

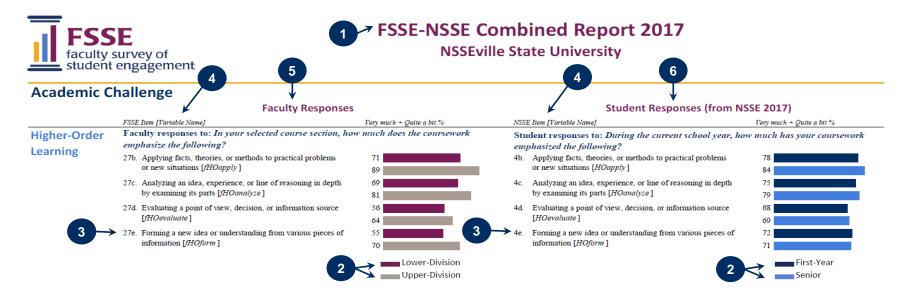
Western Michigan University



About This Report

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

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



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Academic Challenge

Faculty Responses

Student Responses (from NSSE 2017)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Higher-Order Learning	Faculty responses to: In your selected course section, ho emphasize the following?	w much does the coursework	Student responses to: During the current school year, he emphasized the following?	ow much has your coursework
	27b. Applying facts, theories, or methods to practical problems or new situations [fHOapply]	81 83	4b. Applying facts, theories, or methods to practical problems or new situations [<i>HOapply</i>]	69 100 75
	27c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>fHOanalyze</i>]	77	4c. Analyzing an idea, experience, or line of reasoning in depth by examining its parts [<i>HOanalyze</i>]	66 7 1
	27d. Evaluating a point of view, decision, or information source [fHOevaluate]	67	4d. Evaluating a point of view, decision, or information source [<i>HOevaluate</i>]	66 65
	27e. Forming a new idea or understanding from various pieces of information [<i>fHOform</i>]	73 72	4e. Forming a new idea or understanding from various pieces of information [<i>HOform</i>]	67 68
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Reflective & Integrative Learning	Faculty responses to: In your selected course section, ho typical student do the following?	w important is it to you that the	Student responses to: During the current school year, all following?	bout how often have you done
	23a. Combine ideas from different courses when completing assignments [<i>fRlintegrate</i>]	71	2a. Combined ideas from different courses when completing assignments [<i>Rlintegrate</i>]	48 48 70
	23b. Connect their learning to societal problems or issues [fRIsocietal]	68 77	2b. Connected your learning to societal problems or issues [<i>RIsocietal</i>]	48
	 Include diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>fRIdiverse</i>] 	56 1 71	 Included diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments [<i>Rldiverse</i>] 	49 53
	23d. Examine the strengths and weaknesses of their own views on a topic or issue [<i>fRIownview</i>]	76 82	2d. Examined the strengths and weaknesses of your own views on a topic or issue [<i>RIownview</i>]	64 68 68
	23e. Try to better understand someone else's views by imagining how an issue looks from their perspective [<i>fRIperspect</i>]	70 	 Tried to better understand someone else's views by imagining how an issue looks from their perspective [<i>RIperspect</i>] 	72 74
	23f. Learn something that changes the way they understand an issue or concept [<i>fRI</i> newview]	91 91	2f. Learned something that changes the way you understand an issue or concept [<i>RInewview</i>]	70 7 3
	23g. Connect ideas from your course to their prior experiences	90	 Connected ideas from your courses to your prior experiences and knowledge [<i>RIconnect</i>] 	77



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Academic Challenge (continued)

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %
earning	Faculty responses to: <i>In your selected course section, ho students to do the following?</i>	w much do you encourage	Student responses to: During the current school year, a following?	bout how often have you done the
Strategies	25e. Identify key information from reading assignments [<i>fLSreading</i>]	76	9a. Identified key information from reading assignments [<i>LSreading</i>]	77 78
	25f. Review notes after class [fLSnotes]	51	9b. Reviewed your notes after class [LSnotes]	64 58
	25g. Summarize what has been learned from class or from course materials [<i>fLSsummary</i>]	72 66	9c. Summarized what you learned in class or from course materials [<i>LSsummary</i>]	63 62
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Quantitative	Faculty responses to: In your selected course section, hat typical student do the following?	ow important is it to you that the	Student responses to: During the current school year, a following?	bout how often have you done the
Reasoning	 Reach conclusions based on their own analysis of numerical information (numbers, graphs, statistics, etc.) [fQRconclude] 	52 6 7	 Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [QRconclude] 	49 54
	22e. Use numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [fQRproblem]	47 47 58	6b. Used numerical information to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [QRproblem]	36 41
	22f. Evaluate what others have concluded from numerical information [fQRevaluate]	46 1 55	6c. Evaluated what others have concluded from numerical information [<i>QRevaluate</i>]	36 41
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very much + Quite a bit %
dditional	Faculty responses to: How important is it to you that you emphasis on each of the following?	ur institution increase its	Student responses to: How much does your institution of	emphasize the following?
hallenge	 Students spending significant amounts of time studying and on academic work [<i>fempstudy</i>] 	85	14a. Spending significant amounts of time studying and on academic work [<i>empstudy</i>]	82 79
.emb	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	High challenge %
	21. In your selected course section, to what extent do you think the typical student does their best work? [<i>fchallenge</i>]	46	 During the current school year, to what extent have your courses challenged you to do your best work? [challenge] Note. Response options ranged from 1=Not at all to 7=Very much; Hig 	44 50
			note. Response options ranged from r=not at an to /=very much; Hig	n chancinge (0 01 7).
		Lower-Division		First-Year
		Upper-Division		Senior



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Learning with Peers

Faculty Responses	
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Student Responses (from NSSE 2017)

	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %	
Collaborative Learning	Faculty responses to: In your selected course section, how much do you encourage the following?		Student responses to: During the current school year, about how often have you done t following?		
	25a. Ask other students for help understanding course material [fCLaskhelp]	59 6 5	 Asked another student to help you understand course material [CLaskhelp] 	58 50	
	25b. Explain course material to other students [fCLexplain]	63 56	1f. Explained course material to one or more students [<i>CLexplain</i>]	56	
	25c. Prepare for exams by discussing or working through course material with other students [<i>fCLstudy</i>]	62 6 2 6 5	1g. Prepared for exams by discussing or working through course material with other students [<i>CLstudy</i>]	50 52	
	25d. Work with other students on course projects or assignments [fCLproject]	47 47 60	 Worked with other students on course projects or assignments [CLproject] 	52 70	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very often + Often %	
Discussions	Faculty responses to: In your selected course section, how much opportunity do students have to engage in discussions with people from the following groups?		Student responses to: During the current school year, about how often have you had discussions with people from the following groups?		
with Diverse Others	26a. People of a race or ethnicity other than their own [fDDrace]	55 48	8a. People of a race or ethnicity other than your own [DDrace]	68 72	
	26b. People from an economic background other than their own [fDDeconomic]	54 49	8b. People from an economic background other than your own [DDeconomic]	71	
	26c. People with religious beliefs other than their own [fDDreligion]	50	8c. People with religious beliefs other than your own [DDreligion]	66 70	
	26d. People with political views other than their own [fDDpolitical]	47	8d. People with political views other than your own [DDpolitical]	69 	
		Lower-Division		First-Year Senior	



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Experiences with Faculty

Student Responses (from NSSE 2017)

	out how often have you done	Student responses to: During the current school year, a	hout how often you have done t	
y Faculty responses to: During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?		Student responses to: During the current school year, about how often you have done a following?		
a. Talked about their career plans [fSFcareer]	56 65	3a. Talked about career plans with a faculty member [<i>SFcareer</i>]	45	
b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork]	19 31	3b. Worked with a faculty member on activities other than coursework (committees, student groups, etc.) [SFotherwork]	25 3 1	
 Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] 	54	3c. Discussed course topics, ideas, or concepts with a faculty member outside of class [<i>SFdiscuss</i>]	27 3 1	
d. Discussed their academic performance [fSFperform]	68 66	3d. Discussed your academic performance with a faculty member [<i>SFperform</i>]	36 34	
SSE Item	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
	what extent do you do the	Student responses to: To what extent have your instruct current school year?	tors done the following during th	
0a. Clearly explain course goals and requirements [fETgoals]	95 98	5a. Clearly explained course goals and requirements [<i>ETgoals</i>]	79 81	
0b. Teach course sessions in an organized way [fETorganize]	99 98	5b. Taught course sessions in an organized way [ETorganize]	74 	
Oc. Use examples or illustrations to explain difficult points [<i>fETexample</i>]	99 97	 Used examples or illustrations to explain difficult points [<i>ETexample</i>] 	71	
Og. Provide feedback to students on drafts or works in progress [fETdrafifb]	65 1 71	5d. Provided feedback on a draft or work in progress [<i>ETdraftfb</i>]	59 58	
Oh. Provide prompt and detailed feedback on tests or completed assignments [<i>fETfeedback</i>]	92	 Provided prompt and detailed feedback on tests or completed assignments. [<i>ETfeedback</i>] 	56 60	
	 student groups, etc.) [fSFotherwork] c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] d. Discussed their academic performance [fSFperform] SSE Item Saculty responses to: In your undergraduate courses, to vollowing? 0a. Clearly explain course goals and requirements [fETgoals] 0b. Teach course sessions in an organized way [fETorganize] 0c. Use examples or illustrations to explain difficult points [fETexample] 0g. Provide feedback to students on drafts or works in progress [fETdraftfb] 0h. Provide prompt and detailed feedback on tests or completed 	b. Worked on activities other than coursework (committees, student groups, etc.) [fSFotherwork] 19 c. Discussed course topics, ideas, or concepts outside of class [fSFdiscuss] 54 d. Discussed their academic performance [fSFperform] 68 66 66 SSE Item Very much + Quite a bit % Very much + Quite a bit % Saculty responses to: In your undergraduate courses, to what extent do you do the oblowing? 0a. Clearly explain course goals and requirements [fETgoals] 95 98 98 0b. Teach course sessions in an organized way [fETorganize] 99 98 99 0c. Use examples or illustrations to explain difficult points [fETexample] 97 0g. Provide feedback to students on drafts or works in progress [fETdraftfb] 71 0h. Provide prompt and detailed feedback on tests or completed 92	65 [SFcareer] b. Worked on activities other than coursework (committees, student groups, etc.) [[SFotherwork] 31 31 31 c. Discussed course topics, ideas, or concepts outside of class [[SFotherwork]] 54 [JSFotherwork] 32 d. Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 57 d. Discussed their academic performance [[SFperform]] 68 66 33 Discussed course topics, ideas, or concepts with a faculty member outside of class [SFdiscuss] 34. Discussed their academic performance [[SFperform]] 68 33 66 66 8 33 Very much + Quite a bit % NSSE Item [Variable Name] Student responses to: In your undergraduate courses, to what extent do you do the ollowing? Oa. Clearly explain course goals and requirements [FETgoals] 98 50 Taught course sessions in an organized way [FETorganize] 98 50 Taught course sessions in an organized way [ETorganize] 98 50 Taught course sessions in an organized way [ETorganize] 98 50 Taught course sessions in an organized way [ETorganize] 99 50	

Faculty Responses



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Campus Environment

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	High ratings %	NSSE Item [Variable Name]	High ratings %
Quality of Interactions	Faculty responses to: Indicate your perception of the qua the following people at your institution.	ality of student interactions with	Student responses to: Indicate the quality of your interactions with the following peopyour institution.	
Interactions	3a. Other students [fQlstudent]	26 3 2	13a. Students [<i>QIstudent</i>]	50 55
	3b. Academic advisors [fQIadvisor]	19	13b. Academic advisors [<i>Qladvisor</i>]	53 51
	3c. Faculty [fQlfaculty]	18	13c. Faculty [<i>Qlfaculty</i>]	44 5 4
	 Student services staff (career services, student activities, housing, etc.) [fQIstaff] 	15	13d. Student services staff (career services, student activities, housing, etc.) [<i>QIstaff</i>]	38 33
	3e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>fQIadmin</i>]	10	13e. Other administrative staff and offices (registrar, financial aid, etc.) [<i>Qladmin</i>]	39 37
	Note: Response options for faculty and student Quality of Interactions items rat FSSE Item [Variable Name]	nged from 1=Poor to 7=Excellent; High ratings (6 Very important + Important %	or 7). NSSE Item [Variable Name]	Very much + Quite a bit %
Supportive	Faculty responses to: <i>How important is it to you that your institution</i> increase <i>its</i> Student response emphasis on each of the followine?		Student responses to: <i>How much does your institution e</i>	
Environment	2b. Providing support to help students succeed academically [fSEacademic]	90 91	14b. Providing support to help students succeed academically [SEacademic]	76 69
	 Students using learning support services (tutoring services, writing center, etc.) [fSElearnsup] 	84 85	14c. Using learning support services (tutoring services, writing center, etc.) [SElearnsup]	74 60
	2d. Encouraging contact among students from different	87	14d. Encouraging contact among students from different	64
	backgrounds (social, racial/ethnic, religious, etc.) [fSEdiverse]	84	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	52
		84 65 53	backgrounds (social, racial/ethnic, religious, etc.)	
	[<i>fSEdiverse</i>] 2e. Providing opportunities for students to be involved socially	65	backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse]	52 1 73
	 [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being 	65 53 81	 backgrounds (social, racial/ethnic, religious, etc.) [SEdiverse] 14e. Providing opportunities to be involved socially [SEsocial] 14f. Providing support for your overall well-being (recreation, 	52 73 73 73 73 74 74 74 74 74 74 74 74 74 74 74 74 74
	 [fSEdiverse] 2e. Providing opportunities for students to be involved socially [fSEsocial] 2f. Providing support for students' overall well-being (recreation, health care, counseling, etc.) [fSEwellness] 2g. Helping students manage their non-academic 	65 53 81 83 64	 backgrounds (social, racial/ethnic, religious, etc.) [<i>SEdiverse</i>] 14e. Providing opportunities to be involved socially [<i>SEsocial</i>] 14f. Providing support for your overall well-being (recreation, health care, counseling, etc.) [<i>SEwellness</i>] 14g. Helping you manage your non-academic responsibilities 	52 73 63 72 60 47

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Additional Engagement Items

	Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %
Faculty Course	Faculty responses to: To what extent do you structure your selected course section so that students learn and develop in the following areas?		Student responses to: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?	
Goals and Student-	29a. Writing clearly and effectively [fcgwrite]	54 62	17a. Writing clearly and effectively [pgwrite]	62 69
Perceived Gains	29b. Speaking clearly and effectively [fcgspeak]	37	17b. Speaking clearly and effectively [pgspeak]	52 65
	29c. Thinking critically and analytically [fcgthink]	90 91	17c. Thinking critically and analytically [pgthink]	74 80
	29d. Analyzing numerical and statistical information [<i>fcganalyze</i>]	29 41	17d. Analyzing numerical and statistical information [pganalyze]	54 60
	29e. Acquiring job- or work-related knowledge and skills [fcgwork]	52 68	17e. Acquiring job- or work-related knowledge and skills [<i>pgwork</i>]	58 68
	29f. Working effectively with others [fcgothers]	51 63	17f. Working effectively with others [pgothers]	63 74
	29g. Developing or clarifying a personal code of values and ethics [<i>fcgvalues</i>]	35 4 9	17g. Developing or clarifying a personal code of values and ethics [<i>pgvalues</i>]	58
	29h. Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse]	56 59 59	 Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse] 	6463
	29i. Solving complex real-world problems [fcgprobsolve]	48 65	17i. Solving complex real-world problems [pgprobsolve]	59 63
	29j. Being an informed and active citizen [fcgcitizen]	57 59 59	17j. Being an informed and active citizen [pgcitizen]	57 57

	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Very often + Often %
Course Engagement	Faculty responses to: In your selected course section, how important is it to you that the typical student do the following?		Student responses to: During the current school year, about how often have you done the following?	
Engagement	22a. Ask questions or contribute to course discussions in other ways [faskquest]	94 91	 Asked questions or contributed to course discussions in other ways [askquest] 	55 72
	22b. Prepare two or more drafts of a paper or assignment before turning it in [<i>fdrafts</i>]	30 5 2	 Prepared two or more drafts of a paper or assignment before turning it in [<i>drafts</i>] 	47 41
	22c. Come to class having completed readings or assignments [fprepared]	96 95	 Come to class without completing readings or assignments [unprepared] 	20 2 2
		Lower-Division		First-Year

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Additional Engagement Items (continued)

		Faculty Responses		Student Responses (from NSSE 2017)	
	FSSE Item [Variable Name]	Very important + Important %	NSSE Item [Variable Name]	Done or in progress %	
Student	Faculty responses to: How important is it to you that undergraduates at your institution do the following before they graduate?		Student responses to: Which of the following have you done or do you plan to do befor you graduate?		
Leadership	 Hold a formal leadership role in a student organization or group [<i>fleader</i>] 	28 31	11b. Hold a formal leadership role in a student organization or group [<i>leader</i>]	11 3 3	
	FSSE Item [Variable Name]	Very much + Quite a bit %	NSSE Item [Variable Name]	Very much + Quite a bit %	
	Faculty responses to: In your selected course section, he emphasize the following?	w much does the coursework	Student responses to: During the current school year, h emphasized the following?	ow much has your coursework	
	27a. Memorizing course material [fmemorize]	33 25	4a. Memorizing course material [memorize]	73 64	
	FSSE Item [Variable Name]	16 or more hours %	NSSE Item [Variable Name]	16 or more hours %	
mile spent by	Faculty responses to: 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?		Student responses to: About how many hours do you spend in a typical 7-day week doin the following?		
Students	20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [fimprep]	5 4	15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [<i>tmprep</i>]	49 41	
	20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [ftmcocurr]	4 2	 Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [tmcocurr] 	13 8	
	20c. Working for pay on campus [ftmworkon]	8	15c. Working for pay on campus [ftmworkon]	7	
	20d. Working for pay off campus [fimworkoff]	43 52	15d. Working for pay off campus [<i>tmworkoff</i>]	13 5 2	
	20e. Doing community service or volunteer work [ftmservice]	0 1	15e. Doing community service or volunteer work [tmservice]	3	
	20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [fmrelax]	50	 Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [tmrelax] 	37 28	
	20g. Providing care for dependents (children, parents, etc.) [fmcare]	5	15g. Providing care for dependents (children, parents, etc.) [<i>tmcare</i>]	5	
	20h. Commuting to campus (driving, walking, etc.) [ftmcommute]	0 0	15h. Commuting to campus (driving, walking, etc.) [tmcommute]	6 6	

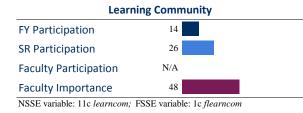
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High-Impact Practices

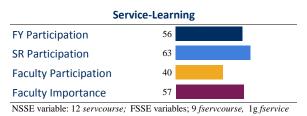


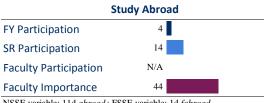


NSSE variable: 11a intern; FSSE variables; 6b fdintern, 1a fintern

FY/SR Participation

The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" courses included a community-based project. All student results are weighted by institution-reported sex and enrollment status.

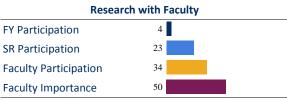




NSSE variable: 11d abroad ; FSSE variable: 1d fabroad

Faculty Participation

The "Faculty Participation" figures display the percentage of your faculty who participate in three selected High-Impact Practices in a typical week. For Research with Faculty and Internship or Field Experience, this represents the percentage of faculty responding "Yes" to working with or supervising undergraduates in these experiences. For Service-Learning, this represents the percentage of faculty responding that at least "Some" of their courses include a service-learning component.



NSSE variable: 11e research; FSSE variables: 6a fdresearch, 1e fresearch

Senior Culminating Experience				
FY Participation	1			
SR Participation	42			
Faculty Participation	N/A			
Faculty Importance	79			
NSSE variable: 11f capstone ; FSSE variable: 1f fcapstone				

Faculty Importance

The "Faculty Importance" figures display the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate in the particular High-Impact Practice before they graduate.

IPEDS: 172699