

Central Washington University

FSSE 2016 Disciplinary Area Report

Comparing your faculty responses across groups of related disciplines within your institution

Note: The Disciplinary Area Report was formatted for printing. When viewed on screen in Excel, some content may appear truncated or oddly formatted. This is normal. To improve the on-screen display, increase the zoom level or view the report in Print Preview.

About Your *Disciplinary Area Report*

The FSSE *Disciplinary Area Report* delivers your frequency distributions in up to ten categories of related disciplines. Using this report with the NSSE *Major Field Report*, institutions can contextualize the student experience within different disciplinary areas. Viewing information for faculty in schools or departments and comparing these results to those of other disciplines on campus can inform improvements in teaching and learning. In addition, institutions can gain insight into student engagement within disciplinary fields by examining student and faculty results together.

FSSE results included in this report

- FSSE Scale Snapshot
- FSSE Scales
- Frequency Distributions

Disciplinary Areas

Self-reported academic disciplines of appointment were identified from the survey. Your institution had the option to customize how these were grouped, using up to ten related-discipline categories. Institutions choosing not to customize, receive FSSE's ten standard categories. The disciplines used in this report are listed on page 3.

Sample

The *Disciplinary Area Report* is based on information from all faculty at your institution who responded to the survey and provided a response for disciplinary appointment.

Technical Requirements

Related-discipline categories with fewer than 10 respondents are not reported (columns are blank). Although 10 is a minimum requirement, keep in mind that any statistical result requires a sufficient number of respondents per category to produce a reliable estimate.

Report Sections

FSSE Scale Snapshot (p. 4)	An overview of FSSE's ten scales indicating how faculty in each related-discipline grouping compares to the institution's average scale score.
FSSE Scales (p. 5)	Results from FSSE's ten scales organized within four themes that parallel engagement themes on the National Survey of Student Engagement.
Frequency Distributions (pp. 6-28)	Response frequencies by disciplinary area for all survey items except demographics.

FSSE 2016 Disciplinary Area Report

Composition of Disciplinary Areas Central Washington University

This page documents how your *Disciplinary Area Report* categories were selected and lists the disciplines included in each category. Faculty-reported disciplines were assigned to disciplines. Institutions had the option to customize how these were grouped, using up to ten related-discipline categories. Institutions choosing not to customize receive FSSE's template.

Date Confirmed: 7/27/2016

Selection Method: CUSTOM CATEGORIES – Institution-selected

CAH (N=43)

Architecture; Art history; Arts, fine and applied; Broadcast communications; Communications (general); English (language and literature); French (language and literature); History; Humanities (general); Journalism; Liberal arts and sciences; Mass communications and education; Other communications; Other fine and performing arts; Other humanities; Other language and literature; Philosophy; Public relations and advertising; Religion; Spanish (language and literature); Speech; Telecommunications; Theater or drama; Theological studies

COTS (N=84)

Anthropology; Astronomy; Atmospheric science (including meteorology); Biochemistry or biophysics; Bioengineering; Biology (general); Biomedical engineering; Biomedical science; Botany; Cell and molecular biology; Chemical engineering; Chemistry; Computer engineering; Information systems; Computer science; Criminal justice; Criminology; Earth science (including geology); Environmental science/studies; Ethnic studies; Forensics; Gender studies; Geography; International relations; Justice administration; Law; Marine science; Mathematics; Microbiology or bacteriology; Multi, Interdisciplinary studies; Natural resources and conservation; Natural science; Network security and systems; Neuroscience; Other biological sciences; Other agriculture and natural resources; Other computer science and technology

CEPS - Education (N=32)

Early childhood education; Education (general); Elementary, middle school education; Other education; Secondary education; Social studies education; Special education

CEPS - Professional (N=29)

Allied health; Business education; Civil engineering; Dentistry; Electrical or electronic engineering; Engineering (general); Family and consumer studies; Health science; Health technology (medical, dental, laboratory); Healthcare administration and policy; Hospitality and tourism; Information systems; Information technology; Kinesiology; Materials engineering; Mechanical engineering; Medicine; Military science; Nursing; Nutrition and dietetics; Occupational safety and health; Occupational therapy; Other engineering; Other health professions; Other information technology; Pharmacy; Physical education; Physical therapy; Professional studies (general); Public administration, policy; Public safety and emergency management; Rehabilitation sciences; Speech therapy; Technical, vocational studies

CB (N=17)

Accounting; Business administration; Economics; Entrepreneurial studies; Finance; International business; Management; Management information systems; Marketing; Organizational leadership or behavior; Other business; Supply chain and operations management

Other-Unclassified (N=13)

Other, not listed

(Unused category)

(Unused category)

(Unused category)

(Unused category)

Unassigned Disciplines (N=0)

Aero-, astronautical engineering; Agriculture; General studies; Petroleum engineering; Urban planning

o a standard list of 138
n standard categories.

media studies; Music; Music or art
udies, ministry

gineering and technology; Computer
natics; Mathematics education;
y; Other physical sciences; Other social

nd tourism; Industrial engineering;
Parks, recreation, leisure studies, sports

FSSE 2016 Disciplinary Area Report

Scale Snapshot

Central Washington University

FSSE Scale	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)
Academic Challenge										
Higher-Order Learning	-	-	+	-	+	+				
Reflective & Integrative Learning	+	-	+	-	-	-				
Learning Strategies	-	+	+	-	-	-				
Quantitative Reasoning	-	+	-	+	+	+				
Learning with Peers										
Collaborative Learning	-	+	-	-	-	-				
Discussions with Diverse Others	-	+	+	+	+	-				
Experiences with Faculty										
Student-Faculty Interaction	+	-	+	+	-	-				
Effective Teaching Practices	+	-	+	-	-	+				
Campus Environment										
Quality of Interactions	-	-	+	-	+	+				
Supportive Environment	+	-	+	-	-	+				

Key:

- +** Faculty in this disciplinary area scored higher than the institution's average on the given FSSE scale.
- Faculty in this disciplinary area scored lower than the institution's average on the given FSSE scale.



FSSE 2016 Disciplinary Area Report

Scale Snapshot

Central Washington University

FSSE Scale	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)
------------	-----	------	------------------	---------------------	----	-----------------	-------------------	-------------------	-------------------	-------------------

FSSE 2016 Disciplinary Area Report

FSSE Scales by Disciplinary Area^a Central Washington University

FSSE Scale	Mean										Standard Deviation ^b								N													
	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)		
Academic Challenge																																
Higher-Order Learning	43.1	42.5	46.8	41.5	44.2	43.5					11.6	13.1	10.1	13.4	10.8	16.5					34	70	22	20	13	10						
Reflective & Int. Learning	47.3	42.3	53.2	44.5	39.9	44.7					9.8	13.3	8.4	11.5	13.0	12.5					35	76	22	24	14	11						
Learning Strategies	35.5	37.8	36.7	35.2	33.8	30.6					16.5	17.2	18.4	12.9	14.0	12.9					34	75	22	22	14	12						
Quantitative Reasoning	14.5	39.5	32.5	40.6	47.6	37.0					16.7	17.4	18.7	13.7	10.4	22.0					34	77	23	24	14	11						
Learning with Peers																																
Collaborative Learning	33.8	41.0	37.4	37.2	33.2	35.0					14.7	15.9	16.3	12.0	17.6	14.5					33	75	21	23	14	12						
Discussions with Div. Others	27.3	32.8	37.9	32.0	31.8	17.0					15.5	16.8	17.7	17.9	20.3	17.7					33	68	21	23	14	10						
Experiences with Faculty																																
Student-Faculty Interaction	36.0	34.3	37.8	36.3	34.0	34.6					11.2	12.5	10.8	15.0	13.7	17.3					41	78	25	28	15	13						
Effective Teaching Practices	49.6	47.2	50.9	47.3	48.2	50.0					8.0	7.9	8.0	7.0	9.6	6.9					41	79	25	26	15	13						
Campus Environment																																
Quality of Interactions	32.8	34.4	36.3	32.5	38.7	39.5					10.9	8.3	12.0	11.4	9.3	11.8					37	75	30	27	17	12						
Supportive Environment	40.2	38.4	43.1	39.7	38.5	47.7					10.9	11.6	11.0	10.2	12.1	10.4					42	84	31	29	17	13						

FSSE 2016 Disciplinary Area Report

FSSE Scales by Disciplinary Area^a Central Washington University

FSSE Scale	Mean										Standard Deviation ^b										N											
	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)	CAH	COTS	CEPS - Education	CEPS - Professional	CB	Other-Undecided	(Unused category)	(Unused category)	(Unused category)	(Unused category)		

a. Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

b. A measure of the amount individual scores deviate from the mean of all the scores in the distribution.

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
1. How important is it to you that undergraduates at your institution do the following before they graduate?																						
a. Participate in an internship, co-op, field experience, student teaching, or clinical placement	fintern	Not important	5	12	1	1	0	0	1	3	0	0	1	8								
		Somewhat important	8	19	10	12	0	0	1	3	2	12	3	23								
		Important	12	29	38	45	1	3	8	28	5	29	2	15								
		Very important	17	40	35	42	31	97	19	66	10	59	7	54								
		Total	42	100	84	100	32	100	29	100	17	100	13	100								
b. Hold a formal leadership role in a student organization or group	fleader	Not important	10	24	24	29	8	25	2	7	0	0	3	25								
		Somewhat important	17	41	34	41	18	56	13	46	8	47	2	17								
		Important	12	29	20	24	5	16	9	32	6	35	2	17								
		Very important	2	5	5	6	1	3	4	14	3	18	5	42								
		Total	41	100	83	100	32	100	28	100	17	100	12	100								
c. Participate in a learning community or some other formal program where groups of students take two or more classes together	flearncom	Not important	11	26	14	17	2	6	2	7	4	24	1	8								
		Somewhat important	14	33	36	44	6	19	10	34	4	24	3	23								
		Important	11	26	24	29	13	41	12	41	8	47	2	15								
		Very important	6	14	8	10	11	34	5	17	1	6	7	54								
		Total	42	100	82	100	32	100	29	100	17	100	13	100								
d. Participate in a study abroad program	fabroad	Not important	9	21	24	29	8	25	7	24	3	18	3	25								
		Somewhat important	15	36	29	35	13	41	11	38	4	24	3	25								
		Important	10	24	19	23	7	22	8	28	7	41	3	25								
		Very important	8	19	11	13	4	13	3	10	3	18	3	25								
		Total	42	100	83	100	32	100	29	100	17	100	12	100								
e. Work with a faculty member on a research project	fresearch	Not important	5	12	4	5	11	34	2	7	4	25	3	23								
		Somewhat important	14	33	17	20	14	44	11	38	8	50	2	15								
		Important	13	31	41	49	6	19	11	38	4	25	4	31								
		Very important	10	24	22	26	1	3	5	17	0	0	4	31								
		Total	42	100	84	100	32	100	29	100	16	100	13	100								
f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.)	fcapstone	Not important	0	0	3	4	4	13	1	3	0	0	1	8								
		Somewhat important	3	7	21	25	8	25	6	21	2	12	0	0								
		Important	9	21	25	30	7	22	13	45	5	29	1	8								
		Very important	30	71	35	42	13	41	9	31	10	59	11	85								
		Total	42	100	84	100	32	100	29	100	17	100	13	100								
g. Participate in a community-based project (service-learning) as part of a course	fservice	Not important	6	15	11	13	1	3	1	3	4	24	2	15								
		Somewhat important	18	44	24	29	10	33	8	28	4	24	2	15								
		Important	13	32	27	33	12	40	13	45	6	35	3	23								
		Very important	4	10	21	25	7	23	7	24	3	18	6	46								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Total	41	100	83	100	30	100	29	100	17	100	13	100								
2. How important is it to you that your institution <i>increase</i> its emphasis on each of the following?																					
a. Students spending significant amounts of time studying and on academic work	fempstudy	Not important	2	5	5	6	5	16	2	7	2	12	0	0							
		Somewhat important	7	17	12	14	11	35	7	24	2	12	1	8							
		Important	9	22	33	39	7	23	8	28	7	41	6	46							
		Very important	23	56	34	40	8	26	12	41	6	35	6	46							
		Total	41	100	84	100	31	100	29	100	17	100	13	100							
b. Providing support to help students succeed academically	fSEacademic	Not important	1	3	3	4	0	0	0	0	0	0	0	0							
		Somewhat important	5	13	7	8	1	3	1	3	2	12	0	0							
		Important	16	40	36	43	7	23	10	34	8	47	4	31							
		Very important	18	45	38	45	22	73	18	62	7	41	9	69							
		Total	40	100	84	100	30	100	29	100	17	100	13	100							
c. Students using learning support services (tutoring services, writing center, etc.)	fSElearnsup	Not important	0	0	0	0	0	0	0	0	0	0	0	0							
		Somewhat important	11	26	13	16	2	6	2	7	2	12	1	8							
		Important	15	36	40	48	12	39	10	34	9	53	2	17							
		Very important	16	38	30	36	17	55	17	59	6	35	9	75							
		Total	42	100	83	100	31	100	29	100	17	100	12	100							
d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.)	fSEdiverse	Not important	2	5	1	1	0	0	0	0	0	0	0	0							
		Somewhat important	6	15	17	20	2	6	7	25	4	24	2	15							
		Important	14	35	30	36	5	16	13	46	5	29	2	15							
		Very important	18	45	36	43	25	78	8	29	8	47	9	69							
		Total	40	100	84	100	32	100	28	100	17	100	13	100							
e. Providing opportunities for students to be involved socially	fSEsocial	Not important	4	10	9	11	3	10	3	10	1	6	0	0							
		Somewhat important	12	29	28	33	7	23	7	24	6	35	2	15							
		Important	18	43	35	42	8	26	13	45	6	35	4	31							
		Very important	8	19	12	14	13	42	6	21	4	24	7	54							
		Total	42	100	84	100	31	100	29	100	17	100	13	100							
f. Providing support for students' overall well-being (recreation, health care, counseling, etc.)	fSEwellness	Not important	1	2	1	1	1	3	1	3	0	0	0	0							
		Somewhat important	7	17	23	27	5	17	3	10	5	29	0	0							
		Important	10	24	31	37	8	27	13	45	7	41	4	31							
		Very important	24	57	29	35	16	53	12	41	5	29	9	69							
		Total	42	100	84	100	30	100	29	100	17	100	13	100							
g. Helping students manage their non-academic responsibilities (work, family, etc.)	fSEnonacad	Not important	3	7	6	7	2	6	2	7	2	12	0	0							
		Somewhat important	14	33	31	37	9	29	10	34	5	29	4	31							
		Important	18	43	30	36	12	39	13	45	7	41	3	23							

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Very important	7	17	16	19	8	26	4	14	3	18	6	46								
	Total	42	100	83	100	31	100	29	100	17	100	13	100								
h. Students attending campus activities and events (performing arts, athletic events, etc.)	fSEactivities																				
	Not important	1	2	8	10	5	16	2	7	1	6	0	0								
	Somewhat important	12	29	34	40	11	35	12	43	8	47	3	23								
	Important	22	52	35	42	10	32	11	39	7	41	7	54								
	Very important	7	17	7	8	5	16	3	11	1	6	3	23								
	Total	42	100	84	100	31	100	28	100	17	100	13	100								
i. Students attending events that address important social, economic, or political issues	fSEevents																				
	Not important	2	5	5	6	2	6	0	0	1	6	1	8								
	Somewhat important	11	26	27	32	12	39	14	48	6	35	3	23								
	Important	18	43	28	33	8	26	14	48	6	35	4	31								
	Very important	11	26	24	29	9	29	1	3	4	24	5	38								
	Total	42	100	84	100	31	100	29	100	17	100	13	100								
3. Indicate your perception of the quality of student interactions with the following people at your institution.																					
a. Other students	fQIstudent																				
	Poor	1	2	0	0	0	0	0	0	0	0	0	0								
	2	0	0	0	0	0	0	0	0	0	0	0	0								
	3	1	2	2	2	4	13	1	3	1	6	1	8								
	4	10	24	20	24	3	10	11	38	4	24	3	23								
	5	14	33	35	43	11	35	10	34	6	35	1	8								
	6	11	26	18	22	8	26	7	24	5	29	7	54								
	Excellent	5	12	7	9	5	16	0	0	1	6	1	8								
	Total	42	100	82	100	31	100	29	100	17	100	13	100								
b. Academic advisors	fQIadvisor																				
	Poor	1	2	3	4	1	3	2	7	0	0	0	0								
	2	3	7	2	3	3	10	1	4	1	6	0	0								
	3	11	27	15	19	5	17	5	18	1	6	2	17								
	4	11	27	30	38	6	20	5	18	2	12	3	25								
	5	9	22	20	25	7	23	10	36	5	29	4	33								
	6	5	12	8	10	6	20	3	11	5	29	1	8								
	Excellent	1	2	2	3	2	7	2	7	3	18	2	17								
	Total	41	100	80	100	30	100	28	100	17	100	12	100								
c. Faculty	fQIfaculty																				
	Poor	2	5	1	1	0	0	2	7	0	0	0	0								
	2	3	7	0	0	3	10	1	4	1	6	0	0								
	3	2	5	7	9	3	10	3	11	1	6	1	8								
	4	11	27	18	22	4	13	3	11	2	12	2	17								
	5	6	15	33	40	11	37	10	36	7	41	6	50								
	6	14	34	19	23	5	17	8	29	5	29	1	8								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

<i>Var. Name</i>	<i>Response Options</i>	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
	Excellent	3	7	4	5	4	13	1	4	1	6	2	17								
	Total	41	100	82	100	30	100	28	100	17	100	12	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Student services staff (career services, student activities, housing, etc.)	fQlstaff	Poor	1	3	0	0	0	0	1	4	0	0	0	0								
		2	3	8	3	4	0	0	3	12	2	12	0	0								
		3	10	28	11	15	8	27	4	15	1	6	2	17								
		4	10	28	31	43	8	27	7	27	2	12	3	25								
		5	8	22	21	29	5	17	7	27	8	47	3	25								
		6	4	11	3	4	8	27	4	15	4	24	2	17								
		Excellent	0	0	3	4	1	3	0	0	0	0	2	17								
		Total	36	100	72	100	30	100	26	100	17	100	12	100								
e. Other administrative staff and offices (registrar, financial aid, etc.)	fQladmin	Poor	3	8	5	7	0	0	5	19	1	6	0	0								
		2	4	11	6	8	5	17	2	7	2	12	0	0								
		3	7	19	10	13	4	14	5	19	1	6	3	25								
		4	10	27	31	41	10	34	7	26	2	12	4	33								
		5	9	24	19	25	4	14	6	22	7	41	1	8								
		6	4	11	2	3	5	17	2	7	4	24	2	17								
		Excellent	0	0	2	3	1	3	0	0	0	0	2	17								
		Total	37	100	75	100	29	100	27	100	17	100	12	100								
4. In a typical 7-day week, about how many hours do you spend on each of the following?																						
a. Teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.)	ftmteach	0	0	0	0	0	0	1	4	2	12	0	0									
		1-4	2	5	1	1	2	6	1	4	0	0	2	15								
		5-8	2	5	2	2	3	9	2	7	1	6	2	15								
		9-12	1	2	11	13	1	3	1	4	1	6	1	8								
		13-16	4	10	14	17	2	6	2	7	1	6	2	15								
		17-20	3	7	12	14	3	9	5	19	2	12	2	15								
		21-30	9	22	24	29	13	41	10	37	4	24	0	0								
		More than 30 hours	20	49	20	24	8	25	5	19	6	35	4	31								
		Total	41	100	84	100	32	100	27	100	17	100	13	100								
b. Advising students	ftmadvise	0	8	20	8	10	3	9	2	7	3	18	3	25								
		1-4	18	45	45	54	10	31	12	44	10	59	2	17								
		5-8	8	20	17	20	8	25	7	26	2	12	2	17								
		9-12	4	10	8	10	3	9	4	15	2	12	4	33								
		13-16	0	0	3	4	3	9	2	7	0	0	0	0								
		17-20	0	0	2	2	3	9	0	0	0	0	0	0								
		21-30	2	5	0	0	1	3	0	0	0	0	1	8								
		More than 30 hours	0	0	0	0	1	3	0	0	0	0	0	0								
		Total	40	100	83	100	32	100	27	100	17	100	12	100								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Research, creative, or scholarly activities	ftmresearch	0	3	7	4	5	3	9	4	15	1	6	2	15								
		1-4	17	41	30	36	5	16	10	37	7	41	4	31								
		5-8	8	20	24	29	12	38	10	37	3	18	3	23								
		9-12	8	20	12	14	4	13	3	11	4	24	2	15								
		13-16	1	2	8	10	3	9	0	0	1	6	0	0								
		17-20	2	5	1	1	5	16	0	0	1	6	1	8								
		21-30	2	5	1	1	0	0	0	0	0	0	0	8								
		More than 30 hours	0	0	3	4	0	0	0	0	0	0	0	0								
		Total	41	100	83	100	32	100	27	100	17	100	13	100								
d. Service activities (committee work, administrative duties, etc.)	ftmserviceacts	0	4	10	8	10	5	16	2	7	2	12	0	0								
		1-4	11	27	33	39	7	22	11	39	5	29	3	23								
		5-8	11	27	13	15	8	25	6	21	6	35	3	23								
		9-12	6	15	10	12	4	13	3	11	0	0	1	8								
		13-16	4	10	7	8	4	13	2	7	1	6	1	8								
		17-20	2	5	3	4	2	6	2	7	0	0	2	15								
		21-30	0	0	5	6	0	0	1	4	0	0	2	15								
		More than 30 hours	3	7	5	6	2	6	1	4	3	18	1	8								
		Total	41	100	84	100	32	100	28	100	17	100	13	100								
5. In a typical 7-day week, about how many hours do you spend on each of the following teaching-related activities?																						
a. Preparing class sessions	ftmprepclass	0	1	2	0	0	0	0	1	3	3	18	0	0								
		1-4	8	19	19	23	6	19	6	21	5	29	4	31								
		5-8	16	38	29	35	11	34	11	38	4	24	5	38								
		9-12	8	19	14	17	4	13	5	17	2	12	2	15								
		13-16	4	10	11	13	4	13	2	7	3	18	0	0								
		17-20	3	7	5	6	3	9	0	0	0	0	1	8								
		More than 20 hours	2	5	6	7	4	13	4	14	0	0	1	8								
		Total	42	100	84	100	32	100	29	100	17	100	13	100								
		b. Teaching class sessions	ftmteachclass	0	1	2	0	0	1	3	1	4	3	18	0	0						
1-4	6			15	13	15	7	22	8	29	3	18	6	46								
5-8	9			22	22	26	4	13	6	21	5	29	3	23								
9-12	13			32	33	39	10	31	8	29	4	24	1	8								
13-16	5			12	11	13	7	22	5	18	2	12	2	15								
17-20	6			15	4	5	2	6	0	0	0	0	1	8								
More than 20 hours	1			2	1	1	1	3	0	0	0	0	0	0								
Total	41			100	84	100	32	100	28	100	17	100	13	100								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Grading assignments and exams	ftmgrade	0	2	5	0	0	0	0	1	3	3	19	0	0								
		1-4	10	24	29	35	12	38	8	28	5	31	6	50								
		5-8	10	24	35	42	11	34	15	52	5	31	4	33								
		9-12	12	29	13	16	2	6	3	10	1	6	1	8								
		13-16	6	14	5	6	3	9	2	7	0	0	0	0								
		17-20	1	2	1	1	3	9	0	0	1	6	1	8								
		More than 20 hours	1	2	0	0	1	3	0	0	1	6	0	0								
		Total	42	100	83	100	32	100	29	100	16	100	12	100								
d. Meeting with students outside of class	ftmmeet	0	1	2	3	4	2	7	3	10	3	18	2	15								
		1-4	31	74	53	63	16	53	19	66	11	65	4	31								
		5-8	7	17	18	21	7	23	5	17	3	18	3	23								
		9-12	1	2	9	11	3	10	2	7	0	0	2	15								
		13-16	1	2	1	1	2	7	0	0	0	0	2	15								
		17-20	0	0	0	0	0	0	0	0	0	0	0	0								
		More than 20 hours	1	2	0	0	0	0	0	0	0	0	0	0								
		Total	42	100	84	100	30	100	29	100	17	100	13	100								
e. Course administration (emailing students, maintaining course website, etc.)	ftmadmin	0	1	2	0	0	0	0	1	3	3	18	0	0								
		1-4	22	52	58	70	20	65	17	59	4	24	5	38								
		5-8	15	36	19	23	4	13	5	17	8	47	6	46								
		9-12	2	5	4	5	5	16	6	21	2	12	1	8								
		13-16	1	2	2	2	2	6	0	0	0	0	1	8								
		17-20	0	0	0	0	0	0	0	0	0	0	0	0								
		More than 20 hours	1	2	0	0	0	0	0	0	0	0	0	0								
		Total	42	100	83	100	31	100	29	100	17	100	13	100								
f. Working to improve your teaching (self-reflection, meeting with teaching consultants, attending teaching workshops, conducting research on your own courses, etc.)	ftmimprove	0	4	10	6	7	1	3	1	3	5	29	3	23								
		1-4	29	71	64	77	17	55	20	69	9	53	6	46								
		5-8	5	12	9	11	8	26	4	14	2	12	3	23								
		9-12	1	2	4	5	2	6	3	10	1	6	0	0								
		13-16	0	0	0	0	2	6	1	3	0	0	1	8								
		17-20	2	5	0	0	0	0	0	0	0	0	0	0								
		More than 20 hours	0	0	0	0	1	3	0	0	0	0	0	0								
		Total	41	100	83	100	31	100	29	100	17	100	13	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
6. In a typical 7-day week, do you participate in the following activities?																						
a. Working with undergraduates on research	fdresearch	No	24	57	33	39	27	87	17	59	15	88	8	62								
		Yes	18	43	51	61	4	13	12	41	2	12	5	38								
		Total	42	100	84	100	31	100	29	100	17	100	13	100								
b. Supervising undergraduate internships or other field experiences	fdintern	No	32	78	51	61	10	31	14	52	12	71	6	55								
		Yes	9	22	32	39	22	69	13	48	5	29	5	45								
		Total	41	100	83	100	32	100	27	100	17	100	11	100								
7. During the current school year, have you taught an undergraduate course? If No, respondent answers #11 then skips to #31.																						
ugradcrs		No	1	2	5	6	7	23	1	3	2	12	0	0								
		Yes	41	98	79	94	24	77	28	97	15	88	13	100								
		Total	42	100	84	100	31	100	29	100	17	100	13	100								
8. During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?																						
a. Talked about their career plans	fSFcareer	Never	1	2	4	5	0	0	0	0	1	7	1	8								
		Sometimes	13	32	19	24	2	8	10	36	6	40	4	31								
		Often	15	37	32	41	9	36	8	29	6	40	4	31								
		Very often	12	29	24	30	14	56	10	36	2	13	4	31								
		Total	41	100	79	100	25	100	28	100	15	100	13	100								
b. Worked on activities other than coursework (committees, student groups, etc.)	fSFotherwork	Never	7	17	12	15	5	20	4	14	3	20	3	23								
		Sometimes	19	46	34	43	10	40	10	36	4	27	3	23								
		Often	9	22	24	30	6	24	9	32	3	20	3	23								
		Very often	6	15	9	11	4	16	5	18	5	33	4	31								
		Total	41	100	79	100	25	100	28	100	15	100	13	100								
c. Discussed course topics, ideas, or concepts outside of class	fSFdiscuss	Never	2	5	2	3	0	0	1	4	0	0	1	8								
		Sometimes	6	15	24	30	10	40	12	43	6	40	3	23								
		Often	22	54	36	46	8	32	8	29	6	40	6	46								
		Very often	11	27	17	22	7	28	7	25	3	20	3	23								
		Total	41	100	79	100	25	100	28	100	15	100	13	100								
d. Discussed their academic performance	fSFperform	Never	0	0	0	0	0	0	0	0	0	0	1	8								
		Sometimes	10	24	34	44	12	48	10	36	8	53	6	46								
		Often	25	61	33	42	5	20	9	32	3	20	3	23								
		Very often	6	15	11	14	8	32	9	32	4	27	3	23								
		Total	41	100	78	100	25	100	28	100	15	100	13	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
9. About how many of your undergraduate courses at this institution have included a community-based project (service-learning)?																					
fservecourse	None	25	61	31	40	7	28	7	25	8	53	8	62								
	Some	15	37	41	53	9	36	16	57	7	47	5	38								
	Most	1	2	3	4	6	24	5	18	0	0	0	0								
	All	0	0	2	3	3	12	0	0	0	0	0	0								
	Total	41	100	77	100	25	100	28	100	15	100	13	100								
10. In your undergraduate courses, to what extent do you do the following?																					
a. Clearly explain course goals and requirements	fETgoals	Very little		Some		Quite a bit		Very much		Total											
		0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
		2	5	5	6	1	4	0	0	1	7	0	0								
		10	24	30	38	7	28	16	57	6	40	5	38								
		29	71	44	56	17	68	12	43	8	53	8	62								
		41	100	79	100	25	100	28	100	15	100	13	100								
b. Teach course sessions in an organized way	fETorganize	Very little		Some		Quite a bit		Very much		Total											
		0	0	0	0	0	0	0	0	0	0	0	0								
		1	2	2	3	0	0	0	0	0	0	0	0								
		9	22	23	29	10	40	11	39	5	33	3	23								
		31	76	53	68	15	60	17	61	10	67	10	77								
		41	100	78	100	25	100	28	100	15	100	13	100								
c. Use examples or illustrations to explain difficult points	fETexample	Very little		Some		Quite a bit		Very much		Total											
		0	0	0	0	0	0	0	0	0	0	0	0								
		1	3	4	5	0	0	0	0	1	7	1	8								
		11	28	10	13	4	16	10	38	5	33	2	15								
		28	70	64	82	21	84	16	62	9	60	10	77								
		40	100	78	100	25	100	26	100	15	100	13	100								
d. Use a variety of teaching techniques to accommodate diversity in student learning styles	fETvariety	Very little		Some		Quite a bit		Very much		Total											
		0	0	0	0	0	0	0	0	0	0	0	0								
		5	12	10	13	1	4	4	14	3	20	3	23								
		13	32	33	43	7	28	11	39	2	13	4	31								
		23	56	34	44	17	68	13	46	10	67	6	46								
		41	100	77	100	25	100	28	100	15	100	13	100								
e. Review and summarize material for students	fETreview	Very little		Some		Quite a bit		Very much		Total											
		0	0	1	1	0	0	0	0	1	7	0	0								
		7	17	12	15	3	12	4	14	2	13	1	8								
		21	51	33	42	10	40	16	57	6	40	7	54								
		13	32	32	41	12	48	8	29	6	40	5	38								
		41	100	78	100	25	100	28	100	15	100	13	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
f. Provide standards for satisfactory completion of assignments (rubrics, detailed outlines, etc.)	fETstandards	Very little	1	2	1	1	0	0	0	0	0	0	0	0								
		Some	5	12	19	24	1	4	6	21	2	13	1	8								
		Quite a bit	12	29	36	46	8	32	9	32	4	27	3	23								
		Very much	23	56	23	29	16	64	13	46	9	60	9	69								
		Total	41	100	79	100	25	100	28	100	15	100	13	100								
g. Provide feedback to students on drafts or works in progress	fETdraftfb	Very little	0	0	3	4	0	0	0	0	2	13	0	0								
		Some	10	24	24	31	3	12	4	15	5	33	2	15								
		Quite a bit	12	29	28	36	10	40	12	44	4	27	4	31								
		Very much	19	46	23	29	12	48	11	41	4	27	7	54								
		Total	41	100	78	100	25	100	27	100	15	100	13	100								
h. Provide prompt and detailed feedback on tests or completed assignments	fETfeedback	Very little	0	0	0	0	0	0	0	0	0	0	0	0								
		Some	2	5	5	6	2	8	1	4	1	7	1	8								
		Quite a bit	12	29	27	35	12	50	11	44	0	0	6	46								
		Very much	27	66	46	59	10	42	13	52	14	93	6	46								
		Total	41	100	78	100	24	100	25	100	15	100	13	100								
13. What is the class level of most students in your selected course section?																						
division		Lower division (mostly first-year students or sophomores)	17	41	28	35	0	0	4	14	2	13	3	23								
		Upper division (mostly juniors or seniors)	19	46	49	62	24	96	23	82	13	87	10	77								
		Other	5	12	2	3	1	4	1	4	0	0	0	0								
		Total	41	100	79	100	25	100	28	100	15	100	13	100								
14. Estimate the total number of students in your selected course section.																						
crssize		20 or fewer	17	43	15	19	6	24	6	21	2	13	7	54								
		21-30	16	40	26	33	18	72	13	46	6	40	3	23								
		31-40	6	15	22	28	0	0	6	21	2	13	3	23								
		41-50	0	0	6	8	0	0	2	7	3	20	0	0								
		51-100	1	3	9	11	0	0	1	4	1	7	0	0								
		More than 100	0	0	1	1	1	4	0	0	1	7	0	0								
		Total	40	100	79	100	25	100	28	100	15	100	13	100								
15. Does your selected course section fulfill a general education requirement on your campus?																						
gened		No	25	63	50	64	20	80	22	79	13	87	13	100								
		Yes	15	38	28	36	5	20	6	21	2	13	0	0								
		Total	40	100	78	100	25	100	28	100	15	100	13	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
16. In what format do you teach your selected course section?																					
format	Classroom instruction on-campus	40	100	63	81	19	76	17	61	6	40	5	38								
	Classroom instruction at an auxiliary location (satellite campus, rented facility, etc.)	0	0	1	1	4	16	0	0	2	13	1	8								
	Distance education (online, live or pre-recorded video or audio, correspondence, etc.)	0	0	4	5	0	0	6	21	2	13	7	54								
	Combination of classroom instruction and distance education	0	0	10	13	2	8	5	18	5	33	0	0								
	Total	40	100	78	100	25	100	28	100	15	100	13	100								
17. In an average 7-day week, about how many hours do you expect the typical student to spend preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?																					
ftmprepect	0	0	0	0	0	0	0	0	0	0	0	0	0								
	1	0	0	0	0	1	4	0	0	0	0	0	0								
	2	2	5	0	0	1	4	0	0	0	0	1	8								
	3	0	0	3	4	3	12	2	7	0	0	1	8								
	4	4	10	11	14	4	16	4	14	1	7	1	8								
	5	2	5	14	18	1	4	8	29	3	20	1	8								
	6	8	21	15	19	9	36	8	29	1	7	4	31								
	7	5	13	2	3	1	4	1	4	0	0	0	0								
	8	5	13	14	18	2	8	2	7	2	13	2	15								
	9	3	8	3	4	1	4	0	0	0	0	1	8								
	10	5	13	11	14	1	4	1	4	4	27	2	15								
	More than 10 hours	5	13	5	6	1	4	2	7	4	27	0	0								
	Total	39	100	78	100	25	100	28	100	15	100	13	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
18. In an average 7-day week, about how many hours do you think the typical student <i>actually</i> spends preparing for your selected course section (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)?																					
ftmpreactual	0	1	3	0	0	1	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1	5	13	13	17	3	13	7	25	2	14	2	15								
	2	7	18	22	29	8	33	7	25	1	7	3	23								
	3	9	23	13	17	3	13	5	18	4	29	2	15								
	4	7	18	12	16	4	17	3	11	2	14	2	15								
	5	5	13	8	10	1	4	3	11	2	14	3	23								
	6	2	5	1	1	2	8	0	0	2	14	0	0								
	7	1	3	1	1	0	0	1	4	0	0	0	0								
	8	0	0	3	4	0	0	2	7	0	0	1	8								
	9	0	0	0	0	0	0	0	0	0	0	0	0								
	10	0	0	3	4	1	4	0	0	0	0	0	0								
		More than 10 hours	2	5	1	1	1	4	0	0	1	7	0	0							
	Total	39	100	77	100	24	100	28	100	14	100	13	100								
19a. In an average 7-day week, of the time students spend preparing for your selected course section, about how many hours do you expect the typical student to spend on assigned reading?																					
ftmread	0	2	5	10	13	1	4	0	0	0	0	0	0								
	1	9	24	12	15	6	25	5	18	3	20	4	31								
	2	12	32	19	24	7	29	8	29	3	20	1	8								
	3	4	11	15	19	3	13	7	25	3	20	2	15								
	4	2	5	14	18	5	21	4	14	3	20	1	8								
	5	4	11	4	5	1	4	1	4	2	13	0	0								
	6	1	3	0	0	1	4	1	4	0	0	4	31								
	7	0	0	1	1	0	0	1	4	0	0	1	8								
	8	4	11	3	4	0	0	1	4	1	7	0	0								
	9	0	0	0	0	0	0	0	0	0	0	0	0								
	10	0	0	0	0	0	0	0	0	0	0	0	0								
		More than 10 hours	0	0	0	0	0	0	0	0	0	0	0	0							
	Total	38	100	78	100	24	100	28	100	15	100	13	100								
b. If #19a is greater than 0: About how much of the assigned reading in your selected course section do you think the typical student completes?																					
freading	None	2	6	0	0	1	4	0	0	0	0	0	0								
	Some	17	47	49	72	10	43	22	79	12	80	7	54								
	Most	17	47	14	21	11	48	5	18	3	20	6	46								
	All	0	0	5	7	1	4	1	4	0	0	0	0								
	Total	36	100	68	100	23	100	28	100	15	100	13	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
20. In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?																					
a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)	ftmprep	0		1	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	1-5	21	57	51	66	19	79	23	85	8	53	7	58								
	6-10	8	22	15	19	4	17	0	0	4	27	2	17								
	11-15	3	8	5	6	0	0	2	7	0	0	2	17								
	16-20	2	5	2	3	0	0	0	0	2	13	1	8								
	21-25	2	5	2	3	0	0	2	7	0	0	0	0								
	26-30	0	0	2	3	1	4	0	0	0	0	0	0								
	More than 30 hours	0	0	0	0	0	0	0	0	1	7	0	0								
	Total		37	100	77	100	24	100	27	100	15	100	12	100							
b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	ftmcocurr	0		2	6	9	12	7	30	3	11	4	27	0	0						
	1-5	23	68	50	67	14	61	16	59	9	60	9	75								
	6-10	6	18	14	19	2	9	5	19	1	7	2	17								
	11-15	1	3	2	3	0	0	2	7	1	7	1	8								
	16-20	2	6	0	0	0	0	1	4	0	0	0	0								
	21-25	0	0	0	0	0	0	0	0	0	0	0	0								
	26-30	0	0	0	0	0	0	0	0	0	0	0	0								
	More than 30 hours	0	0	0	0	0	0	0	0	0	0	0	0								
	Total		34	100	75	100	23	100	27	100	15	100	12	100							
c. Working for pay on campus	ftmworkon	0		1	3	5	7	7	29	4	17	4	27	2	17						
	1-5	7	21	16	21	2	8	5	22	5	33	0	0								
	6-10	7	21	28	37	5	21	6	26	3	20	4	33								
	11-15	9	26	15	20	6	25	5	22	2	13	4	33								
	16-20	10	29	8	11	3	13	3	13	0	0	2	17								
	21-25	0	0	3	4	0	0	0	0	0	0	0	0								
	26-30	0	0	0	0	0	0	0	0	1	7	0	0								
	More than 30 hours	0	0	0	0	1	4	0	0	0	0	0	0								
	Total		34	100	75	100	24	100	23	100	15	100	12	100							

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. Working for pay off campus	ftmworkoff	0	1	3	0	0	1	4	1	4	0	0	0	0								
		1-5	6	17	8	11	3	13	3	11	2	13	1	8								
		6-10	6	17	22	29	5	22	9	33	3	20	2	17								
		11-15	4	11	19	25	4	17	5	19	2	13	4	33								
		16-20	15	43	17	23	4	17	4	15	1	7	3	25								
		21-25	2	6	6	8	2	9	0	0	2	13	0	0								
		26-30	0	0	2	3	3	13	3	11	2	13	1	8								
		More than 30 hours	1	3	1	1	1	4	2	7	3	20	1	8								
		Total	35	100	75	100	23	100	27	100	15	100	12	100								
e. Doing community service or volunteer work	ftmservice	0	13	38	23	32	8	33	8	30	6	43	4	33								
		1-5	20	59	43	60	13	54	17	63	7	50	8	67								
		6-10	1	3	5	7	2	8	1	4	1	7	0	0								
		11-15	0	0	1	1	1	4	1	4	0	0	0	0								
		16-20	0	0	0	0	0	0	0	0	0	0	0	0								
		21-25	0	0	0	0	0	0	0	0	0	0	0	0								
		26-30	0	0	0	0	0	0	0	0	0	0	0	0								
		More than 30 hours	0	0	0	0	0	0	0	0	0	0	0	0								
		Total	34	100	72	100	24	100	27	100	14	100	12	100								
f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)	ftmrelax	0	0	0	0	1	4	0	0	0	0	0	0									
		1-5	0	0	4	5	4	17	3	11	2	13	1	8								
		6-10	8	23	12	16	4	17	5	19	5	33	2	17								
		11-15	7	20	24	32	7	29	6	22	1	7	0	0								
		16-20	9	26	18	24	3	13	7	26	2	13	4	33								
		21-25	5	14	7	9	0	0	3	11	0	0	2	17								
		26-30	1	3	6	8	1	4	2	7	3	20	2	17								
		More than 30 hours	5	14	4	5	4	17	1	4	2	13	1	8								
		Total	35	100	75	100	24	100	27	100	15	100	12	100								
g. Providing care for dependents (children, parents, etc.)	ftmcare	0	11	32	15	20	6	25	6	23	1	7	1	9								
		1-5	16	47	32	43	8	33	12	46	9	60	3	27								
		6-10	1	3	13	17	2	8	4	15	1	7	4	36								
		11-15	4	12	5	7	3	13	2	8	0	0	1	9								
		16-20	2	6	3	4	1	4	1	4	4	27	1	9								
		21-25	0	0	1	1	2	8	0	0	0	0	0	0								
		26-30	0	0	4	5	0	0	1	4	0	0	1	9								
		More than 30 hours	0	0	2	3	2	8	0	0	0	0	0	0								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

<i>Var. Name</i>	<i>Response Options</i>	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
	Total	34	100	75	100	24	100	26	100	15	100	11	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
h. Commuting to campus (driving, walking, etc.)	ftmcommute	0	4	12	6	8	2	9	4	15	2	13	3	27								
		1-5	29	85	62	83	14	61	20	74	12	80	4	36								
		6-10	1	3	7	9	5	22	2	7	1	7	3	27								
		11-15	0	0	0	0	1	4	1	4	0	0	0	0								
		16-20	0	0	0	0	1	4	0	0	0	0	1	9								
		21-25	0	0	0	0	0	0	0	0	0	0	0	0								
		26-30	0	0	0	0	0	0	0	0	0	0	0	0								
		More than 30 hours	0	0	0	0	0	0	0	0	0	0	0	0								
		Total	34	100	75	100	23	100	27	100	15	100	11	100								
21. In your selected course section, to what extent do you think the typical student does his or her best work?																						
fchallenge	Very little	2	5	0	0	1	4	1	4	0	0	0	0									
		Some	12	32	34	44	3	13	8	33	6	40	1	8								
		Quite a bit	19	51	38	49	18	78	13	54	8	53	9	75								
		Very much	4	11	5	6	1	4	2	8	1	7	2	17								
		Total	37	100	77	100	23	100	24	100	15	100	12	100								
22. In your selected course section, how important is it to you that the typical student do the following?																						
a. Ask questions or contribute to course discussions in other ways	faskquest	Not important	0	0	0	0	0	0	0	0	0	0	0									
		Somewhat important	1	3	1	1	1	4	0	0	0	0	2	17								
		Important	4	11	26	34	2	9	6	24	7	50	2	17								
		Very important	31	86	50	65	20	87	19	76	7	50	8	67								
		Total	36	100	77	100	23	100	25	100	14	100	12	100								
b. Prepare two or more drafts of a paper or assignment before turning it in	fdrafts	Not important	3	9	14	19	5	22	3	13	5	36	1	8								
		Somewhat important	8	24	26	36	7	30	4	17	2	14	4	33								
		Important	11	32	21	29	5	22	14	58	7	50	4	33								
		Very important	12	35	11	15	6	26	3	13	0	0	3	25								
		Total	34	100	72	100	23	100	24	100	14	100	12	100								
c. Come to class having completed readings or assignments	fprepared	Not important	0	0	2	3	0	0	0	0	0	0	0									
		Somewhat important	0	0	5	7	1	4	2	8	0	0	1	8								
		Important	5	14	23	30	8	35	10	40	5	36	3	25								
		Very important	31	86	46	61	14	61	13	52	9	64	8	67								
		Total	36	100	76	100	23	100	25	100	14	100	12	100								
d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.)	fQRconclude	Not important	19	56	9	12	3	13	1	4	0	0	2	17								
		Somewhat important	9	26	6	8	9	39	2	8	0	0	0	0								
		Important	3	9	28	36	6	26	11	46	8	57	4	33								
		Very important	3	9	34	44	5	22	10	42	6	43	6	50								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

<i>Var. Name</i>	<i>Response Options</i>	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
	Total	34	100	77	100	23	100	24	100	14	100	12	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)		
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.)	fQRproblem	Not important	19	56	10	13	3	13	2	8	1	7	3	25								
		Somewhat important	11	32	14	18	7	30	3	12	1	7	1	8								
		Important	2	6	24	31	7	30	13	52	5	36	4	33								
		Very important	2	6	29	38	6	26	7	28	7	50	4	33								
		Total	34	100	77	100	23	100	25	100	14	100	12	100								
f. Evaluate what others have concluded from numerical information	fQRevaluate	Not important	15	44	8	10	2	9	2	8	0	0	2	18								
		Somewhat important	11	32	18	23	10	43	3	12	1	7	3	27								
		Important	6	18	28	36	6	26	17	68	6	43	1	9								
		Very important	2	6	23	30	5	22	3	12	7	50	5	45								
		Total	34	100	77	100	23	100	25	100	14	100	11	100								
23. In your selected course section, how important is it to you that the typical student do the following?																						
a. Combine ideas from different courses when completing assignments	fRIintegrate	Not important	2	6	2	3	0	0	0	0	1	7	0	0								
		Somewhat important	4	11	22	29	1	5	1	4	1	7	0	0								
		Important	20	56	24	32	6	27	15	63	4	29	6	55								
		Very important	10	28	28	37	15	68	8	33	8	57	5	45								
		Total	36	100	76	100	22	100	24	100	14	100	11	100								
b. Connect his or her learning to societal problems or issues	fRIsocietal	Not important	4	11	8	11	1	5	0	0	2	14	1	9								
		Somewhat important	4	11	17	22	0	0	6	26	4	29	3	27								
		Important	12	34	19	25	4	19	9	39	6	43	2	18								
		Very important	15	43	32	42	16	76	8	35	2	14	5	45								
		Total	35	100	76	100	21	100	23	100	14	100	11	100								
c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments	fRIDiverse	Not important	3	8	19	25	0	0	1	5	3	21	3	27								
		Somewhat important	8	22	18	24	2	9	7	32	4	29	0	0								
		Important	8	22	15	20	5	23	6	27	7	50	2	18								
		Very important	17	47	24	32	15	68	8	36	0	0	6	55								
		Total	36	100	76	100	22	100	22	100	14	100	11	100								
d. Examine the strengths and weaknesses of his or her own views on a topic or issue	fRIownview	Not important	0	0	3	4	0	0	0	0	0	0	1	9								
		Somewhat important	2	6	14	18	0	0	4	17	3	21	1	9								
		Important	12	34	22	29	9	41	10	42	6	43	5	45								
		Very important	21	60	37	49	13	59	10	42	5	36	4	36								
		Total	35	100	76	100	22	100	24	100	14	100	11	100								
e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective	fRIPerspect	Not important	1	3	9	12	0	0	2	8	2	14	1	9								
		Somewhat important	5	14	18	24	1	5	4	17	2	14	2	18								
		Important	7	20	17	23	6	27	8	33	4	29	3	27								
		Very important	22	63	31	41	15	68	10	42	6	43	5	45								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Total	35	100	75	100	22	100	24	100	14	100	11	100								
f. Learn something that changes the way he or she understands an issue or concept	fRInewview																				
	Not important	1	3	1	1	0	0	0	0	1	8	0	0								
	Somewhat important	2	6	6	8	1	5	2	8	1	8	1	9								
	Important	10	29	26	35	6	27	9	38	4	31	5	45								
	Very important	22	63	42	56	15	68	13	54	7	54	5	45								
	Total	35	100	75	100	22	100	24	100	13	100	11	100								
g. Connect ideas from your course to his or her prior experiences and knowledge	fRIconnect																				
	Not important	0	0	1	1	0	0	0	0	0	0	0	0								
	Somewhat important	2	6	2	3	0	0	3	13	2	14	0	0								
	Important	7	20	24	32	3	14	8	33	5	36	4	36								
	Very important	26	74	49	64	19	86	13	54	7	50	7	64								
	Total	35	100	76	100	22	100	24	100	14	100	11	100								
24. In your selected course section, about what percent of class time is spent on the following?																					
a. Lecture	flecture																				
	0%	0	0	1	1	1	5	3	13	2	14	1	8								
	1-9%	5	14	4	5	6	27	2	8	1	7	2	17								
	10-19%	5	14	4	5	4	18	1	4	2	14	3	25								
	20-29%	7	20	10	13	4	18	2	8	3	21	1	8								
	30-39%	4	11	12	16	6	27	5	21	0	0	3	25								
	40-49%	5	14	17	23	1	5	3	13	1	7	0	0								
	50-74%	6	17	21	28	0	0	4	17	4	29	1	8								
	75% or more	3	9	6	8	0	0	4	17	1	7	1	8								
	Total	35	100	75	100	22	100	24	100	14	100	12	100								
b. Discussion	fdiscuss																				
	0%	1	3	1	1	0	0	0	0	0	0	0	0								
	1-9%	7	21	18	24	2	9	4	19	4	29	3	25								
	10-19%	8	24	24	32	6	27	8	38	6	43	7	58								
	20-29%	8	24	12	16	4	18	7	33	4	29	2	17								
	30-39%	5	15	10	13	8	36	1	5	0	0	0	0								
	40-49%	2	6	5	7	1	5	1	5	0	0	0	0								
	50-74%	3	9	5	7	1	5	0	0	0	0	0	0								
	75% or more	0	0	0	0	0	0	0	0	0	0	0	0								
	Total	34	100	75	100	22	100	21	100	14	100	12	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
c. Small-group activities	fsmgroup	0%	7	21	12	16	0	0	6	26	2	14	3	25								
		1-9%	8	24	22	29	3	14	6	26	2	14	3	25								
		10-19%	12	36	26	34	4	18	8	35	5	36	5	42								
		20-29%	5	15	8	11	8	36	3	13	2	14	1	8								
		30-39%	0	0	4	5	3	14	0	0	1	7	0	0								
		40-49%	0	0	4	5	3	14	0	0	1	7	0	0								
		50-74%	1	3	0	0	1	5	0	0	1	7	0	0								
		75% or more	0	0	0	0	0	0	0	0	0	0	0	0								
		Total	33	100	76	100	22	100	23	100	14	100	12	100								
d. Student presentations or performances	fpresent	0%	7	21	34	47	1	5	6	27	4	31	1	11								
		1-9%	16	47	27	38	11	58	9	41	4	31	5	56								
		10-19%	6	18	9	13	4	21	6	27	4	31	2	22								
		20-29%	1	3	1	1	2	11	0	0	0	0	1	11								
		30-39%	1	3	1	1	0	0	1	5	0	0	0	0								
		40-49%	1	3	0	0	1	5	0	0	1	8	0	0								
		50-74%	2	6	0	0	0	0	0	0	0	0	0	0								
		75% or more	0	0	0	0	0	0	0	0	0	0	0	0								
		Total	34	100	72	100	19	100	22	100	13	100	9	100								
e. Independent student work (writing, painting, designing, etc.)	findwork	0%	14	41	30	41	4	19	6	29	4	29	2	18								
		1-9%	9	26	28	38	12	57	6	29	7	50	2	18								
		10-19%	5	15	10	14	2	10	4	19	1	7	0	0								
		20-29%	4	12	2	3	2	10	2	10	0	0	1	9								
		30-39%	0	0	0	0	0	0	1	5	0	0	4	36								
		40-49%	0	0	3	4	0	0	0	0	1	7	0	0								
		50-74%	1	3	1	1	1	5	1	5	0	0	1	9								
		75% or more	1	3	0	0	0	0	1	5	1	7	1	9								
		Total	34	100	74	100	21	100	21	100	14	100	11	100								
f. Movies, videos, music, or other performances not involving or produced by students	fperform	0%	9	30	38	51	7	33	10	43	9	64	4	36								
		1-9%	14	47	23	31	9	43	8	35	4	29	2	18								
		10-19%	4	13	10	14	5	24	5	22	1	7	4	36								
		20-29%	0	0	2	3	0	0	0	0	0	0	1	9								
		30-39%	2	7	0	0	0	0	0	0	0	0	0	0								
		40-49%	1	3	0	0	0	0	0	0	0	0	0	0								
		50-74%	0	0	1	1	0	0	0	0	0	0	0	0								
		75% or more	0	0	0	0	0	0	0	0	0	0	0	0								

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Total	30	100	74	100	21	100	23	100	14	100	11	100								
g. Assessing student learning (tests, evaluations, surveys, polls, etc.)	fassess	0%		7	22	6	8	4	19	2	9	0	0	1	8						
		1-9%		19	59	36	48	11	52	12	55	9	64	3	25						
		10-19%		4	13	25	33	4	19	3	14	3	21	6	50						
		20-29%		1	3	6	8	1	5	3	14	1	7	2	17						
		30-39%		0	0	0	0	0	0	2	9	1	7	0	0						
		40-49%		1	3	0	0	1	5	0	0	0	0	0	0						
		50-74%		0	0	2	3	0	0	0	0	0	0	0	0						
		75% or more		0	0	0	0	0	0	0	0	0	0	0	0						
	Total	32	100	75	100	21	100	22	100	14	100	12	100								
h. Experiential activities (labs, field work, clinical or field placements, etc.)	factivity	0%		21	62	35	46	1	5	7	32	6	43	7	58						
		1-9%		6	18	13	17	8	40	4	18	4	29	1	8						
		10-19%		1	3	11	14	4	20	5	23	2	14	1	8						
		20-29%		3	9	7	9	5	25	2	9	2	14	0	0						
		30-39%		1	3	5	7	0	0	2	9	0	0	2	17						
		40-49%		1	3	3	4	0	0	1	5	0	0	1	8						
		50-74%		0	0	2	3	1	5	1	5	0	0	0	0						
		75% or more		1	3	0	0	1	5	0	0	0	0	0	0						
	Total	34	100	76	100	20	100	22	100	14	100	12	100								
25. In your selected course section, how much do you encourage students to do the following?																					
a. Ask other students for help understanding course material	fCLaskhelp	Very little		2	6	5	7	0	0	0	0	3	21	0	0						
		Some		12	33	16	21	7	32	8	35	3	21	2	17						
		Quite a bit		14	39	20	26	8	36	9	39	5	36	5	42						
		Very much		8	22	35	46	7	32	6	26	3	21	5	42						
		Total		36	100	76	100	22	100	23	100	14	100	12	100						
b. Explain course material to other students	fCLexplain	Very little		5	14	5	7	3	14	1	4	2	14	1	8						
		Some		14	39	18	24	7	32	5	22	6	43	2	17						
		Quite a bit		11	31	23	30	6	27	13	57	3	21	5	42						
		Very much		6	17	30	39	6	27	4	17	3	21	4	33						
		Total		36	100	76	100	22	100	23	100	14	100	12	100						
c. Prepare for exams by discussing or working through course material with other students	fCLstudy	Very little		2	6	7	9	6	29	2	9	4	29	1	8						
		Some		13	39	15	20	4	19	7	30	2	14	6	50						
		Quite a bit		9	27	23	31	5	24	11	48	3	21	3	25						
		Very much		9	27	30	40	6	29	3	13	5	36	2	17						
		Total		33	100	75	100	21	100	23	100	14	100	12	100						

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)		
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	
d. Work with other students on course projects or assignments	fCLproject	Very little	2	6	3	4	0	0	0	0	3	21	3	25									
		Some	13	37	21	28	6	27	6	26	1	7	6	50									
		Quite a bit	9	26	21	28	7	32	11	48	4	29	0	0									
		Very much	11	31	31	41	9	41	6	26	6	43	3	25									
		Total	35	100	76	100	22	100	23	100	14	100	12	100									
e. Identify key information from reading assignments	fLSreading	Very little	3	9	11	14	2	9	1	4	0	0	0	0									
		Some	7	21	16	21	5	23	6	26	4	29	2	17									
		Quite a bit	8	24	21	28	6	27	11	48	6	43	5	42									
		Very much	16	47	28	37	9	41	5	22	4	29	5	42									
		Total	34	100	76	100	22	100	23	100	14	100	12	100									
f. Review notes after class	fLSnotes	Very little	9	26	9	12	6	27	2	9	4	29	4	33									
		Some	9	26	21	28	6	27	8	35	4	29	6	50									
		Quite a bit	11	31	21	28	3	14	11	48	4	29	1	8									
		Very much	6	17	25	33	7	32	2	9	2	14	1	8									
		Total	35	100	76	100	22	100	23	100	14	100	12	100									
g. Summarize what has been learned from class or from course materials	fLSSummary	Very little	2	6	5	7	2	9	1	5	0	0	1	8									
		Some	10	29	20	27	4	18	5	23	5	36	6	50									
		Quite a bit	13	37	21	28	8	36	12	55	7	50	4	33									
		Very much	10	29	29	39	8	36	4	18	2	14	1	8									
		Total	35	100	75	100	22	100	22	100	14	100	12	100									
26. In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?																							
a. People of a race or ethnicity other than their own	fDDRace	Very little	10	30	10	14	1	5	3	13	3	21	3	30									
		Some	13	39	27	38	9	41	7	30	4	29	6	60									
		Quite a bit	6	18	20	28	5	23	8	35	4	29	0	0									
		Very much	4	12	14	20	7	32	5	22	3	21	1	10									
		Total	33	100	71	100	22	100	23	100	14	100	10	100									
b. People from an economic background other than their own	fDDeconomic	Very little	4	12	6	9	0	0	2	9	2	14	3	30									
		Some	15	45	26	37	9	41	8	35	4	29	6	60									
		Quite a bit	10	30	23	33	6	27	8	35	5	36	0	0									
		Very much	4	12	15	21	7	32	5	22	3	21	1	10									
		Total	33	100	70	100	22	100	23	100	14	100	10	100									
c. People with religious beliefs other than their own	fDDreligion	Very little	4	12	8	12	1	5	3	13	2	14	4	40									
		Some	17	52	24	35	9	43	9	39	5	36	5	50									
		Quite a bit	8	24	24	35	4	19	7	30	4	29	0	0									
		Very much	4	12	13	19	7	33	4	17	3	21	1	10									

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
	Total	33	100	69	100	21	100	23	100	14	100	10	100								
d. People with political views other than their own	fDDpolitical	Very little	3	9	4	6	0	0	2	9	2	14	4	40							
		Some	13	39	25	37	9	43	11	48	4	29	5	50							
		Quite a bit	13	39	24	35	4	19	6	26	5	36	0	0							
		Very much	4	12	15	22	8	38	4	17	3	21	1	10							
		Total	33	100	68	100	21	100	23	100	14	100	10	100							
e. People with a sexual orientation other than their own	fddsexorient	Very little	3	9	12	18	2	10	4	17	4	29	4	40							
		Some	16	48	25	37	11	52	10	43	4	29	5	50							
		Quite a bit	12	36	17	25	2	10	5	22	4	29	0	0							
		Very much	2	6	13	19	6	29	4	17	2	14	1	10							
		Total	33	100	67	100	21	100	23	100	14	100	10	100							
27. In your selected course section, how much does the coursework emphasize the following?																					
a. Memorizing course material	fmemorize	Very little	12	34	18	25	10	50	6	26	7	50	3	30							
		Some	15	43	35	49	9	45	12	52	4	29	5	50							
		Quite a bit	7	20	17	24	1	5	5	22	3	21	1	10							
		Very much	1	3	2	3	0	0	0	0	0	0	1	10							
		Total	35	100	72	100	20	100	23	100	14	100	10	100							
b. Applying facts, theories, or methods to practical problems or new situations	fHOapply	Very little	2	6	1	1	0	0	0	0	0	0	0	0							
		Some	7	20	9	13	1	5	1	5	1	7	1	10							
		Quite a bit	15	43	29	41	11	50	10	45	5	36	6	60							
		Very much	11	31	32	45	10	45	11	50	8	57	3	30							
		Total	35	100	71	100	22	100	22	100	14	100	10	100							
c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts	fHOanalyze	Very little	1	3	3	4	0	0	1	4	0	0	0	0							
		Some	4	12	13	18	6	27	4	17	1	7	2	20							
		Quite a bit	14	41	22	30	7	32	10	43	8	57	2	20							
		Very much	15	44	35	48	9	41	8	35	5	36	6	60							
		Total	34	100	73	100	22	100	23	100	14	100	10	100							
d. Evaluating a point of view, decision, or information source	fHOevaluate	Very little	1	3	5	7	0	0	2	9	0	0	2	20							
		Some	6	17	21	29	2	9	7	30	5	36	0	0							
		Quite a bit	15	43	24	33	11	50	10	43	6	43	3	30							
		Very much	13	37	22	31	9	41	4	17	3	21	5	50							
		Total	35	100	72	100	22	100	23	100	14	100	10	100							
e. Forming a new idea or understanding from various pieces of information	fHOform	Very little	0	0	3	4	0	0	1	5	0	0	1	10							
		Some	4	11	15	21	2	9	6	29	1	8	3	30							
		Quite a bit	21	60	29	40	7	32	5	24	7	54	1	10							

Note: Discipline-related categories with fewer than 10 respondents are not reported (i.e., the column is blank).

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

<i>Var. Name</i>	<i>Response Options</i>	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
	Very much	10	29	26	36	13	59	9	43	5	38	5	50								
	Total	35	100	73	100	22	100	21	100	13	100	10	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
28a. Does your selected course section include assigned papers, reports, or other writing tasks?																					
fwrwriting	No	6	17	17	23	0	0	4	19	3	23	1	10								
	Yes	30	83	56	77	22	100	17	81	10	77	9	90								
	Total	36	100	73	100	22	100	21	100	13	100	10	100								
<i>If #28a is Yes: About how many papers, reports, or other writing tasks of the following lengths do you assign?</i>																					
b. Up to 5 pages	fwrshort	0		3	10	1	2	1	5	1	6	0	0	0	0						
	1	5	17	9	17	3	14	3	18	2	25	1	13								
	2	4	14	8	15	4	19	5	29	2	25	1	13								
	3	6	21	12	23	4	19	0	0	0	0	2	25								
	4	5	17	8	15	3	14	0	0	0	0	3	38								
	5	3	10	3	6	1	5	3	18	4	50	0	0								
	6	2	7	1	2	1	5	1	6	0	0	0	0								
	7	0	0	2	4	0	0	0	0	0	0	0	0								
	8	0	0	3	6	1	5	2	12	0	0	0	0								
	9	0	0	2	4	0	0	0	0	0	0	0	0								
	10	1	3	4	8	0	0	0	0	0	0	0	1	13							
	More than 10 papers, etc.	0	0	0	0	3	14	2	12	0	0	0	0	0							
	Total	29	100	53	100	21	100	17	100	8	100	8	100								
c. From 6 to 10 pages	fwrmed	0		10	40	17	43	5	36	4	27	4	43								
	1	8	32	17	43	6	43	9	60	2	29	2	29								
	2	6	24	4	10	1	7	2	13	1	14	2	29								
	3	1	4	0	0	0	0	0	0	0	0	0	0								
	4	0	0	0	0	1	7	0	0	0	0	0	0								
	5	0	0	0	0	0	0	0	0	0	0	0	0								
	6	0	0	0	0	0	0	0	0	0	0	0	0								
	7	0	0	0	0	0	0	0	0	0	0	0	0								
	8	0	0	0	0	0	0	0	0	0	0	0	0								
	9	0	0	1	3	0	0	0	0	0	0	0	0								
	10	0	0	1	3	0	0	0	0	0	0	0	0								
	More than 10 papers, etc.	0	0	0	0	1	7	0	0	0	0	0	0	0							
	Total	25	100	40	100	14	100	15	100	7	100	7	100								

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
		Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
d. 11 pages or more	fwrlong	0		14	70	27	75	9	60	13	81	4	67	5	83						
		1		4	20	8	22	3	20	3	19	2	33	1	17						
		2		1	5	0	0	0	0	0	0	0	0	0	0						
		3		0	0	0	0	2	13	0	0	0	0	0	0						
		4		1	5	0	0	1	7	0	0	0	0	0	0						
		5		0	0	1	3	0	0	0	0	0	0	0	0						
		6		0	0	0	0	0	0	0	0	0	0	0	0						
		7		0	0	0	0	0	0	0	0	0	0	0	0						
		8		0	0	0	0	0	0	0	0	0	0	0	0						
		9		0	0	0	0	0	0	0	0	0	0	0	0						
		10		0	0	0	0	0	0	0	0	0	0	0	0						
	More than 10 papers, etc.			0	0	0	0	0	0	0	0	0	0	0	0						
	Total			20	100	36	100	15	100	16	100	6	100	6	100						
29. To what extent do you structure your selected course section so that students learn and develop in the following areas?																					
a. Writing clearly and effectively	fegwrite	Very little		2	6	13	18	2	9	1	5	4	29	0	0						
		Some		5	14	11	15	6	26	4	18	1	7	2	22						
		Quite a bit		8	22	27	37	5	22	9	41	4	29	1	11						
		Very much		21	58	22	30	10	43	8	36	5	36	6	67						
		Total		36	100	73	100	23	100	22	100	14	100	9	100						
b. Speaking clearly and effectively	fcgspeak	Very little		5	14	22	31	1	5	3	14	4	29	4	44						
		Some		12	33	21	30	1	5	5	23	0	0	0	0						
		Quite a bit		11	31	16	23	10	45	8	36	5	36	1	11						
		Very much		8	22	12	17	10	45	6	27	5	36	4	44						
		Total		36	100	71	100	22	100	22	100	14	100	9	100						
c. Thinking critically and analytically	fcgthink	Very little		1	3	3	4	1	4	0	0	0	0	0	0						
		Some		1	3	4	5	0	0	0	0	1	7	0	0						
		Quite a bit		8	22	21	29	8	35	9	41	2	14	2	22						
		Very much		26	72	45	62	14	61	13	59	11	79	7	78						
		Total		36	100	73	100	23	100	22	100	14	100	9	100						
d. Analyzing numerical and statistical information	fcganalyze	Very little		24	69	16	22	11	48	3	14	1	7	1	11						
		Some		8	23	19	26	4	17	7	33	2	14	5	56						
		Quite a bit		2	6	17	23	4	17	6	29	5	36	1	11						
		Very much		1	3	21	29	4	17	5	24	6	43	2	22						
		Total		35	100	73	100	23	100	21	100	14	100	9	100						

FSSE 2016 Disciplinary Area Report

Frequency Distributions by Disciplinary Area

Central Washington University

	Var. Name	Response Options	CAH		COTS		CEPS - Education		CEPS - Professional		CB		Other- Undecided		(Unused category)		(Unused category)		(Unused category)		(Unused category)	
			Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
e. Acquiring job- or work-related knowledge and skills	fcgwork	Very little	3	9	12	16	1	4	1	5	0	0	0	0								
		Some	7	21	28	38	3	13	0	0	2	14	0	0								
		Quite a bit	13	38	21	29	4	17	10	45	5	36	2	25								
		Very much	11	32	12	16	15	65	11	50	7	50	6	75								
		Total	34	100	73	100	23	100	22	100	14	100	8	100								
f. Working effectively with others	fcgothers	Very little	3	8	7	10	0	0	0	0	3	21	1	11								
		Some	9	25	17	23	1	4	2	10	2	14	3	33								
		Quite a bit	11	31	29	40	7	30	9	43	4	29	2	22								
		Very much	13	36	20	27	15	65	10	48	5	36	3	33								
		Total	36	100	73	100	23	100	21	100	14	100	9	100								
g. Developing or clarifying a personal code of values and ethics	fcgvalues	Very little	5	14	27	38	3	13	0	0	5	36	0	0								
		Some	15	43	24	34	4	17	5	23	3	21	1	11								
		Quite a bit	10	29	6	8	3	13	12	55	3	21	2	22								
		Very much	5	14	14	20	13	57	5	23	3	21	6	67								
		Total	35	100	71	100	23	100	22	100	14	100	9	100								
h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	fcgdiverse	Very little	4	11	22	31	1	4	1	5	3	21	2	22								
		Some	8	22	18	25	3	13	5	25	5	36	3	33								
		Quite a bit	11	31	14	20	6	26	11	55	5	36	1	11								
		Very much	13	36	17	24	13	57	3	15	1	7	3	33								
		Total	36	100	71	100	23	100	20	100	14	100	9	100								
i. Solving complex real-world problems	fcgprobsolve	Very little	9	26	7	10	0	0	1	5	3	21	1	11								
		Some	11	31	20	27	7	30	1	5	0	0	1	11								
		Quite a bit	5	14	27	37	7	30	12	55	5	36	4	44								
		Very much	10	29	19	26	9	39	8	36	6	43	3	33								
		Total	35	100	73	100	23	100	22	100	14	100	9	100								
j. Being an informed and active citizen	fcgcitizen	Very little	2	6	13	18	2	9	0	0	5	36	1	11								
		Some	13	37	17	24	8	36	5	24	3	21	1	11								
		Quite a bit	10	29	20	28	3	14	11	52	4	29	3	33								
		Very much	10	29	22	31	9	41	5	24	2	14	4	44								
		Total	35	100	72	100	22	100	21	100	14	100	9	100								