

### **Southeastern Louisiana University**

**Faculty Responses** 

Academic C		Very much + Quite a bit %		Very much + Quite a bit %	
Higher-Order	Faculty responses to: In your selected course section, how much does the coursework emphasize the following?		Student responses to: During the current school year, how much has your coursework emphasized the following?		
Learning	27b. Applying facts, theories, or methods to	82	4b. Applying facts, theories, or methods to	70	
	practical problems or new situations	93	practical problems or new situations	79	
	27c. Analyzing an idea, experience, or line of	75	4c. Analyzing an idea, experience, or line of	64	
	reasoning in depth by examining its parts	84	reasoning in depth by examining its parts	77	
	27d. Evaluating a point of view, decision, or information source	59	4d. Evaluating a point of view, decision, or	66	
		68	information source	69	
	27e. Forming a new idea or understanding	68	4e. Forming a new idea or understanding	65	
	from various pieces of information	81	from various pieces of information	73	
eflective &	Faculty responses to: In your selected course section, how it typical student do the following?	Very Imp + Important % important is it to you that the	Student responses to: During the current school year, ab following?	Very often + Often % out how often have you done ti	
tegrative	23a. Combine ideas from different courses when completing assignments	70	2a. Combined ideas from different courses	40	
Learning		83	when completing assignments	63	
	23b. Connect their learning to societal problems or issues	77	2b. Connected your learning to societal	41	
		78	problems or issues	60	
	Include diverse perspectives (political,	64	2c. Included diverse perspectives (political,	36	
	23c. religious, racial/ethnic, gender, etc.) in course discussions or assignments	71	religious, racial/ethnic, gender, etc.) in course discussions or assignments	44	
	23d. Examine the strengths and weaknesses	78	2d. Examined the strengths and weaknesses	60	
	of their own views on a topic or issue	85	of your own views on a topic or issue	61	
	23e. Try to better understand someone else's	79	2e. Tried to better understand someone	64	
	views by imagining how an issue looks	79	else's views by imagining how an issue	68	
	from their perspective 23f. Learn something that changes the way	86	looks from their perspective  2f. Learned something that changes the	62	
	they understand an issue or concept	92	way you understand an issue or concept	70	
	23g. Connect ideas from your course to their	92	2g. Connected ideas from your courses to	69	
	prior experiences and knowledge	97	your prior experiences and knowledge	80	



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Academic C	Challenge (continued)	Very much + Quite a bit %		Very much + Quite a bit %	
earning	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 following?		
Strategies	25e. Identify key information from reading	65	9a. Identified key information from reading	64	
	assignments	67	assignments	75	
	25f. Review notes after class	68	9b. Reviewed your notes after class	70	
		64		67	
	25g. Summarize what has been learned from	69	9c. Summarized what you learned in class	66	
	class or from course materials	70	or from course materials	70	
		Very Imp + Important %		Very often + Often %	
Quantitative Reasoning	Faculty responses to: In your selected course section, how typical student do the following?	important is it to you that the	Student responses to: During the current school year, about following?	ıt how often have you done th	
Reasoning	22d. Reach conclusions based on their own	67	6a. Reached conclusions based on your own	51	
	analysis of numerical information	72	analysis of numerical information	52	
	(numbers, graphs, statistics, etc.)		(numbers, graphs, statistics, etc.)		
	22e. Use numerical information to examine a	58	6b. Used numerical information to examine	36	
	real-world problem or issue	70	a real-world problem or issue	43	
	(unemployment, climate change, public health, etc.)		(unemployment, climate change, public health, etc.)		
	22f. Evaluate what others have concluded	55	6c. Evaluated what others have concluded	33	
	from numerical information	64	from numerical information	38	
0 -1 -1:4:1	Faculty responses to: How important is it to you that your	Very Imp + Important %	Student responses to: How much does your institution emp	Very much + Quite a bit %	
Additional Academic	on each of the following?	mstitution increase its emphasis	Student responses to. Now much does your institution emp	musize the johowing:	
Challenge	2a. Students spending significant amounts	85	14a. Spending significant amounts of time	84	
Items	of time studying and on academic work	85	studying and on academic work	80	
		Very much + Quite a bit %		High challenge %	
	21. In your selected course section, to what	33	10. During the current school year, to what	47	
	extent do you think the typical student	65	extent have your courses challenged you	60	
	does their best work?		to do your best work? [challenge] Note. Response options ranged from 1=Not at all to 7=Very m	nuch; High challenge (6 or 7).	
		Lower-Division		First-Year	
		Upper-Division		Senior	



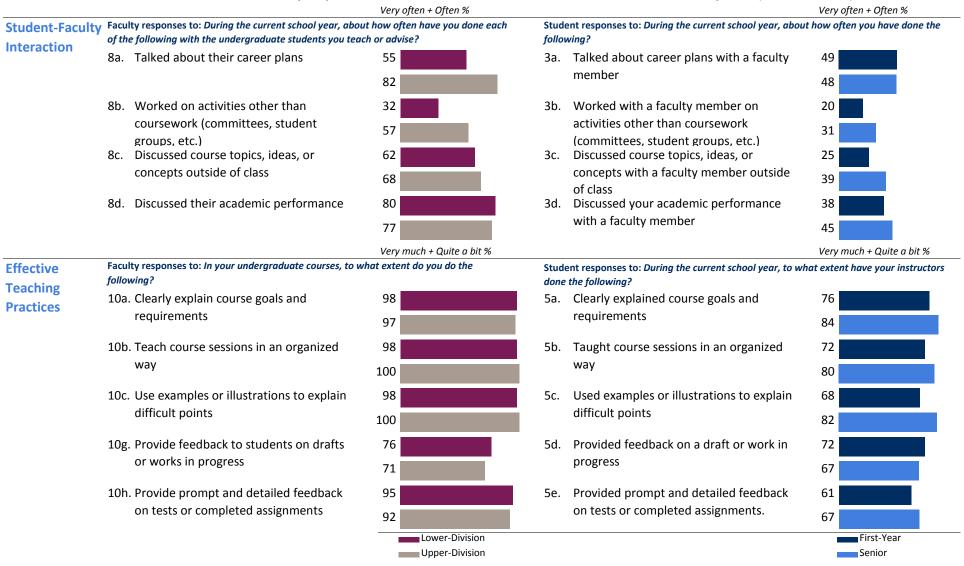
## **Southeastern Louisiana University**

	Faculty Responses		Student Responses (from NSSE 2018)		
		Very much + Quite a bit %			Very often + Often %
Collaborative Learning	Faculty responses to: In your selected course section, how much do you encourage students to do the following?			ent responses to: During the current school year, abouing?	out how often have you done tl
Learning	25a. Ask other students for help	68	1e.	Asked another student to help you	50
	understanding course material	64		understand course material	50
	25b. Explain course material to other	61	1f.	Explained course material to one or more students	56
	students	62			61
	25c. Prepare for exams by discussing or	70	1g.	Prepared for exams by discussing or	42
	working through course material with other students	67		working through course material with other students	49
	25d. Work with other students on course	52	1h.		39
	projects or assignments	61		projects or assignments	63
		Very much + Quite a bit %			Very often + Often %
Discussions with Diverse	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?		
Others	26a. People of a race or ethnicity other than their own	57	8a. People of a race or ethnicity other than your own	People of a race or ethnicity other than	60
Others		55		77	
	26b. People from an economic background other than their own	52	8b. People from an economic background other than your own	61	
		52		76	
	26c. People with religious beliefs other than	46	8c.	People with religious beliefs other than	55
	their own	38		your own	71
	26d. People with political views other than	48	8d. Peo	People with political views other than	60
	their own	41		your own	73
		Lower-Division Upper-Division			First-Year Senior



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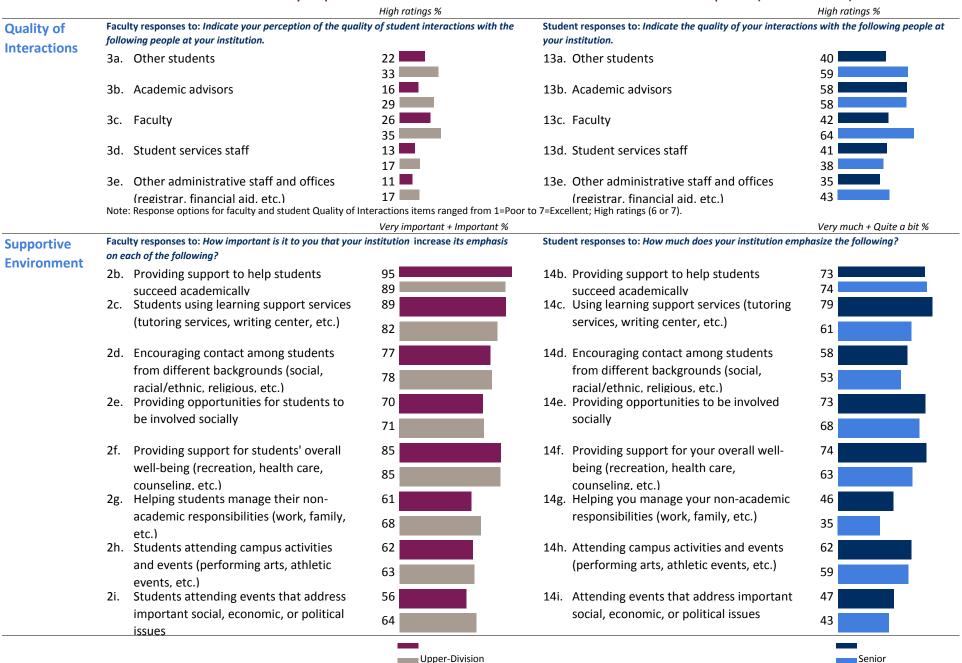
#### **Faculty Responses**





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### **Additional Engagement Items**

	Faculty Responses		Student Responses (from NSSE 2018)		
		Very much + Quite a bit %		Very much + Quite a bit %	
aculty Course oals and	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 you knowledge, skills, and personal development in the following areas?		
tudent-	29a. Writing clearly and effectively	52 69	17a. Writing clearly and effectively	68 <b></b>	
Perceived Gains	29b. Speaking clearly and effectively	35 <b>6</b> 0	17b. Speaking clearly and effectively	59 <b></b>	
	29c. Thinking critically and analytically	92 93	17c. Thinking critically and analytically	69 <b>8</b> 5	
	29d. Analyzing numerical and statistical information	44 49	17d. Analyzing numerical and statistical information	59 <b>6</b> 6	
	29e. Acquiring job- or work-related	58	17e. Acquiring job- or work-related	59 <b></b>	
	knowledge and skills 29f. Working effectively with others	48 74	knowledge and skills 17f. Working effectively with others	77 59 78	
	29g. Developing or clarifying a personal code	43 <b></b> 59 <b></b>	17g. Developing or clarifying a personal code	56 71	
	of values and ethics 29h. Understanding people of other	46	of values and ethics  17h. Understanding people of other  had says and a face people are significant and a face people of other a	59	
	backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	54	backgrounds (economic, racial/ethnic, political, religious, nationality, etc.)	67	
	29i. Solving complex real-world problems	53 72	17i. Solving complex real-world problems	55 69	
	29j. Being an informed and active citizen	56 57 Very important + Important %	17j. Being an informed and active citizen	51 60 Very often + Often %	
ourse	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 th following?		
ngagement	22a. Ask questions or contribute to course discussions in other ways	92 93	Asked questions or contributed to course discussions in other ways	52 <b>67</b>	
	22b. Prepare two or more drafts of a paper	59	1b. Prepared two or more drafts of a paper	59	
	or assignment before turning it in	56	or assignment before turning it in	46	
	22c. Come to class having completed readings or assignments	92	1c. Come to class without completing readings or assignments	16	
	reaurigs or assignments	92	readings of assignments	21	
		Lower-Division Upper-Division		First-Year Senior	



## **Southeastern Louisiana University**

## **Additional Engagement Items (continued)**

Faculty Responses	Student Responses (from NSSE 2018)
ractive responses	Student Responses (nom 11352 2015)

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



### **Southeastern Louisiana University**

#### **Learning Community**

FY Participation	5	
SR Participation	20	
Faculty Participation	N/A	
Faculty Importance	45	

#### **Service-Learning**

FY Participation	44
SR Participation	66
Faculty Participation	56
Faculty Importance	64

#### Research with Faculty

FY Participation	4	
SR Participation	17	
Faculty Participation	37	
Faculty Importance	53	

### Internship or Field Experience

FY Participation	12
SR Participation	40
Faculty Participation	38
Faculty Importance	84

### **Study Abroad**

FY Participation	2
SR Participation	8
Faculty Participation	N/A
Faculty Importance	31

#### **Senior Culminating Experience**

FY Participation	3	
SR Participation	29	
Faculty Participation	N/A	
Faculty Importance	84	

### **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.