

FSSE-NSSE Combined Report 2018

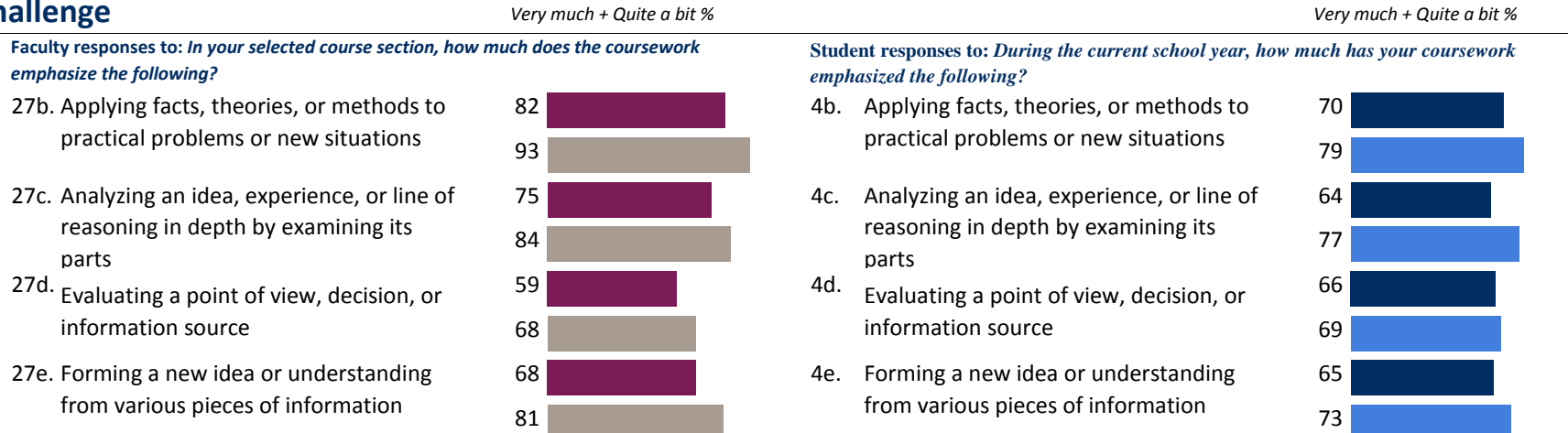
Southeastern Louisiana University

Faculty Responses

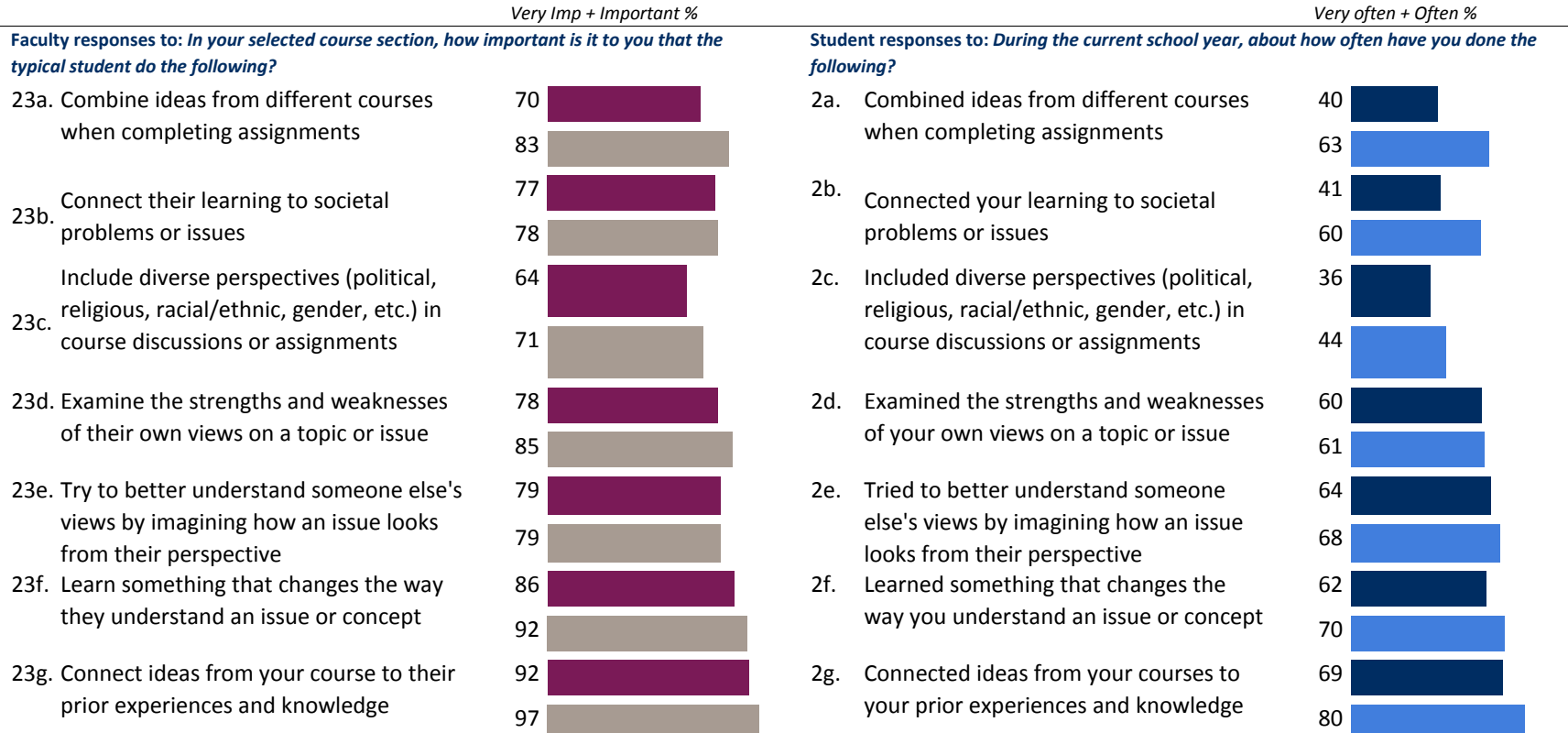
Student Responses (from NSSE 2018)

Academic Challenge

Higher-Order Learning



Reflective & Integrative Learning



Lower-Division
Upper-Division

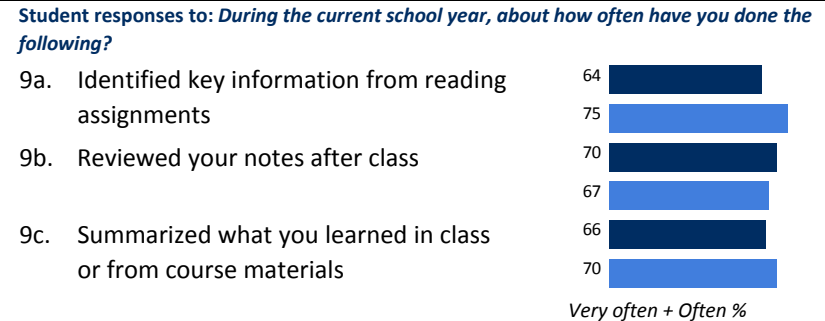
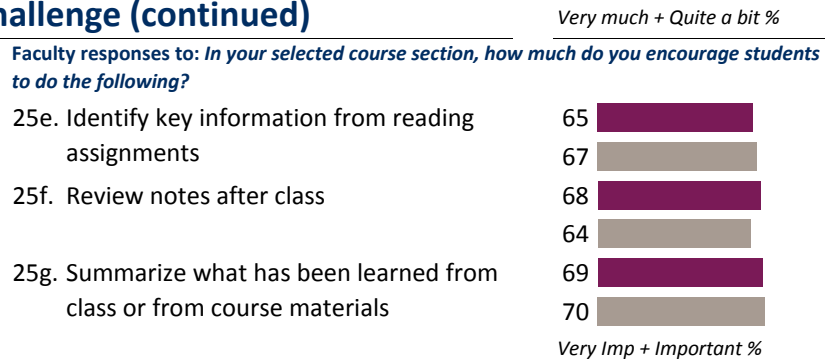
First-Year
Senior

Faculty Responses

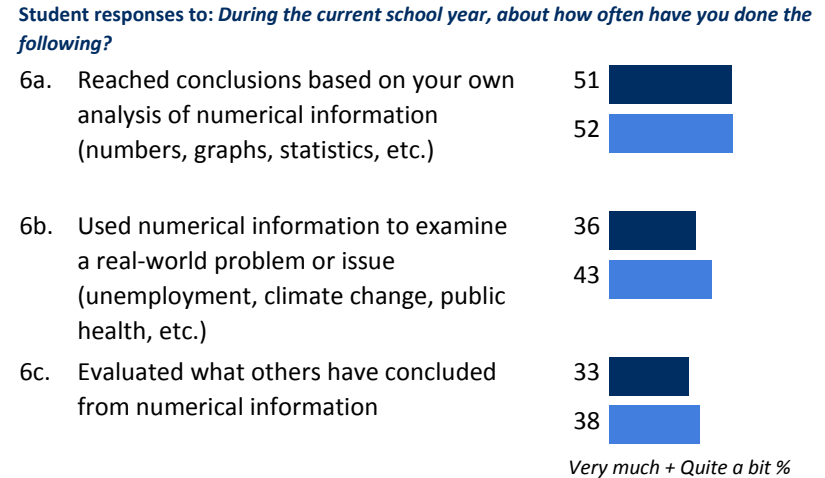
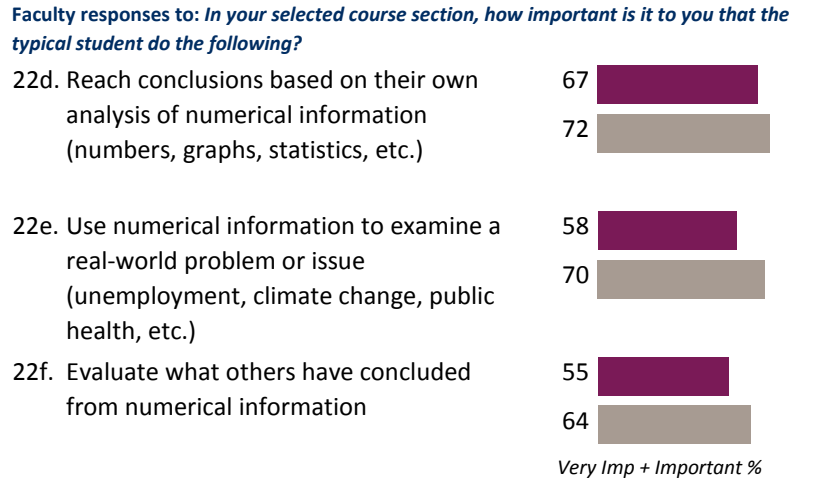
Student Responses (from NSSE 2018)

Academic Challenge (continued)

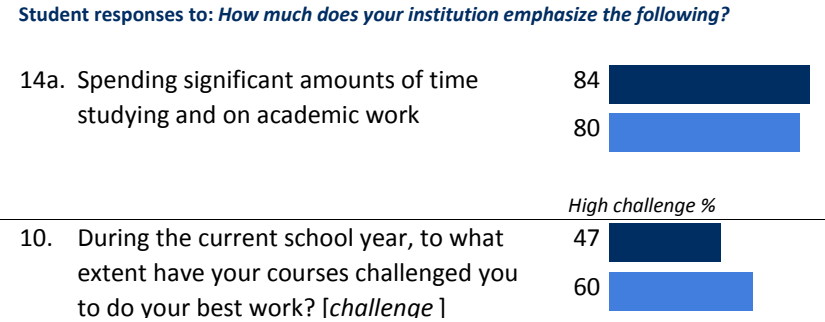
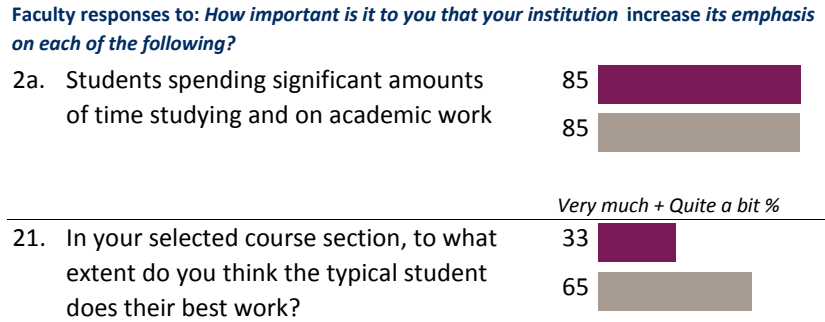
Learning Strategies



Quantitative Reasoning



Additional Academic Challenge Items



Lower-Division
Upper-Division

First-Year
Senior

Note. Response options ranged from 1=Not at all to 7=Very much; High challenge (6 or 7).

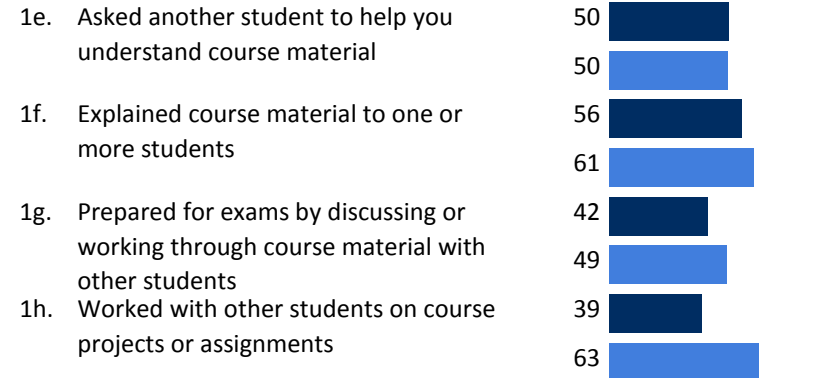
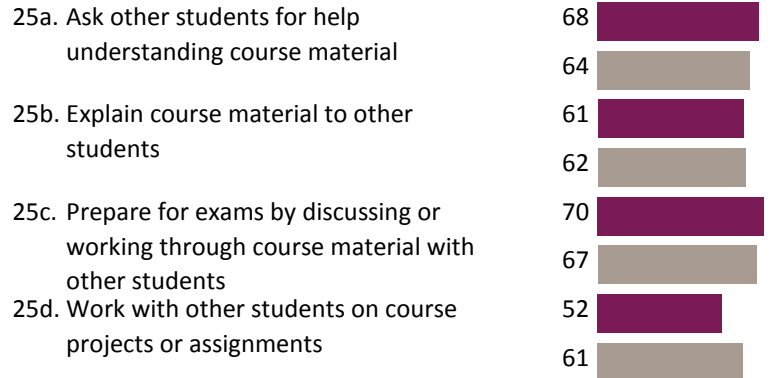
Faculty Responses

Student Responses (from NSSE 2018)

Collaborative Learning

Faculty responses to: *In your selected course section, how much do you encourage students to do the following?*

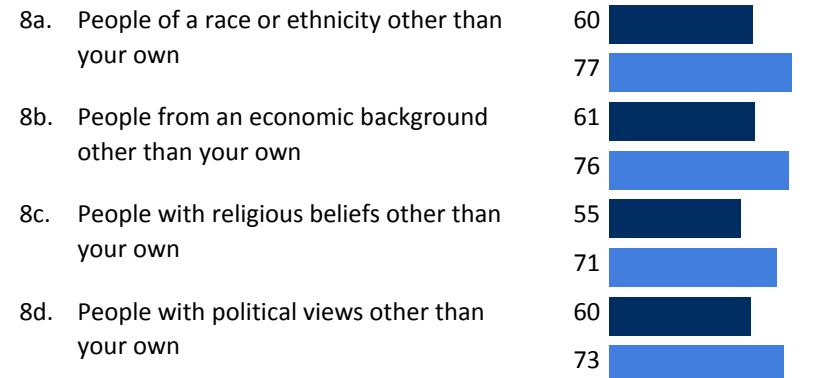
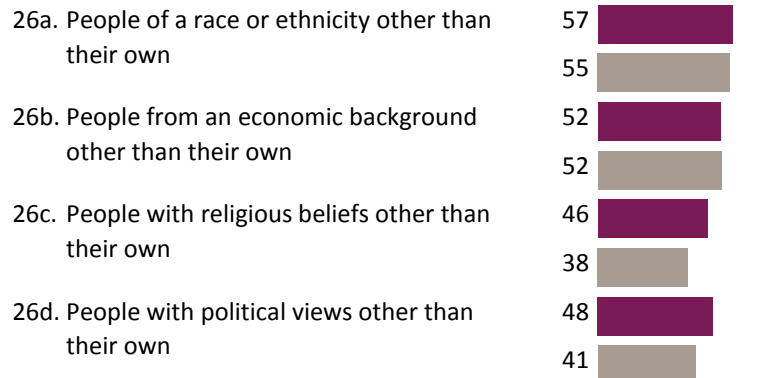
Student responses to: *During the current school year, about how often have you done the following?*



Discussions with Diverse Others

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?*



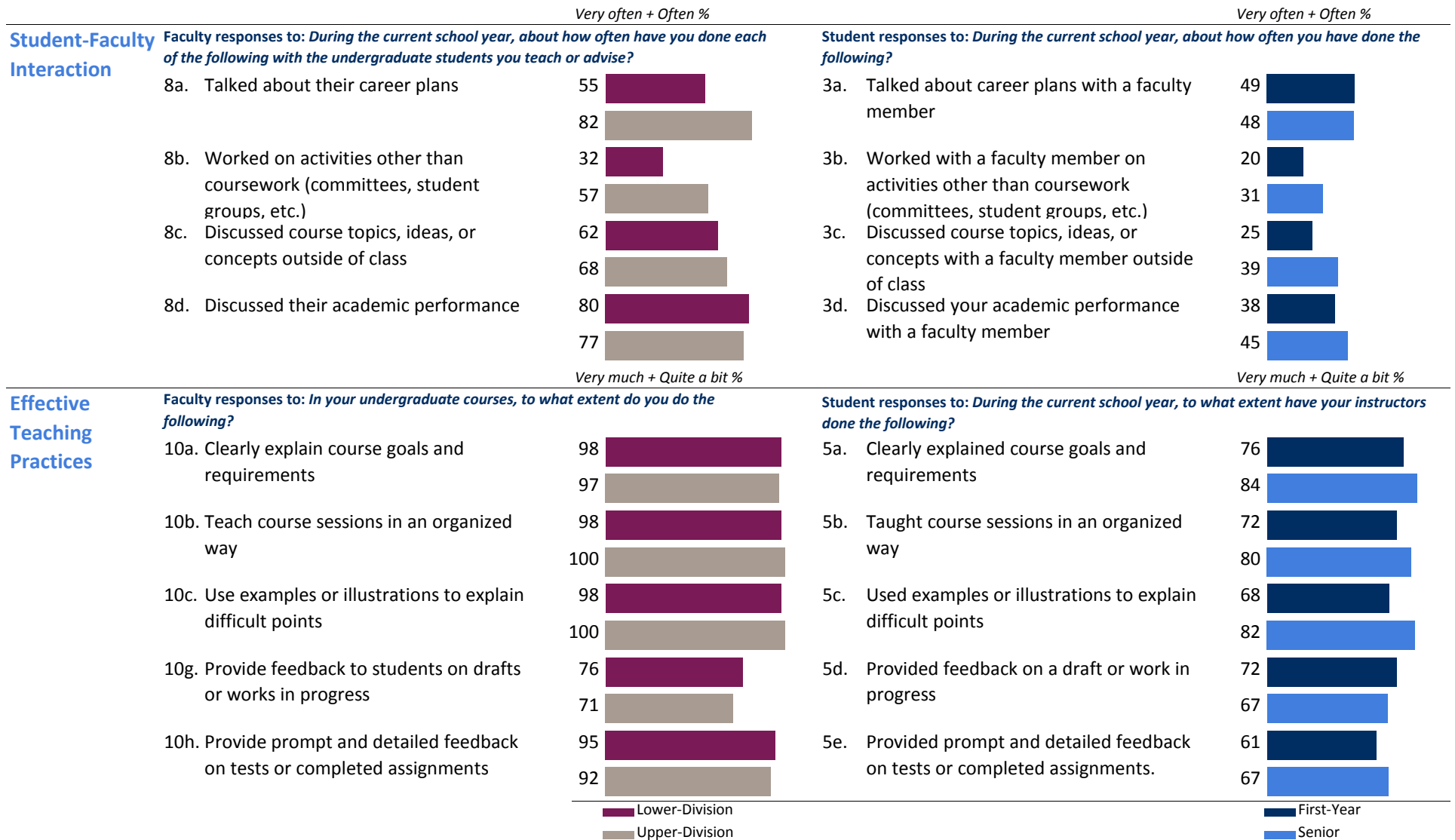
Lower-Division
 Upper-Division

First-Year
 Senior

Experiences with Faculty

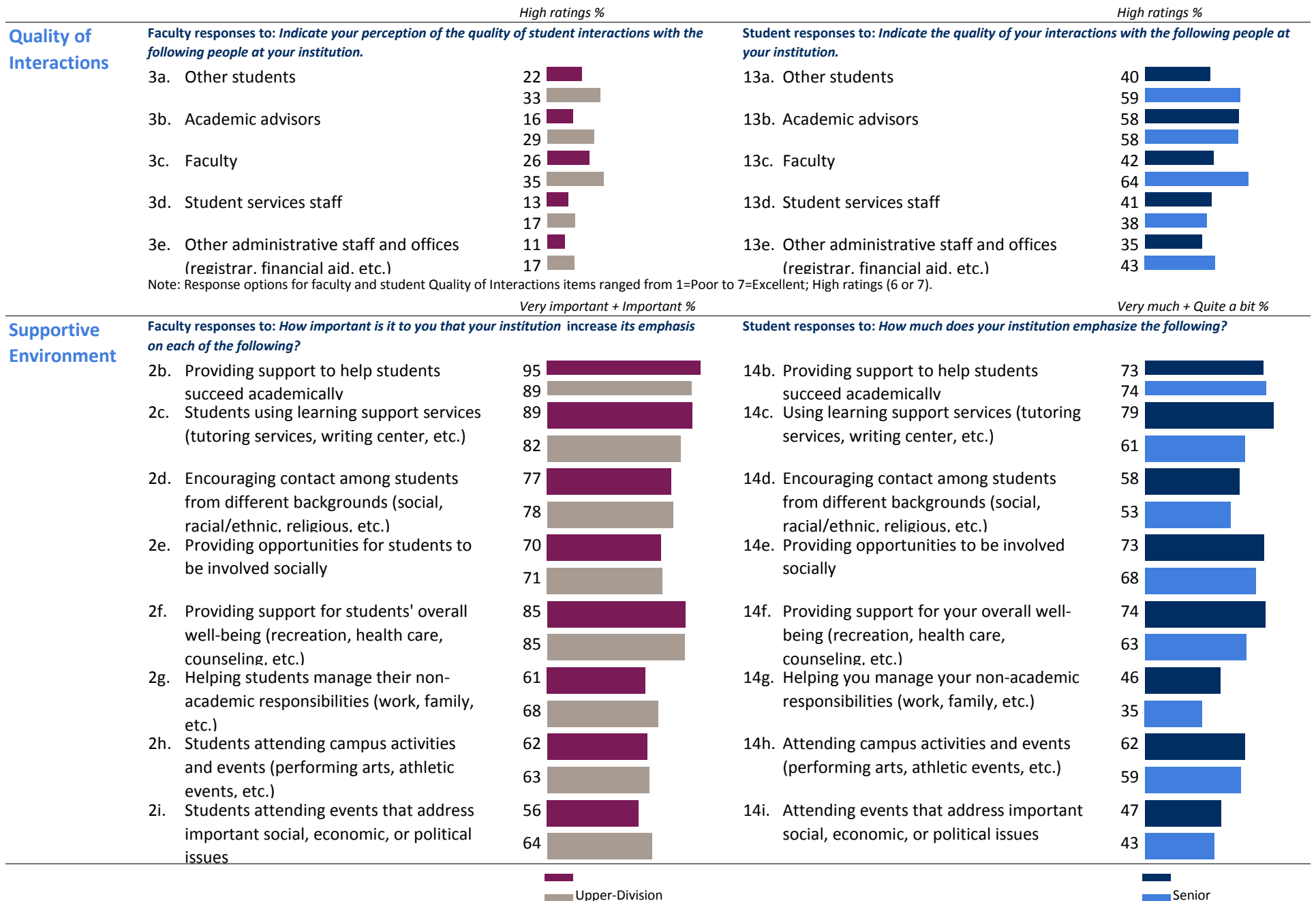
Faculty Responses

Student Responses (from NSSE 2018)



Faculty Responses

Student Responses (from NSSE 2018)



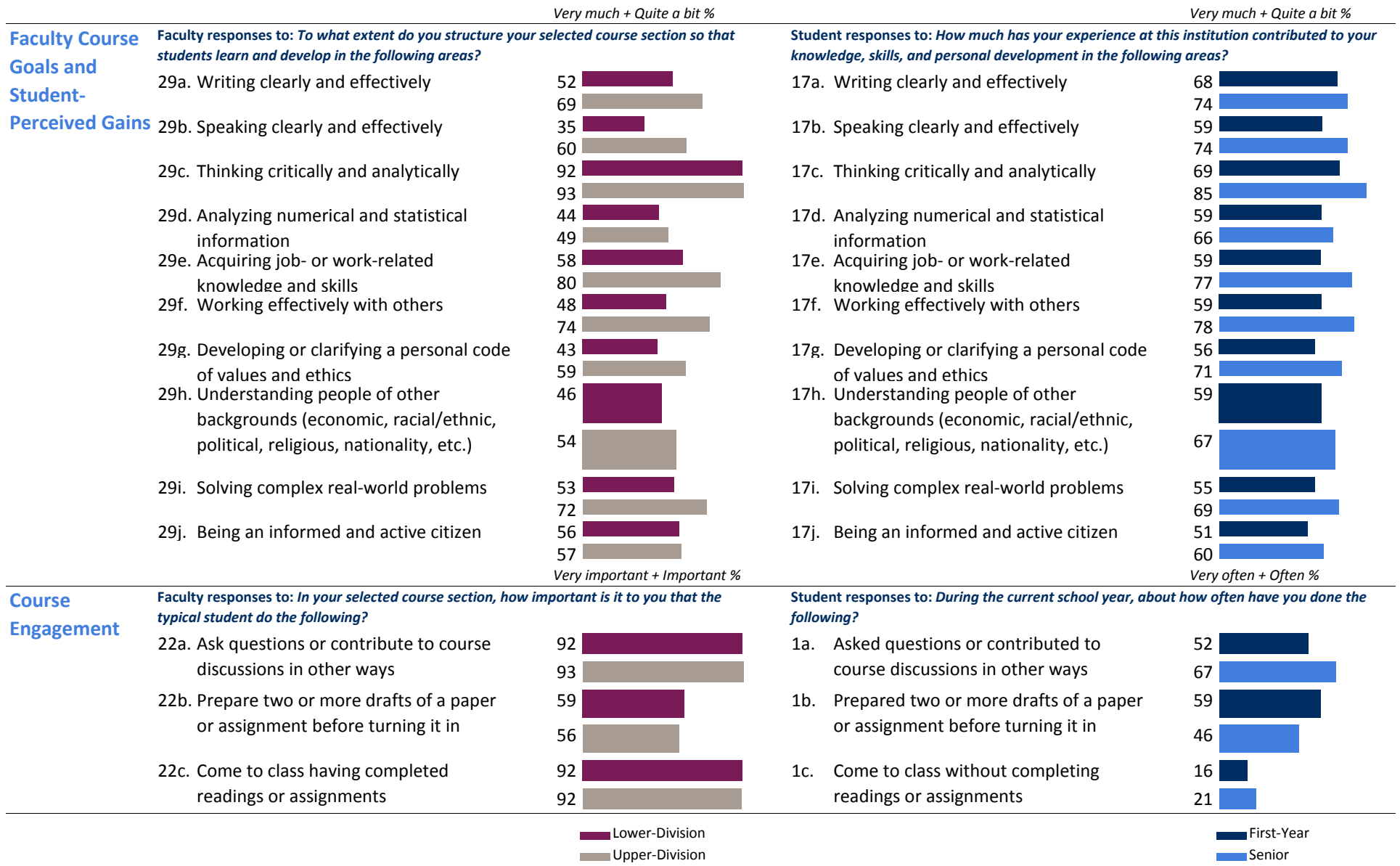
Upper-Division



Senior



Additional Engagement Items

Faculty Responses

Student Responses (from NSSE 2018)



 Lower-Division
 Upper-Division

 First-Year
 Senior

Additional Engagement Items (continued)

Faculty Responses

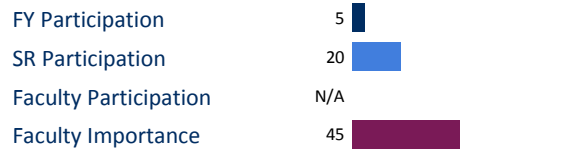
Student Responses (from NSSE 2018)

	Faculty Responses		Student Responses (from NSSE 2018)	
Student Leadership	<p>Faculty responses to: <i>How important is it to you that undergraduates at your institution do the following before they graduate?</i></p> <p>1b. Hold a formal leadership role in a student organization or group</p> <p style="text-align: right;">32 43 </p>	Very imp + Imp %	<p>Student responses to: <i>Which of the following have you done or do you plan to do before you graduate?</i></p> <p>11b. Hold a formal leadership role in a student organization or group</p> <p style="text-align: right;">7 26 </p>	Done or in progress %
Memorization	<p>Faculty responses to: <i>In your selected course section, how much does the coursework emphasize the following?</i></p> <p>27a. Memorizing course material</p> <p style="text-align: right;">40 26 </p>	Very much + Quite a bit %	<p>Student responses to: <i>During the current school year, how much has your coursework emphasized the following?</i></p> <p>4a. Memorizing course material</p> <p style="text-align: right;">72 68 </p>	Very much + Quite a bit %
Time Spent by Students	<p>Faculty responses to: <i>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?</i></p> <p>20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</p> <p style="text-align: right;">2 2 </p> <p>20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</p> <p style="text-align: right;">2 2 </p> <p>20c. Working for pay on campus</p> <p style="text-align: right;">11 11 </p> <p>20d. Working for pay off campus</p> <p style="text-align: right;">55 61 </p> <p>20e. Doing community service or volunteer work</p> <p style="text-align: right;">1 1 </p> <p>20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)</p> <p style="text-align: right;">45 39 </p> <p>20g. Providing care for dependents (children, parents, etc.)</p> <p style="text-align: right;">16 14 </p> <p>20h. Commuting to campus (driving, walking, etc.)</p> <p style="text-align: right;">5 6 </p>	16 or more hours %	<p>Student responses to: <i>About how many hours do you spend in a typical 7-day week doing the following?</i></p> <p>15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities)</p> <p style="text-align: right;">33 37 </p> <p>15b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)</p> <p style="text-align: right;">7 9 </p> <p>15c. Working for pay on campus</p> <p style="text-align: right;">10 10 </p> <p>15d. Working for pay off campus</p> <p style="text-align: right;">33 52 </p> <p>15e. Doing community service or volunteer work</p> <p style="text-align: right;">4 8 </p> <p>15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.)</p> <p style="text-align: right;">30 25 </p> <p>15g. Providing care for dependents (children, parents, etc.)</p> <p style="text-align: right;">9 19 </p> <p>15h. Commuting to campus (driving, walking, etc.)</p> <p style="text-align: right;">13 10 </p>	16 or more hours %

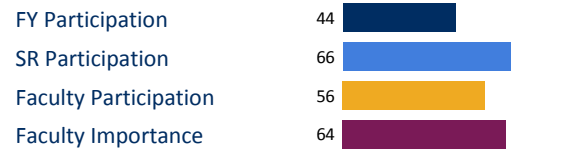
Lower-Division
 Upper-Division

First-Year
 Senior

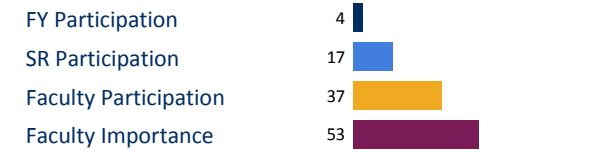
Learning Community



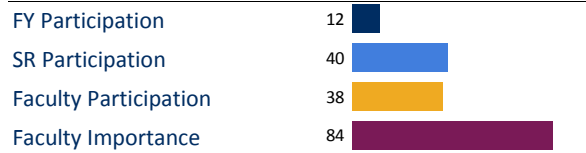
Service-Learning



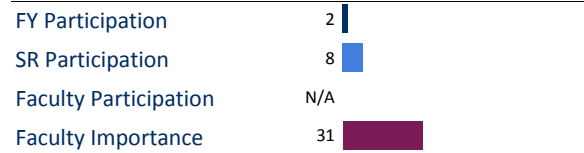
Research with Faculty



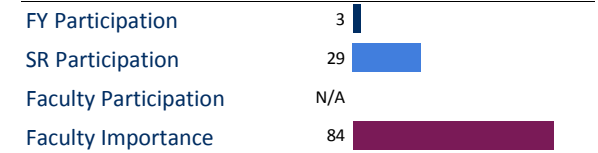
Internship or Field Experience



Study Abroad



Senior Culminating Experience



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.

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.

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.