



FSSE-NSSE

Combined Report 2013

Western Michigan University



FSSE-NSSE Combined Report 2013

Interpreting Your 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 Web site (fsse.iub.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 for 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 Web sites.
4. **Item wording and variable names:** Results from the FSSE survey appear in the columns on the left and items from the NSSE survey appear in columns on the right. 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, the heading of this column 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.

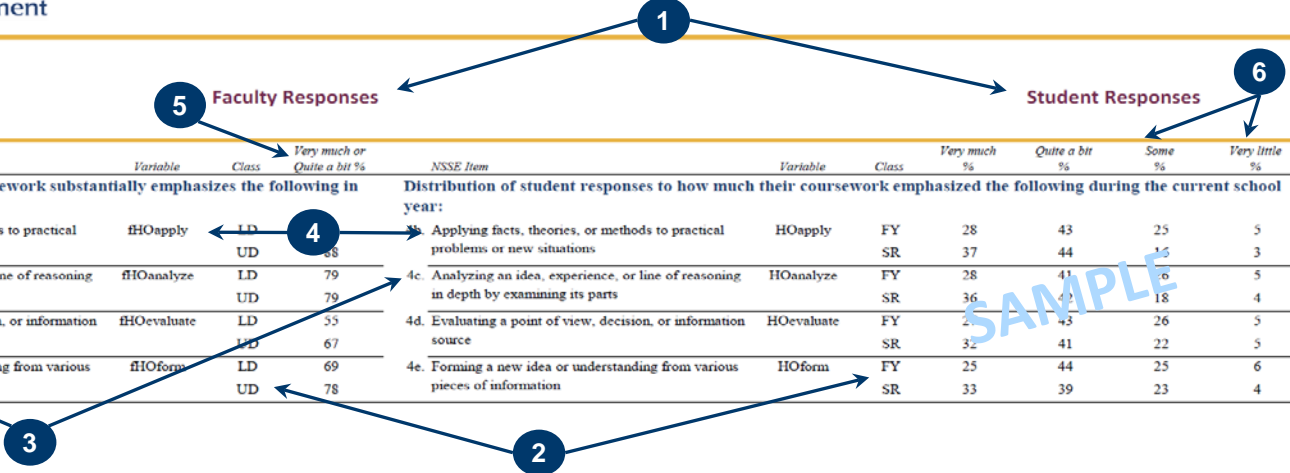


FSSE-NSSE Combined Report 2013 NSSEville State University

Academic Challenge

Higher-Order Learning

| FSSE Item | Variable | Class | Very much or Quite a bit % | NSSE Item | Variable | Class | Very much % | Quite a bit % | Some % | Very little % |
|--|-------------|-------|-------------------------------|--|------------|-------|----------------|------------------|-----------|------------------|
| Percentage of faculty whose coursework substantially emphasizes the following in their selected course section: | | | | Distribution of student responses to how much their coursework emphasized the following during the current school year: | | | | | | |
| 27b. Applying facts, theories, or methods to practical problems or new situations | fHOapply | LD | 68 | Applying facts, theories, or methods to practical problems or new situations | HOapply | FY | 28 | 43 | 25 | 5 |
| | | UD | 68 | | | SR | 37 | 44 | 15 | 3 |
| 27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | fHOanalyze | LD | 79 | 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | FY | 28 | 41 | 26 | 5 |
| | | UD | 79 | | | SR | 36 | 42 | 18 | 4 |
| 27d. Evaluating a point of view, decision, or information source | fHOevaluate | LD | 55 | 4d. Evaluating a point of view, decision, or information source | HOevaluate | FY | 21 | 43 | 26 | 5 |
| | | UD | 67 | | | SR | 32 | 41 | 22 | 5 |
| 27e. Forming a new idea or understanding from various pieces of information | fHOform | LD | 69 | 4e. Forming a new idea or understanding from various pieces of information | HOform | FY | 25 | 44 | 25 | 6 |
| | | UD | 78 | | | SR | 33 | 39 | 23 | 4 |



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Academic Challenge

Faculty Responses

Student Responses

Higher-Order Learning

| FSSE Item | Variable | Class | Very much or Quite a bit % | NSSE Item | Variable | Class | Very much % | Quite a bit % | Some % | Very little % |
|--|-------------|-------|-------------------------------|--|------------|-------|----------------|------------------|-----------|------------------|
| Percentage of faculty whose coursework substantially emphasizes the following in their selected course section: | | | | Distribution of student responses to how much their coursework emphasized the following during the current school year: | | | | | | |
| 27b. Applying facts, theories, or methods to practical problems or new situations | fHOapply | LD | 75 | 4b. Applying facts, theories, or methods to practical problems or new situations | HOapply | FY | 29 | 42 | 24 | 4 |
| | | UD | 87 | | | SR | 36 | 42 | 18 | 4 |
| 27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | fHOanalyze | LD | 72 | 4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts | HOanalyze | FY | 28 | 42 | 26 | 5 |
| | | UD | 86 | | | SR | 34 | 39 | 22 | 4 |
| 27d. Evaluating a point of view, decision, or information source | fHOevaluate | LD | 52 | 4d. Evaluating a point of view, decision, or information source | HOevaluate | FY | 22 | 42 | 31 | 5 |
| | | UD | 72 | | | SR | 29 | 39 | 26 | 6 |
| 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 | 25 | 40 | 29 | 7 |
| | | UD | 82 | | | SR | 28 | 40 | 27 | 5 |

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 how often they have done the following during the current school year: | | | | | | |
| 23a. Combine ideas from different courses when completing assignments | fRIintegrate | LD | 70 | 2a. Combined ideas from different courses when completing assignments | RIintegrate | FY | 22 | 34 | 38 | 6 |
| | | UD | 85 | | | SR | 33 | 41 | 23 | 3 |
| 23b. Connect his or her learning to societal problems or issues | fRIsocietal | LD | 60 | 2b. Connected your learning to societal problems or issues | RSocietal | FY | 17 | 37 | 38 | 7 |
| | | UD | 76 | | | SR | 26 | 35 | 33 | 6 |
| 23c. Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | fRIDiverse | LD | 46 | 2c. Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments | RIDiverse | FY | 19 | 31 | 39 | 12 |
| | | UD | 70 | | | SR | 21 | 31 | 34 | 13 |
| 23d. Examine the strengths and weaknesses of his or her own views on a topic or issue | fRIownview | LD | 72 | 2d. Examined the strengths and weaknesses of your own views on a topic or issue | RIownview | FY | 22 | 44 | 29 | 5 |
| | | UD | 82 | | | SR | 24 | 41 | 29 | 6 |
| 23e. Try to better understand someone else's views by imagining how an issue looks from his or her perspective | fRIperspect | LD | 64 | 2e. Tried to better understand someone else's views by imagining how an issue looks from his or her perspective | RIperspect | FY | 29 | 42 | 26 | 4 |
| | | UD | 82 | | | SR | 28 | 41 | 28 | 3 |
| 23f. Learn something that changes the way he or she understands an issue or concept | fRInewview | LD | 92 | 2f. Learned something that changed the way you understand an issue or concept | RInewview | FY | 25 | 42 | 30 | 3 |
| | | UD | 89 | | | SR | 25 | 45 | 28 | 2 |
| 23g. Connect ideas from your course to his or her prior experiences and knowledge | fRIconnect | LD | 93 | 2g. Connected ideas from your courses to your prior experiences and knowledge | RIconnect | FY | 36 | 43 | 20 | 1 |
| | | UD | 96 | | | SR | 41 | 43 | 15 | 1 |

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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 report they substantially encourage students to do the following in their selected course section: | | | | Distribution of student responses to how often they have done the following during the current school year: | | | | | | |
| 25e. Identify key information from reading assignments | fLSreading | LD | 73 | 9a. Identified key information from reading assignments | LSreading | FY | 35 | 44 | 20 | 1 |
| | | UD | 70 | | | SR | 40 | 42 | 15 | 2 |
| 25f. Review notes after class | fLSnotes | LD | 53 | 9b. Reviewed your notes after class | LSnotes | FY | 32 | 34 | 30 | 5 |
| | | UD | 52 | | | SR | 30 | 31 | 31 | 7 |
| 25g. Summarize what has been learned from class or from course materials | fLSsummary | LD | 60 | 9c. Summarized what you learned in class or from course materials | LSsummary | FY | 27 | 36 | 31 | 7 |
| | | UD | 66 | | | SR | 27 | 36 | 30 | 7 |

Quantitative Reasoning

| FSSE Item | Variable | Class | Very important or Important % | NSSE Item | Variable | Class | Very often % | Often % | Sometimes % | Never % |
|--|-------------|-------|----------------------------------|---|------------|-------|-----------------|------------|----------------|------------|
| Percentage of faculty who report that it is important that the typical student do the following in their selected course section: | | | | Distribution of student responses to how often they have done the following during the current school year: | | | | | | |
| 22d. Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.) | fQRconclude | LD | 53 | 6a. Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) | QRconclude | FY | 17 | 30 | 37 | 16 |
| | | UD | 60 | | | SR | 22 | 30 | 32 | 16 |
| 22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | fQRproblem | LD | 42 | 6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) | QRproblem | FY | 14 | 24 | 39 | 22 |
| | | UD | 52 | | | SR | 17 | 25 | 36 | 22 |
| 22f. Evaluate what others have concluded from numerical information | fQRevaluate | LD | 43 | 6c. Evaluated what others have concluded from numerical information | QRevaluate | FY | 12 | 25 | 40 | 23 |
| | | UD | 49 | | | SR | 14 | 30 | 37 | 19 |

Additional Academic Challenge Items

| FSSE Item | Variable | Class | Very much or Quite a bit % | NSSE Item | Variable ^a | Class | Low challenge % | Moderate challenge % | High challenge % |
|--|------------|-------|-------------------------------|---|-----------------------|-------|--------------------|-------------------------|---------------------|
| 21. In your selected course section, how much do students put forth their best work? | fchallenge | LD | 43 | 10. During the current school year, to what extent have your courses challenged you to do your best work? | challenge | FY | 2 | 40 | 58 |
| | | UD | 61 | | | SR | 3 | 37 | 60 |

| FSSE Item | Variable | Class | Very important or Important % | NSSE Item | Variable | Class | Very much % | Quite a bit % | Some % | Very little % |
|---|-----------|-------|----------------------------------|--|----------|-------|----------------|------------------|-----------|------------------|
| Percentage of faculty who report that it is important that their institution increase its emphasis on the following: | | | | Distribution of student responses to how much their institution emphasizes the following: | | | | | | |
| 2a. Students spending significant amounts of time studying and on academic work | fempstudy | LD | 89 | 14a. Spending significant amounts of time studying and on academic work | empstudy | FY | 51 | 38 | 11 | 1 |
| | | UD | 92 | | | SR | 36 | 46 | 17 | 1 |

a. 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).



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Learning with Peers

Faculty Responses

Student Responses

Collaborative Learning

| 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 how often they have done the following during the current school year: | | | | | | |
| 25a. Ask other students for help understanding course material | fCLaskhelp | LD | 62 | 1e. Asked another student to help you understand course material | CLaskhelp | FY | 18 | 35 | 38 | 9 |
| | | UD | 59 | | SR | | 15 | 30 | 45 | 9 |
| 25b. Explain course material to other students | fCLexplain | LD | 56 | 1f. Explained course material to one or more students | CLexplain | FY | 20 | 38 | 38 | 4 |
| | | UD | 54 | | SR | | 22 | 42 | 35 | 1 |
| 25c. Prepare for exams by discussing or working through course material with other students | fCLstudy | LD | 55 | 1g. Prepared for exams by discussing or working through course material with other students | CLstudy | FY | 18 | 29 | 36 | 17 |
| | | UD | 60 | | SR | | 18 | 29 | 37 | 17 |
| 25d. Work with other students on course projects or assignments | fCLproject | LD | 46 | 1h. Worked with other students on course projects or assignments | CLproject | FY | 16 | 35 | 42 | 7 |
| | | UD | 59 | | SR | | 27 | 36 | 31 | 5 |

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 report 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 how often they have had discussions with people from the following groups during the current school year: | | | | | | |
| 26a. People of a race or ethnicity other than their own | fDDrace | LD | 51 | 8a. People of a race or ethnicity other than your own | DDrace | FY | 43 | 32 | 21 | 4 |
| | | UD | 48 | | SR | | 38 | 31 | 26 | 4 |
| 26b. People from an economic background other than their own | fDDeconomic | LD | 50 | 8b. People from an economic background other than your own | DDeconomic | FY | 43 | 35 | 19 | 3 |
| | | UD | 48 | | SR | | 41 | 34 | 22 | 3 |
| 26c. People with religious beliefs other than their own | fDDreligion | LD | 46 | 8c. People with religious beliefs other than your own | DDreligion | FY | 41 | 32 | 23 | 5 |
| | | UD | 42 | | SR | | 41 | 31 | 25 | 4 |
| 26d. People with political views other than their own | fDDpolitical | LD | 45 | 8d. People with political views other than your own | DDpolitical | FY | 41 | 32 | 23 | 4 |
| | | UD | 46 | | SR | | 41 | 33 | 23 | 3 |



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Experiences with Faculty

Faculty Responses

Student Responses

Student-Faculty Interaction

| FSSE Item | Variable | Class | Very often or Often % | NSSE Item | Variable | Class | Very often % | Often % | Sometimes % | Never % |
|--|--------------|-------|-----------------------|--|-------------|-------|--------------|---------|-------------|---------|
| Percentage of faculty who frequently did each of the following with the undergraduate students they teach or advise during the current school year: | | | | Distribution of student responses to how often they have done the following during the current school year: | | | | | | |
| 8a. Talked about their career plans | fSFcareer | LD | 46 | 3a. Talked about career plans with a faculty member | SFcareer | FY | 15 | 23 | 45 | 18 |
| | | UD | 64 | | | SR | 16 | 26 | 40 | 19 |
| 8b. Worked on activities other than coursework (committees, student groups, etc.) | fSFotherwork | LD | 24 | 3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) | SFotherwork | FY | 7 | 12 | 30 | 51 |
| | | UD | 32 | | | SR | 10 | 14 | 28 | 48 |
| 8c. Discussed course topics, ideas, or concepts outside of class | fSFdiscuss | LD | 48 | 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | SFdiscuss | FY | 10 | 17 | 43 | 30 |
| | | UD | 58 | | | SR | 11 | 20 | 44 | 25 |
| 8d. Discussed their academic performance | fSFperform | LD | 65 | 3d. Discussed your academic performance with a faculty member | SFperform | FY | 12 | 20 | 45 | 23 |
| | | UD | 68 | | | SR | 10 | 21 | 47 | 21 |

Effective Teaching Practices

| FSSE Item | Variable | Class | Very much or Quite a bit % | NSSE Item | Variable | Class | Very much % | Quite a bit % | Some % | Very little % |
|---|-------------|-------|----------------------------|---|------------|-------|-------------|---------------|--------|---------------|
| Percentage of faculty who substantially do the following in their undergraduate courses: | | | | Distribution of student responses to what extent their instructors have done the following during the current school year: | | | | | | |
| 10a. Clearly explain course goals and requirements | fETgoals | LD | 95 | 5a. Clearly explained course goals and requirements | ETgoals | FY | 35 | 45 | 18 | 2 |
| | | UD | 95 | | | SR | 36 | 43 | 19 | 2 |
| 10b. Teach course sessions in an organized way | fETorganize | LD | 98 | 5b. Taught course sessions in an organized way | ETorganize | FY | 30 | 49 | 19 | 2 |
| | | UD | 98 | | | SR | 32 | 45 | 20 | 2 |
| 10c. Use examples or illustrations to explain difficult points | fETexample | LD | 98 | 5c. Used examples or illustrations to explain difficult points | ETexample | FY | 33 | 41 | 22 | 4 |
| | | UD | 98 | | | SR | 36 | 38 | 21 | 4 |
| 10d. Provide feedback to students on a draft or work in progress | fETdraftfb | LD | 63 | 5d. Provided feedback on a draft or work in progress | ETdraftfb | FY | 26 | 35 | 28 | 10 |
| | | UD | 69 | | | SR | 26 | 30 | 32 | 11 |
| 10e. Provide prompt and detailed feedback on tests or completed assignments | fETfeedback | LD | 95 | 5e. Provided prompt and detailed feedback on tests or completed assignments. | ETfeedback | FY | 22 | 36 | 31 | 11 |
| | | UD | 91 | | | SR | 28 | 37 | 27 | 8 |



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Campus Environment

Faculty Responses

Student Responses

Quality of Interactions

| FSSE Item | Variable ^a | Class | High ratings % | NSSE Item | Variable ^a | 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 the quality of interactions with the following people at their institution: | | | | | |
| 3a. Other students | fQIstudent | LD | 26 | 13a. Students | QIstudent | FY | 3 | 39 | 58 |
| | | UD | 32 | | | SR | 2 | 34 | 62 |
| 3b. Academic advisors | fQIadvisor | LD | 19 | 13b. Academic advisors | QIadvisor | FY | 5 | 39 | 54 |
| | | UD | 20 | | | SR | 11 | 41 | 48 |
| 3c. Faculty | fQIfaculty | LD | 22 | 13c. Faculty | QIfaculty | FY | 4 | 45 | 51 |
| | | UD | 31 | | | SR | 4 | 37 | 58 |
| 3d. Student services staff (career services, student activities, housing, etc.) | fQIstaff | LD | 10 | 13d. Student services staff (career services, student activities, housing, etc.) | QIstaff | FY | 8 | 40 | 40 |
| | | UD | 18 | | | SR | 8 | 36 | 32 |
| 3e. Other administrative staff and offices (registrar, financial aid, etc.) | fQIadmin | LD | 9 | 13e. Other administrative staff and offices (registrar, financial aid, etc.) | QIadmin | FY | 7 | 44 | 41 |
| | | UD | 13 | | | SR | 11 | 42 | 41 |

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 report that it is important that their institution increase its emphasis on each of the following: | | | | Distribution of student responses to how much their institution emphasizes the following: | | | | | | |
| 2b. Providing support to help students succeed academically | fSEacademic | LD | 88 | 14b. Providing support to help students succeed academically | SEacademic | FY | 41 | 41 | 14 | 4 |
| | | UD | 93 | | | SR | 28 | 44 | 23 | 6 |
| 2c. Students using learning support services (tutoring services, writing center, etc.) | fSElearnsup | LD | 83 | 14c. Using learning support services (tutoring services, writing center, etc.) | SElearnsup | FY | 43 | 33 | 17 | 8 |
| | | UD | 82 | | | SR | 26 | 35 | 29 | 10 |
| 2d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | fSEdiverse | LD | 78 | 14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) | SEdiverse | FY | 32 | 33 | 25 | 10 |
| | | UD | 81 | | | SR | 20 | 29 | 35 | 17 |
| 2e. Providing opportunities for students to be involved socially | fSEsocial | LD | 49 | 14e. Providing opportunities to be involved socially | SEsocial | FY | 38 | 38 | 19 | 6 |
| | | UD | 54 | | | SR | 26 | 41 | 26 | 8 |
| 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) | fSEwellness | LD | 76 | 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) | SEwellness | FY | 39 | 37 | 19 | 5 |
| | | UD | 78 | | | SR | 26 | 34 | 28 | 11 |
| 2g. Helping students manage their non-academic responsibilities (work, family, etc.) | fSEnonacad | LD | 54 | 14g. Helping you manage your non-academic responsibilities (work, family, etc.) | SEnonacad | FY | 21 | 29 | 30 | 20 |
| | | UD | 54 | | | SR | 9 | 17 | 35 | 39 |
| 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 | 35 | 36 | 23 | 6 |
| | | UD | 46 | | | SR | 19 | 37 | 33 | 11 |
| 2i. Students attending events that address important social, economic, or political issues | fSEevents | LD | 63 | 14i. Attending events that address important social, economic, or political issues | SEevents | FY | 23 | 30 | 32 | 16 |
| | | UD | 66 | | | SR | 12 | 26 | 41 | 20 |

a. Response options ranged from 1=Poor to 7=Excellent; Low ratings (1 or 2), Moderate ratings (3, 4, or 5), High ratings (6 or 7).



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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 which of the following they have done or plan to do before they graduate: | | | | | | |
| 1a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | fintern | LD | 78 | 11a. Participate in an internship, co-op, field experience, student teaching, or clinical placement | intern | FY | 6 | 77 | 4 | 13 |
| | | UD | 89 | | | SR | 51 | 26 | 17 | 6 |
| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Yes %</i> | | | | | | | |
| 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 | 17 | | | | | | | |
| | | UD | 39 | | | | | | | |

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 which of the following they have done or plan to do before they graduate: | | | | | | |
| 1c. Participate in a learning community or some other formal program where groups of students take two or more classes together | flearncom | LD | 38 | 11c. Participate in a learning community or some other formal program where groups of students take two or more classes together | learncom | FY | 14 | 27 | 27 | 32 |
| | | UD | 47 | | | SR | 23 | 7 | 58 | 12 |

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 which of the following they have done or plan to do before they graduate: | | | | | | |
| 1d. Participate in a study abroad program | fabroad | LD | 46 | 11d. Participate in a study abroad program | abroad | FY | 2 | 39 | 27 | 31 |
| | | UD | 48 | | | SR | 12 | 7 | 71 | 10 |



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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 which of the following they have done or plan to do before they graduate: | | | | | | |
| 1e. Work with a faculty member on a research project | fresearch | LD | 50 | 11e. Work with a faculty member on a research project | research | FY | 4 | 32 | 22 | 42 |
| | | UD | 53 | | | SR | 23 | 10 | 52 | 14 |
| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Yes %</i> | | | | | | | |
| Percentage of faculty who participate in the following activity in a typical 7 day week: | | | | | | | | | | |
| 6a. Working with undergraduates on research | fdresearch | LD | 32 | | | | | | | |
| | | UD | 39 | | | | | | | |

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 which of the following they have done or plan to do before they graduate: | | | | | | |
| 1f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | fcapstone | LD | 82 | 11f. Complete a culminating senior experience (capstone course, senior project or thesis, comprehensive exam, portfolio, etc.) | capstone | FY | 2 | 62 | 7 | 29 |
| | | UD | 82 | | | SR | 46 | 22 | 23 | 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)? | fservcourse | LD | 36 | 12. About how many of your courses at this institution have included a community-based project (service-learning)? | servcourse | FY | 1 | 7 | 54 | 38 |
| | | UD | 49 | | | SR | 0 | 9 | 55 | 36 |
| <i>FSSE Item</i> | <i>Variable</i> | <i>Class</i> | <i>Very important or Important %</i> | | | | | | | |
| 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 | 47 | | | | | | | |
| | | UD | 51 | | | | | | | |



FSSE-NSSE Combined Report 2013

Western Michigan University

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 report substantially structuring their selected course section so that students learn and develop in the following areas: | | | | Distribution of student responses to how much their experience at this institution contributed to their knowledge, skills, and personal development in the following areas: | | | | | | |
| 29a. Writing clearly and effectively | fcgwrite | LD | 55 | 17a. Writing clearly and effectively | pgwrite | FY | 22 | 40 | 29 | 9 |
| | | UD | 72 | | | SR | 36 | 38 | 20 | 7 |
| 29b. Speaking clearly and effectively | fcgspeak | LD | 47 | 17b. Speaking clearly and effectively | pgspeak | FY | 22 | 32 | 33 | 13 |
| | | UD | 57 | | | SR | 31 | 40 | 21 | 8 |
| 29c. Thinking critically and analytically | fcgthink | LD | 88 | 17c. Thinking critically and analytically | pgthink | FY | 33 | 43 | 20 | 3 |
| | | UD | 95 | | | SR | 45 | 36 | 16 | 3 |
| 29d. Analyzing numerical and statistical information | fcganalyze | LD | 38 | 17d. Analyzing numerical and statistical information | pganalyze | FY | 21 | 29 | 34 | 16 |
| | | UD | 42 | | | SR | 29 | 28 | 29 | 14 |
| 29e. Acquiring job- or work-related knowledge and skills | fcgwork | LD | 43 | 17e. Acquiring job- or work-related knowledge and skills | pgwork | FY | 27 | 33 | 29 | 12 |
| | | UD | 70 | | | SR | 37 | 33 | 21 | 9 |
| 29f. Working effectively with others | fcgothers | LD | 57 | 17f. Working effectively with others | pgothers | FY | 28 | 38 | 24 | 9 |
| | | UD | 67 | | | SR | 37 | 35 | 23 | 5 |
| 29g. Developing or clarifying a personal code of values and ethics | fcgvalues | LD | 34 | 17g. Developing or clarifying a personal code of values and ethics | pgvalues | FY | 24 | 34 | 27 | 15 |
| | | UD | 57 | | | SR | 29 | 32 | 25 | 15 |
| 29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | fcgdiverse | LD | 44 | 17h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) | pgdiverse | FY | 28 | 37 | 24 | 11 |
| | | UD | 59 | | | SR | 30 | 32 | 28 | 10 |
| 29i. Solving complex real-world problems | fcgprobsolve | LD | 52 | 17i. Solving complex real-world problems | pgprobsolve | FY | 24 | 36 | 26 | 13 |
| | | UD | 73 | | | SR | 29 | 31 | 28 | 13 |
| 29j. Being an informed and active citizen | fcgcitizen | LD | 41 | 17j. Being an informed and active citizen | pgcitizen | FY | 26 | 34 | 28 | 12 |
| | | UD | 60 | | | SR | 24 | 32 | 28 | 16 |

Course Engagement

| FSSE Item | Variable | Class | Very important or Important % | NSSE Item | Variable | Class | Very often % | Often % | Sometimes % | Never % |
|--|-----------|-------|----------------------------------|--|------------|-------|-----------------|------------|----------------|------------|
| Percentage of faculty who report that it is important that the typical student do the following in their selected course section: | | | | Distribution of student responses to how often they have done the following during the current school year: | | | | | | |
| 22a. Ask questions or contribute to course discussions in other ways | faskquest | LD | 92 | 1a. Asked questions or contributed to course discussions in other ways | askquest | FY | 24 | 35 | 36 | 5 |
| | | UD | 96 | | | SR | 40 | 33 | 24 | 3 |
| 22b. Prepare two or more drafts of a paper or assignment before turning it in | fdrafts | LD | 44 | 1b. Prepared two or more drafts of a paper or assignment before turning it in | drafts | FY | 16 | 27 | 39 | 17 |
| | | UD | 53 | | | SR | 16 | 24 | 40 | 20 |
| 22c. Come to class having completed readings or assignments | fprepared | LD | 92 | 1c. Come to class without completing readings or assignments | unprepared | FY | 7 | 11 | 58 | 25 |
| | | UD | 95 | | | SR | 6 | 14 | 59 | 22 |



FSSE-NSSE Combined Report 2013

Western Michigan University

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 they have done or plan to do before they graduate: | | | | | | |
| 1b. Hold a formal leadership role in a student organization or group | fleader | LD | 25 | 11b. Hold a formal leadership role in a student organization or group | leader | FY | 11 | 39 | 24 | 25 |
| | | UD | 39 | | | SR | 36 | 5 | 51 | 8 |

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 their coursework emphasized the following during the current school year: | | | | | | |
| 27a. Memorizing course material | fmemorize | LD | 35 | 4a. Memorizing course material | memorize | FY | 31 | 47 | 20 | 2 |
| | | UD | 27 | | | SR | 25 | 37 | 30 | 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 more than 16 hours on each of the following in an average 7-day week: | | | | Distribution of student responses to how many hours they spend doing each of the following in a typical 7-day week: | | | | | | |
| 20a. Participating in co-curricular activities | ftmcocurr | LD | 3 | 15b. Participating in co-curricular activities | tmcocurr | FY | 68 | 24 | 7 | 2 |
| | | UD | 4 | | | SR | 78 | 16 | 4 | 2 |
| 20b. Working for pay on campus | ftmworkon | LD | 9 | 15c. Working for pay on campus | tmworkon | FY | 80 | 15 | 3 | 2 |
| | | UD | 12 | | | SR | 76 | 13 | 8 | 3 |
| 20c. Working for pay off campus | ftmworkoff | LD | 40 | 15d. Working for pay off campus | tmworkoff | FY | 79 | 10 | 6 | 5 |
| | | UD | 52 | | | SR | 43 | 13 | 21 | 23 |
| 20d. Doing community service or volunteer work | ftmservice | LD | 0 | 15e. Doing community service or volunteer work | tmservice | FY | 91 | 8 | 1 | 1 |
| | | UD | 1 | | | SR | 89 | 8 | 2 | 1 |
| 20e. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | ftmrelax | LD | 61 | 15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) | tmrelax | FY | 20 | 44 | 23 | 13 |
| | | UD | 49 | | | SR | 28 | 46 | 18 | 8 |
| 20f. Providing care for dependents (children, parents, etc.) | ftmcare | LD | 7 | 15g. Providing care for dependents (children, parents, etc.) | tmcare | FY | 90 | 5 | 2 | 2 |
| | | UD | 6 | | | SR | 81 | 6 | 3 | 10 |
| 20g. Commuting to campus (driving, walking, etc.) | ftmcommute | LD | 1 | 15h. Commuting to campus (driving, walking, etc.) | tmcommute | FY | 79 | 17 | 3 | 1 |
| | | UD | 1 | | | SR | 73 | 24 | 2 | 1 |

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