




FSSE-NSSE
Combined Report 2016
Central Washington University

FSSE-NSSE Combined Report 2016

About This Report

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 website (fsse.indiana.edu) or contact a member of the FSSE team.

1. **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.
2. **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.
3. **Item numbers:** Item numbering corresponds to the survey facsimiles included in your *Institutional Report* and available on the NSSE and FSSE websites.
4. **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.
5. **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.
6. **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.



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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	81
		UD	84
27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	84
		UD	86
27d. Evaluating a point of view, decision, or information source	fHOevaluate	LD	59
		UD	69

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Faculty Responses

NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
Distribution of student responses to How much has your coursework emphasized the following during the current school year?						
4b. Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	25	46	18	1
		SR	30	46	15	0
4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	39	44	15	1
		SR	46	40	13	1
4d. Evaluating a point of view, decision, or information source	HOevaluate	FY	36	46	16	2
		SR	36	44	18	2

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Student Responses

27e. Forming a new idea or understanding from various pieces of information	2	LD	82	4e. Forming a new idea or understanding from various pieces of information	2	FY	34	41	21	4
		UD	82			SR	35	44	17	3

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: <i>How much has your coursework emphasized the following during the current school year?</i>								
27b.	Applying facts, theories, or methods to practical problems or new situations	fHOapply	LD	80	4b.	Applying facts, theories, or methods to practical problems or new situations	HOapply	FY	14	50	32	4
			UD	90			SR	31	48	20	1	
27c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	LD	73	4c.	Analyzing an idea, experience, or line of reasoning in depth by examining its parts	HOanalyze	FY	16	49	30	5
			UD	84			SR	30	45	21	3	
27d.	Evaluating a point of view, decision, or information source	fHOevaluate	LD	60	4d.	Evaluating a point of view, decision, or information source	HOevaluate	FY	14	56	26	4
			UD	76			SR	25	45	25	5	
27e.	Forming a new idea or understanding from various pieces of information	fHOform	LD	74	4e.	Forming a new idea or understanding from various pieces of information	HOform	FY	16	48	33	3
			UD	82			SR	27	50	20	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: <i>About how often have you done the following during the current school year?</i>								
23a.	Combine ideas from different courses when completing assignments	fRIintegrate	LD	56	2a.	Combined ideas from different courses when completing assignments	RIintegrate	FY	12	40	42	6
			UD	91			SR	32	46	20	2	
23b.	Connect his or her learning to societal problems or issues	fRIsocietal	LD	62	2b.	Connected your learning to societal problems or issues	RIsocietal	FY	12	36	47	6
			UD	78			SR	27	41	29	3	
23c.	Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	LD	53	2c.	Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	RIDiverse	FY	11	31	43	14
			UD	68			SR	22	33	35	10	
23d.	Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	LD	82	2d.	Examined the strengths and weaknesses of your own views on a topic or issue	RIownview	FY	15	43	40	2
			UD	86			SR	24	47	27	3	
23e.	Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIperspect	LD	65	2e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	RIperspect	FY	18	44	36	2
			UD	78			SR	27	50	21	3	
23f.	Learn something that changes the way he or she understands an issue or concept	fRInewview	LD	88	2f.	Learned something that changed the way you understand an issue or concept	RInewview	FY	17	54	26	3
			UD	92			SR	27	49	22	2	
23g.	Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect	LD	94	2g.	Connected ideas from your courses to your prior experiences and knowledge	RIconnect	FY	20	55	24	2
			UD	95			SR	41	41	17	1	

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	52	9a.	Identified key information from reading assignments	LSreading	FY	26	47	24	3
			UD	76				SR	41	46	12	2
25f.	Review notes after class	fLSnotes	LD	54	9b.	Reviewed your notes after class	LSnotes	FY	29	34	33	3
			UD	50				SR	29	39	25	6
25g.	Summarize what has been learned from class or from course materials	fLSummary	LD	61	9c.	Summarized what you learned in class or from course materials	LSsummary	FY	22	39	36	3
			UD	68				SR	25	44	25	6

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	63	6a.	Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.)	QRconclude	FY	11	37	39	13
			UD	69				SR	20	40	32	8
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	8	24	47	20
			UD	61				SR	17	32	37	14
22f.	Evaluate what others have concluded from numerical information	fQRevaluate	LD	53	6c.	Evaluated what others have concluded from numerical information	QRevaluate	FY	7	26	46	21
			UD	63				SR	15	34	36	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	57	10.	During the current school year, to what extent have your courses challenged you to do your best work?	challenge	FY	1	52	47
			UD	67				SR	0	44	56

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	76	14a.	Spending significant amounts of time studying and	empstudy	FY	26	54	16	5

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studying and on academic work	UD	74	on academic work	SR	31	47	20	2
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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	73	1e.	Asked another student to help you understand course material	CLaskhelp	FY	10	42	42	6
			UD	65				SR	16	29	42	13
25b.	Explain course material to other students	fCLexplain	LD	67	1f.	Explained course material to one or more students	CLexplain	FY	9	48	41	1
			UD	60				SR	25	37	32	6
25c.	Prepare for exams by discussing or working through course material with other students	fCLstudy	LD	65	1g.	Prepared for exams by discussing or working through course material with other students	CLstudy	FY	9	41	40	11
			UD	59				SR	22	27	34	16
25d.	Work with other students on course projects or assignments	fCLproject	LD	64	1h.	Worked with other students on course projects or assignments	CLproject	FY	10	38	44	8
			UD	64				SR	33	34	30	3

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	35	8a.	People of a race or ethnicity other than your own	DDrace	FY	39	31	25	6
			UD	48				SR	35	37	25	2
26b.	People from an economic background other than their own	fDDeconomic	LD	38	8b.	People from an economic background other than your own	DDeconomic	FY	29	36	30	5
			UD	53				SR	37	40	21	2
26c.	People with religious beliefs other than their own	fDDreligion	LD	44	8c.	People with religious beliefs other than your own	DDreligion	FY	32	36	26	5
			UD	45				SR	38	32	26	5
26d.	People with political views other than their own	fDDpolitical	LD	49	8d.	People with political views other than your own	DDpolitical	FY	34	36	25	6
			UD	51				SR	36	37	22	5

Experiences with Faculty

Faculty Responses				Student Responses						
Student-Faculty Interaction				Distribution of student responses to: <i>About how often you have done the following during the current school year?</i>						
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:										
8a.	Talked about their career plans	fSFcareer	LD 60 UD 74	3a.	Talked about career plans with a faculty member	SFcareer	FY 12 SR 20	29 26	48 38	11 16
8b.	Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	LD 33 UD 45	3b.	Worked with a faculty member on activities other than coursework (committees, student groups, etc.)	SFotherwork	FY 6 SR 14	19 17	33 28	42 41
8c.	Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	LD 67 UD 67	3c.	Discussed course topics, ideas, or concepts with a faculty member outside of class	SFdiscuss	FY 7 SR 16	18 26	48 36	27 22
8d.	Discussed their academic performance	fSFperform	LD 62 UD 57	3d.	Discussed your academic performance with a faculty member	SFperform	FY 10 SR 16	30 23	39 40	22 21

Effective Teaching Practices

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>						
FSSE Item	Variable	Class	Very much or Quite a bit %	NSSE Item	Variable	Class	Very much %	Quite a bit %	Some %	Very little %
10a.	Clearly explain course goals and requirements	fETgoals	LD 95 UD 96	5a.	Clearly explained course goals and requirements	ETgoals	FY 24 SR 32	50 49	23 17	3 2
10b.	Teach course sessions in an organized way	fETorganize	LD 96 UD 99	5b.	Taught course sessions in an organized way	ETorganize	FY 23 SR 29	51 48	21 20	5 4
10c.	Use examples or illustrations to explain difficult points	fETexample	LD 95 UD 97	5c.	Used examples or illustrations to explain difficult points	ETexample	FY 25 SR 33	45 44	27 20	4 3
10g.	Provide feedback to students on drafts or works in progress	fETdraftfb	LD 76 UD 73	5d.	Provided feedback on a draft or work in progress	ETdraftfb	FY 20 SR 24	39 38	34 30	7 9
10h.	Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	LD 96 UD 93	5e.	Provided prompt and detailed feedback on tests or completed assignments.	ETfeedback	FY 16 SR 21	39 45	36 28	9 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: Indicate the quality of your interactions with the following people at your institution.							
3a.	Other students	fQIstudent	LD	37	13a.	Students	QIstudent	FY	4	46	49
			UD	32				SR	4	39	58
3b.	Academic advisors	fQIadvisor	LD	16	13b.	Academic advisors	QIadvisor	FY	7	40	53
			UD	17				SR	14	36	48
3c.	Faculty	fQIfaculty	LD	24	13c.	Faculty	QIfaculty	FY	6	52	41
			UD	31				SR	4	36	59
3d.	Student services staff (career services, student activities, housing, etc.)	fQIstaff	LD	11	13d.	Student services staff (career services, student activities, housing, etc.)	QIstaff	FY	8	43	44
			UD	16				SR	7	40	32
3e.	Other administrative staff and offices (registrar, financial aid, etc.)	fQIadmin	LD	15	13e.	Other administrative staff and offices (registrar, financial aid, etc.)	QIadmin	FY	7	48	39
			UD	8				SR	8	48	40

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: How much does your institution emphasize the following?								
2b.	Providing support to help students succeed academically	fSEacademic	LD	85	14b.	Providing support to help students succeed academically	SEacademic	FY	24	44	27	5
			UD	91				SR	26	44	25	5
2c.	Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	LD	82	14c.	Using learning support services (tutoring services, writing center, etc.)	SElearnsup	FY	29	42	24	5
			UD	85				SR	28	39	24	9
2d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	LD	80	14d.	Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	SEdiverse	FY	16	43	26	15
			UD	79				SR	19	31	35	15
2e.	Providing opportunities for students to be involved socially	fSEsocial	LD	67	14e.	Providing opportunities to be involved socially	SEsocial	FY	20	47	28	5
			UD	60				SR	23	42	28	6
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	20	47	25	7
			UD	75				SR	21	36	27	16
2g.	Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	LD	64	14g.	Helping you manage your non-academic responsibilities (work, family, etc.)	SEnonacad	FY	11	35	39	16
			UD	55				SR	9	22	33	35
2h.	Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities	LD	54	14h.	Attending campus activities and events (performing arts, athletic events, etc.)	SEactivities	FY	18	43	34	5
			UD	51				SR	17	35	31	16
2i.	Students attending events that address important social, cultural, or environmental issues	fSEevents	LD	65	14i.	Attending events that address important social, cultural, or environmental issues	SEevents	FY	12	36	37	15
			UD	57				SR	12	36	37	15

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social, economic, or political issues	UD	58	economic, or political issues	SR	14	28	40	18
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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 UD	80 86	11a.	Participate in an internship, co-op, field experience, student teaching, or clinical placement	intern	FY SR	2 47	69 26	9 20	20 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 UD	31 45								

Learning Community

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>								
1c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	LD UD	42 51	11c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	learncom	FY SR	15 25	32 8	23 57	30 9

Study Abroad

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 UD	38 41	11d.	Participate in a study abroad program	abroad	FY SR	2 10	34 8	28 75	37 7

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 62 UD 52	11e.	Work with a faculty member on a research project	research	FY 7 SR 26	31	24	37	
Percentage of faculty who participate in the following activity in a typical 7-day week:											
6a.	Working with undergraduates on research	fdresearch	LD 47 UD 41								

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 80 UD 78	11f.	Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	capstone	FY 2 SR 51	52	11	9	

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 UD 60	12.	About how many of your courses at this institution have included a community-based project (service-learning)?	service	FY 1 SR 1	6	34	59	
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 54 UD 58								

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	fegwrite	LD	67	17a.	Writing clearly and effectively	pgwrite	FY	20	48	25	7
			UD	74				SR	33	43	20	4
29b.	Speaking clearly and effectively	fcgspeak	LD	35	17b.	Speaking clearly and effectively	pgspeak	FY	14	40	31	15
			UD	62				SR	28	39	26	8
29c.	Thinking critically and analytically	fcgthink	LD	90	17c.	Thinking critically and analytically	pgthink	FY	26	49	20	5
			UD	95				SR	43	41	14	3
29d.	Analyzing numerical and statistical information	fcganalyze	LD	38	17d.	Analyzing numerical and statistical information	pganalyze	FY	15	37	34	14
			UD	44				SR	26	38	26	10
29e.	Acquiring job- or work-related knowledge and skills	fcgwork	LD	40	17e.	Acquiring job- or work-related knowledge and skills	pgwork	FY	14	36	34	15
			UD	77				SR	37	36	22	5
29f.	Working effectively with others	fcgothers	LD	56	17f.	Working effectively with others	pgothers	FY	20	44	30	6
			UD	79				SR	37	37	21	5
29g.	Developing or clarifying a personal code of values and ethics	fcgvalues	LD	33	17g.	Developing or clarifying a personal code of values and ethics	pgvalues	FY	17	44	29	10
			UD	53				SR	25	38	26	11
29h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	LD	48	17h.	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	pgdiverse	FY	19	43	29	9
			UD	60				SR	27	37	24	13
29i.	Solving complex real-world problems	fcgprobsolve	LD	54	17i.	Solving complex real-world problems	pgprobsolve	FY	16	39	35	10
			UD	72				SR	27	37	28	8
29j.	Being an informed and active citizen	fcgcitizen	LD	50	17j.	Being an informed and active citizen	pgcitizen	FY	17	42	31	10
			UD	63				SR	24	34	29	13

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	98	1a.	Asked questions or contributed to course discussions in other ways	askquest	FY	19	40	38	2
			UD	97				SR	47	34	19	1
22b.	Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	LD	53	1b.	Prepared two or more drafts of a paper or assignment before turning it in	drafts	FY	21	33	32	13
			UD	57				SR	22	30	33	15
22c.	Come to class having completed readings or	fprepared	LD	94	1c.	Come to class without completing readings or	unprepared	FY	4	14	55	27

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assignments

UD

95

assignments

SR

7

15

53

25

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	23	11b.	Hold a formal leadership role in a student organization or group	leader	FY	13	33	27	27
			UD	40				SR	33	8	52	7

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	33	4a.	Memorizing course material	memorize	FY	22	46	27	5
			UD	18				SR	23	40	29	8

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.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	LD	7	15a.	Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	tmprep	FY	18	50	24	7
			UD	9				SR	12	45	29	14
20b.	Participating in co-curricular activities	ftmcocurr	LD	2	15b.	Participating in co-curricular activities	tmcocurr	FY	70	22	6	2
			UD	2				SR	78	15	5	1
20c.	Working for pay on campus	ftmworkon	LD	19	15c.	Working for pay on campus	tmworkon	FY	86	7	6	0
			UD	17				SR	75	12	12	1
20d.	Working for pay off campus	ftmworkoff	LD	33	15d.	Working for pay off campus	tmworkoff	FY	88	5	5	2
			UD	45				SR	55	11	15	19
20e.	Doing community service or volunteer work	ftmservice	LD	0	15e.	Doing community service or volunteer work	tmservice	FY	92	5	3	0
			UD	0				SR	85	10	4	1
20f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	LD	54	15f.	Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	tmrelax	FY	23	53	13	11
			UD	48				SR	29	50	16	5
20g.	Providing care for dependents (children, parents, etc.)	ftmcare	LD	10	15g.	Providing care for dependents (children, parents, etc.)	tmcare	FY	95	2	2	1
			UD	15				SR	78	7	4	11
20h.	Commuting to campus (driving, walking, etc.)	ftmcommute	LD	0	15h.	Commuting to campus (driving, walking, etc.)	tmcommute	FY	85	12	2	1
			UD	2				SR	79	17	3	1

