d. Participate in a study abroad program	abroad	FY	1	35	31	33
		UD	37			SR	7	6	78	9

High Impact Practices (continued)

Faculty Responses

Student Responses

Undergraduate Research

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1e. Work with a faculty member on a research project	fresearch	LD	59	11e. Work with a faculty member on a research project	research	FY	2	33	28	36
		UD	58			SR	25	10	55	11
Percentage of faculty who participate in the following activity in a typical 7-day week:										
6a. Working with undergraduates on research	fdresearch	LD	43							
		UD	45							

Culminating Senior Experience

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i>						
1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	LD	79	11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY	3	60	10	27
		UD	81			SR	54	17	23	6

Service-Learning

FSSE Item	Variable	Class	All, Most, Some %	NSSE Item	Variable	Class	All %	Most %	Some %	None %
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?	fservice	LD	49	12. About how many of your courses at this institution have included a community-based project (service-learning)?	servcourse	FY	1	6	33	60
		UD	65			SR	1	10	44	45
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:										
1g. Participate in a community-based project (service-learning) as part of a course	fservice	LD	58							
		UD	56							

Additional Engagement Items

Faculty Responses

Student Responses

Faculty Course Goals and Student-Perceived Gains

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty who reported substantially structuring their selected course section so that students learn and develop in the following areas:				Distribution of student responses to: <i>How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?</i>						
29a. Writing clearly and effectively	fcgwrite	LD	56	17a. Writing clearly and effectively	pgwrite	FY	24	45	25	5
		UD	71			SR	35	37	19	8
29b. Speaking clearly and effectively	fcgspeak	LD	31	17b. Speaking clearly and effectively	pgspeak	FY	13	36	34	17
		UD	53			SR	28	40	22	11
29c. Thinking critically and analytically	fcgthink	LD	93	17c. Thinking critically and analytically	pgthink	FY	29	49	18	4
		UD	97			SR	46	35	15	5
29d. Analyzing numerical and statistical information	fcganalyze	LD	40	17d. Analyzing numerical and statistical information	pganalyze	FY	16	37	33	14
		UD	42			SR	34	25	26	14
29e. Acquiring job- or work-related knowledge and skills	fcgwork	LD	47	17e. Acquiring job- or work-related knowledge and skills	pgwork	FY	18	27	34	21
		UD	73			SR	37	35	21	7
29f. Working effectively with others	fcgothers	LD	64	17f. Working effectively with others	pgothers	FY	19	40	32	8
		UD	70			SR	37	34	21	8
29g. Developing or clarifying a personal code of values and ethics	fcgvalues	LD	45	17g. Developing or clarifying a personal code of values and ethics	pgvalues	FY	20	34	33	13
		UD	46			SR	24	29	27	19
29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	42	17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	24	33	31	12
		UD	46			SR	25	31	29	16
29i. Solving complex real-world problems	fcgprobsolve	LD	58	17i. Solving complex real-world problems	pgprobsolve	FY	17	35	35	13
		UD	70			SR	27	33	27	13
29j. Being an informed and active citizen	fcgcitizen	LD	62	17j. Being an informed and active citizen	pgcitizen	FY	15	36	36	13
		UD	56			SR	23	33	24	20

Course Engagement

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Very often %	Often %	Sometimes %	Never %
Percentage of faculty who reported that it is important that the typical student do the following in their selected course section:				Distribution of student responses to: <i>About how often have you done the following during the current school year?</i>						
22a. Ask questions or contribute to course discussions in other ways	faskquest	LD	88	1a. Asked questions or contributed to course discussions in other ways	askquest	FY	23	34	41	1
		UD	98			SR	48	33	16	2
22b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	44	1b. Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	19	34	34	14
		UD	59			SR	31	22	29	17
22c. Come to class having completed readings or	fprepared	LD	94	1c. Come to class without completing readings or	unprepared	FY	6	11	57	27

FSSE-NSSE Combined Report 2014 Central Washington University

assignments	UD	96	assignments	SR	9	13	50	28
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Additional Engagement Items (continued)

Faculty Responses

Student Responses

Student Leadership

FSSE Item	Variable	Class	Very important or Important %	NSSE Item	Variable	Class	Done or in progress %	Plan to do %	Do not plan to do %	Have not decided %
Percentage of faculty who think it is important for undergraduates at their institution to do the following before they graduate:				Distribution of student responses to: Which of the following have you done or do you plan to do before you graduate?						
1b. Hold a formal leadership role in a student organization or group	fleader	LD	17	11b. Hold a formal leadership role in a student organization or group	leader	FY	11	25	33	32
		UD	40			SR	34	7	50	9

Memorization

FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Percentage of faculty whose coursework substantially emphasizes the following in their selected course section:				Distribution of student responses to: How much has your coursework emphasized the following during the current school year?						
27a. Memorizing course material	fmemorize	LD	29	4a. Memorizing course material	memorize	FY	25	43	31	2
		UD	21			SR	23	35	33	10

Time Spent by Students

FSSE Item	Variable	Class	16 or more hours %	NSSE Item	Variable	Class	0-5 hours %	6-15 hours %	16-25 hours %	26 or more hours %
Percentage of faculty who think the typical student in their selected course section spends 16 hours or more on each of the following in an average 7-day week:				Distribution of student responses to: About how many hours do you spend in a typical 7-day week doing the following?						
20a. Participating in co-curricular activities	ftmcocurr	LD	0	15b. Participating in co-curricular activities	tmcocurr	FY	76	18	4	2
		UD	4			SR	78	16	5	1
20b. Working for pay on campus	ftmworkon	LD	8	15c. Working for pay on campus	tmworkon	FY	88	8	4	1
		UD	16			SR	75	11	10	4
20c. Working for pay off campus	ftmworkoff	LD	26	15d. Working for pay off campus	tmworkoff	FY	89	5	3	3
		UD	49			SR	59	8	10	23
20d. Doing community service or volunteer work	ftmservice	LD	0	15e. Doing community service or volunteer work	tmservice	FY	91	6	1	1
		UD	0			SR	87	8	4	1
20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	60	15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	22	35	23	20
		UD	52			SR	31	45	17	7
20f. Providing care for dependents (children, parents, etc.)	ftmcare	LD	9	15g. Providing care for dependents (children, parents, etc.)	tmcare	FY	94	3	1	2
		UD	16			SR	71	11	5	13
20g. Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h. Commuting to campus (driving, walking, etc.)	tmcommute	FY	88	9	1	2
		UD	2			SR	81	17	2	0

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