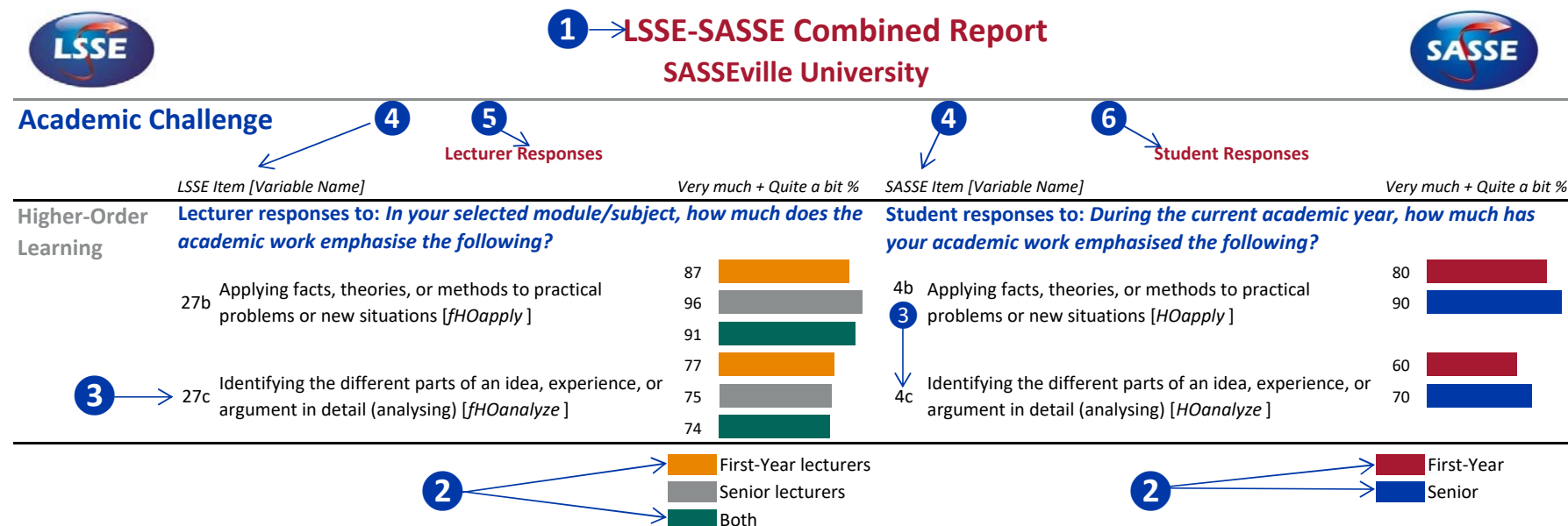


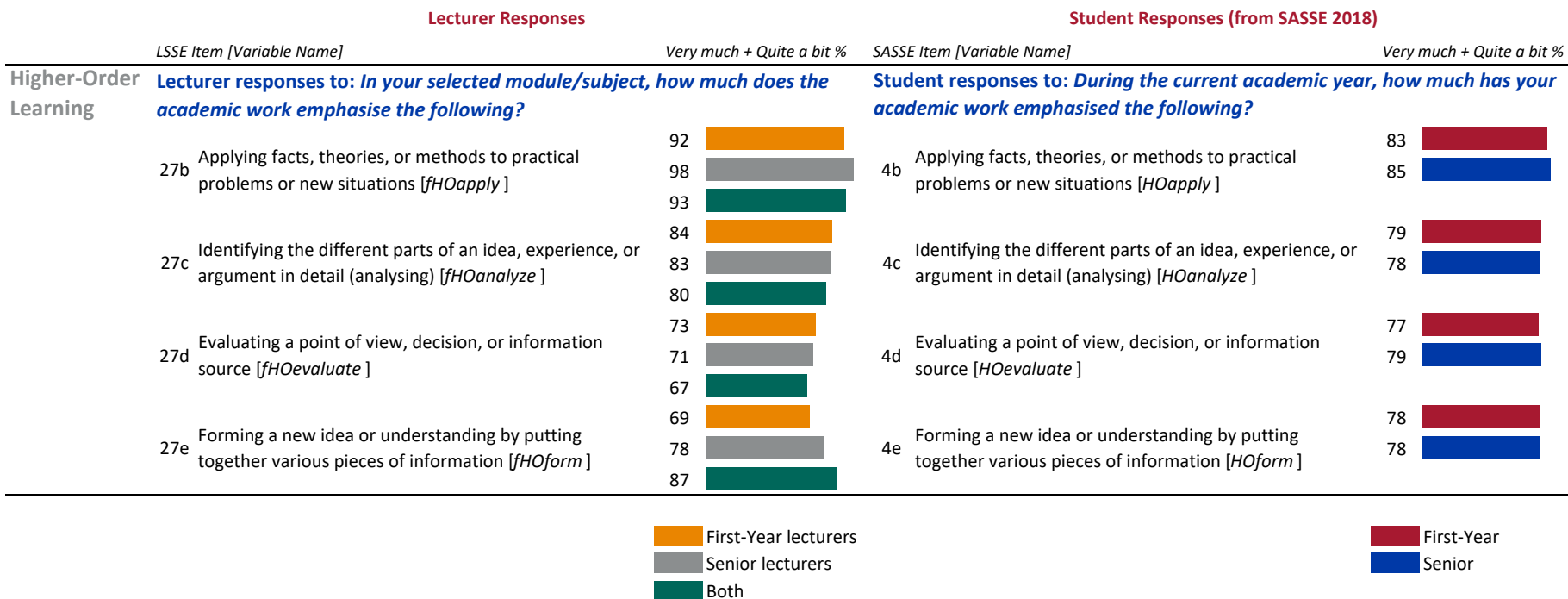
## About This Report

The display below highlights details in the *LSSE-SASSE Combined Report* that are important to keep in mind when interpreting your results.

1. **Sample** : The *LSSE-SASSE Combined Report* shows responses from both students and lecturers at your institution who completed SASSE and LSSE. This report contains responses from lecturers who responded to the survey based on their experiences teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. Lecturers who did not report the module level are not included in this report. All student responses are the same as those included in the *SASSE Frequencies and Statistical Comparisons* report.
2. **Class level**: Frequency distributions are reported separately for lecturers who report teaching either mostly first-year modules, mostly senior modules (second year and later) or an equal number of first-year and senior modules. 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* .
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 *LSSE Frequencies* report.
5. **Lecturer responses**: The percentage of lecturers who selected the indicated response categories. To match the response categories provided on the LSSE 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 SASSE instrument, this column heading varies throughout the report. The distribution of student responses match those in your *SASSE Frequencies and Statistical Comparisons* report.



## Academic Challenge

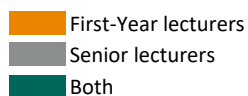


### Academic Challenge (continued)



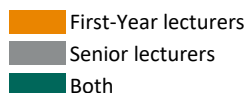
### Academic Challenge (continued)

		Lecturer Responses		Student Responses (from SASSE 2018)		
<i>LSSE Item [Variable Name]</i>		<i>Very much + Quite a bit %</i>		<i>SASSE Item [Variable Name]</i>		
<i>Very often + Often %</i>				<i>Very often + Often %</i>		
<b>Learning Strategies</b>	<b>Lecturer responses to: <i>In your selected module/subject, how much do you encourage students to do the following?</i></b>			<b>Student responses to: <i>During the current academic year, about how often have you done the following?</i></b>		
	25e Identify important information from reading assignments [ <i>fLSreading</i> ]	78		9a Identified important information from reading assignments [ <i>LSreading</i> ]	82	
		76			83	
		79				
		84				
	25f Review notes after class [ <i>fLSnotes</i> ]	74		9b Reviewed your notes after class [ <i>LSnotes</i> ]	60	
		93			63	
		86				
	25g Summarise what has been learned from class or from module/subject materials [ <i>fLSsummary</i> ]	79		9c Summarised what you learned in class or from module/subject materials [ <i>LSsummary</i> ]	70	
		80			74	
		<i>Very important + Important %</i>		<i>Very often + Often %</i>		
<i>LSSE Item [Variable Name]</i>				<i>SASSE Item [Variable Name]</i>		
<b>Quantitative Reasoning</b>	<b>Lecturer responses to: <i>In your selected module/subject, how important is it to you that the typical student does the following?</i></b>			<b>Student responses to: <i>During the current academic year, about how often have you done the following?</i></b>		
	22d Reach conclusions based on his or her own analysis of numerical information (numbers, graphs, statistics, etc.) [ <i>fQRconclude</i> ]	68		6a Reached conclusions based on your own analysis of numerical information (numbers, graphs, statistics, etc.) [ <i>QRconclude</i> ]	47	
		71			47	
		67				
	22e Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [ <i>fQRproblem</i> ]	49		6b Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.) [ <i>QRproblem</i> ]	39	
		54			42	
		67				
	22f Evaluate what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [ <i>fQRevaluate</i> ]	54		6c Evaluated what others have concluded when they used numerical information (numbers, graphs, statistics, etc.) [ <i>QRevaluate</i> ]	35	
		53			38	
		53				

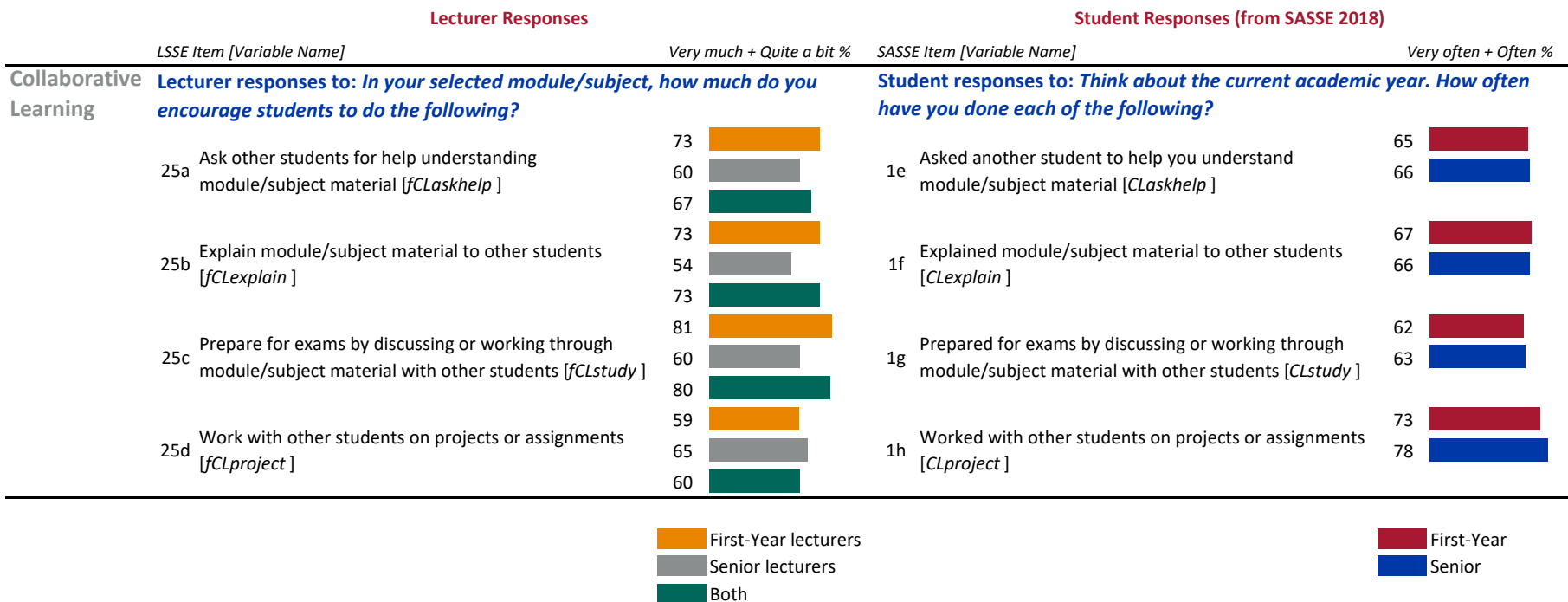


### Academic Challenge (continued)

		Lecturer Responses			Student Responses (from SASSE 2017)				
Additional Academic Challenge Items	LSSE Item [Variable Name]	Very important + Important %			SASSE Item [Variable Name]	Very much + Quite a bit %			
	<b>Lecturer responses to: How important is it to you that your institution increases its emphasis on each of the following?</b>				<b>Student responses to: How much does your institution emphasise the following?</b>				
2a	Students spending significant amounts of time studying and on academic work [fempstudy ]	95			15a	Spending significant amounts of time studying and on academic work [empstudy ]	92		
		97					90		
		100							
Additional Academic Challenge Items	LSSE Item [Variable Name]	Very much + Quite a bit %			SASSE Item [Variable Name]	Very much + Quite a bit %			
21	In your selected module/subject, to what extent do students put forth their best work? [fchallenge ]	41			10	During the current academic year, to what extent have your modules/subjects required you to do your best work? [challenge ]	94		
		53					94		
		53							

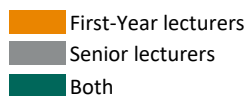


## Learning with Peers

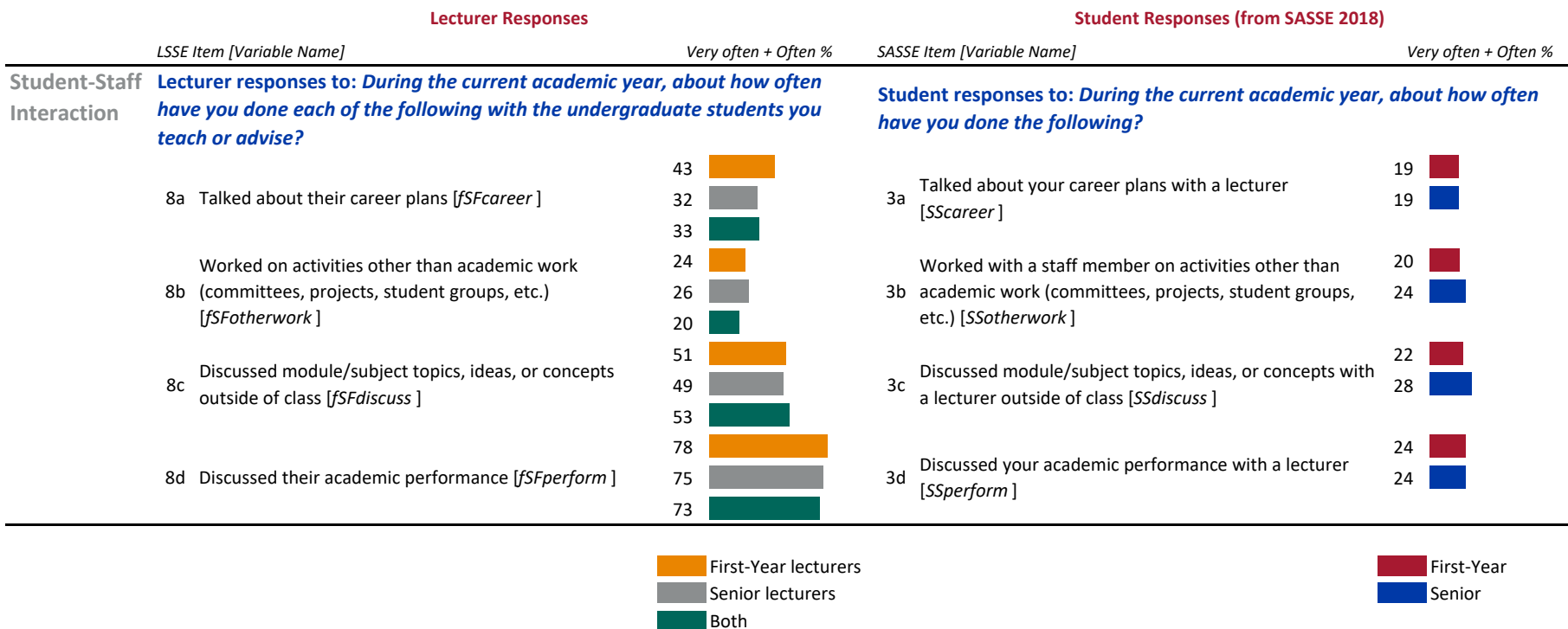


## Learning with Peers (continued)

		Lecturer Responses		Student Responses (from SASSE 2018)				
LSSE Item [Variable Name]		Very much + Quite a bit %		SASSE Item [Variable Name]		Very often + Often %		
Discussions with Diverse Others	<b>Lecturer responses to: <i>In your selected module/subject, how much opportunity do students have to engage in discussions with people from the following groups?</i></b>			<b>Student responses to: <i>During the current academic year, about how often have you had discussions with people from the following groups?</i></b>				
	26a	People of a race or ethnicity other than their own [fDDrace ]	62		8a	People of a race or ethnicity other than your own [DDrace ]	73	
			67				69	
			71					
	26b	People from an economic background other than their own [fDDeconomic ]	59		8b	People from an economic background other than your own [DDeconomic ]	78	
			62				78	
			64					
	26c	People with religious beliefs other than their own [fDDreligion ]	46		8c	People with religious beliefs other than your own [DDreligion ]	69	
			47				67	
			50					
	26d	People with political views other than their own [fDDpolitical ]	54		8d	People with political views other than your own [DDpolitical ]	70	
			56				73	
		62						

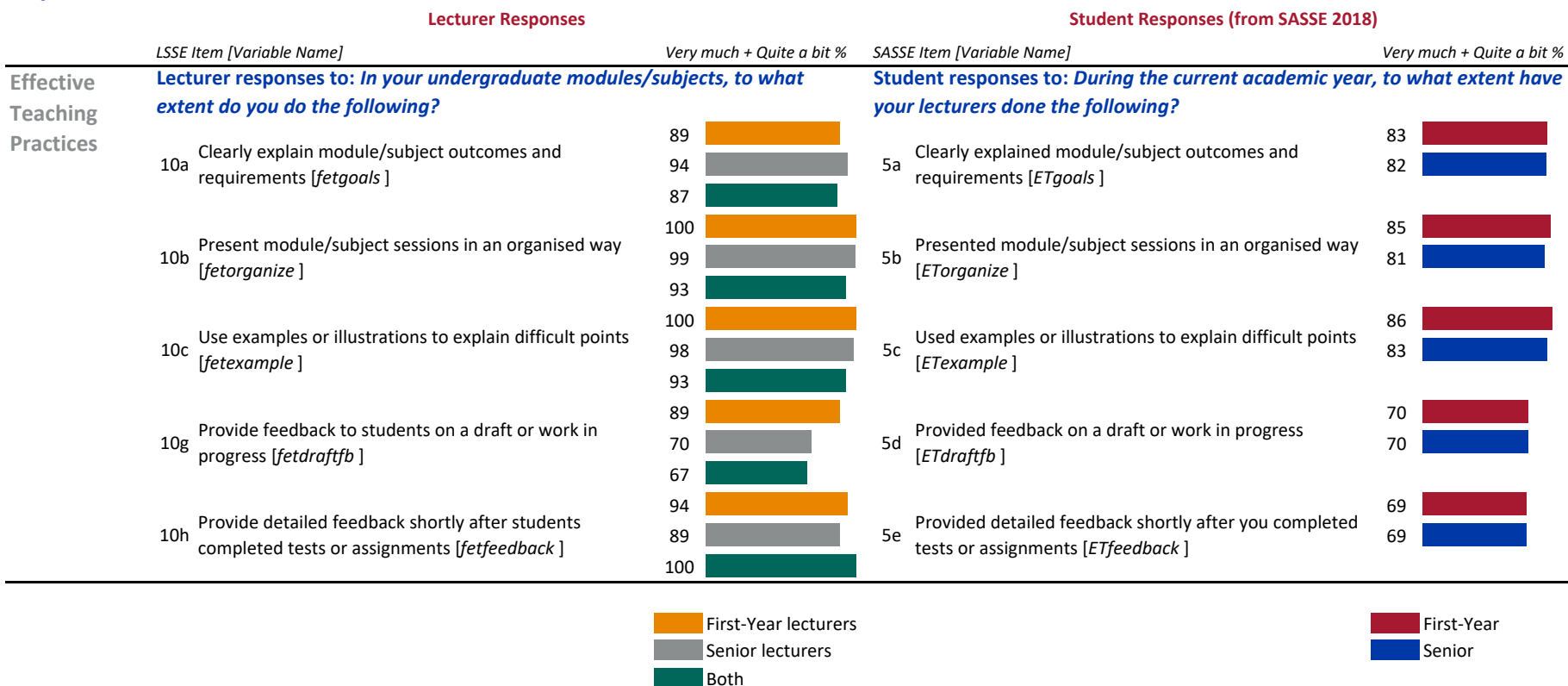


### Experiences with Staff

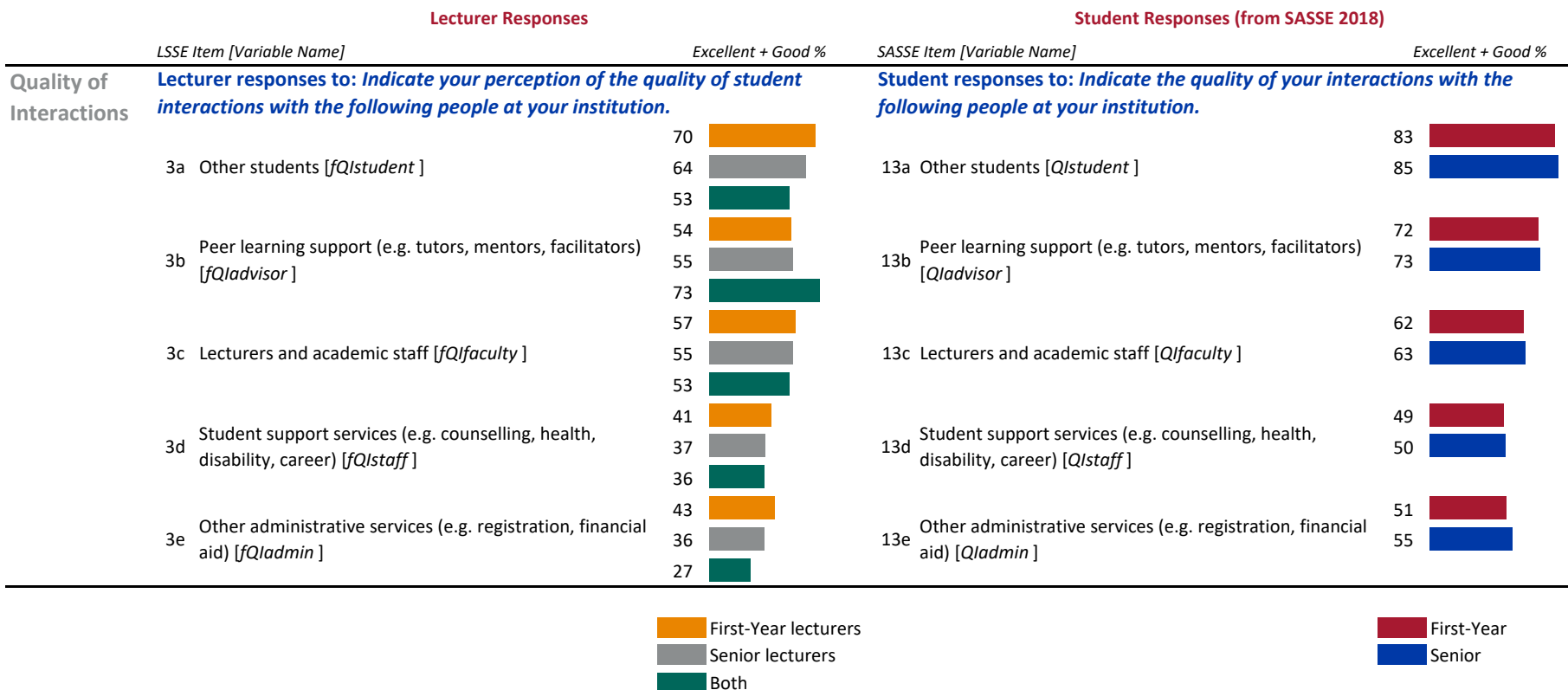




### Experiences with Staff (continued)



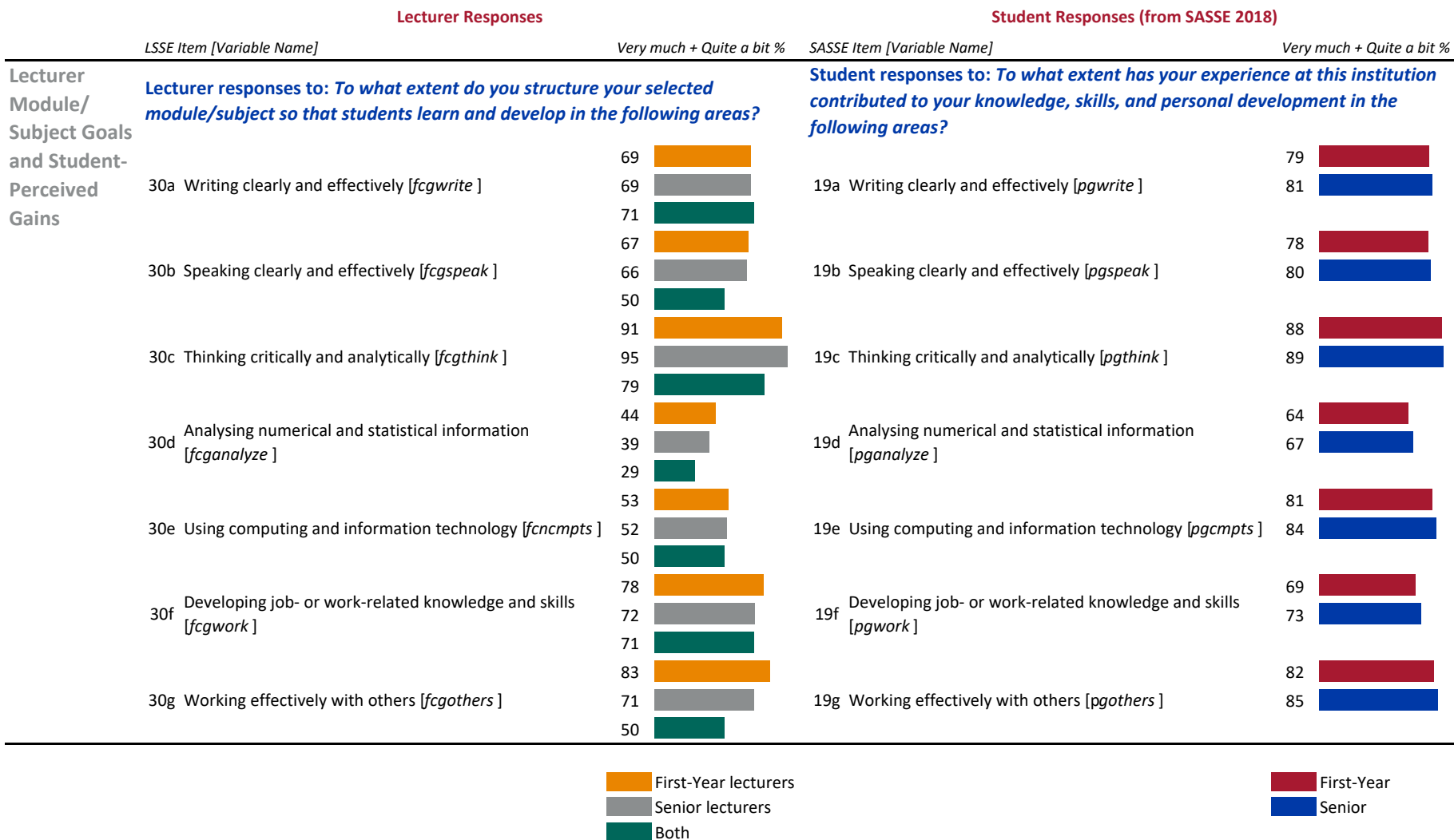
### Campus Environment



### Campus Environment (continued)



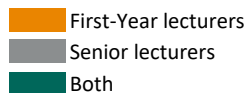
### Additional Engagement Items



### Additional Engagement Items (continued)

		Lecturer Responses		Student Responses (from SASSE 2018)			
LSSE Item [Variable Name]		Very much + Quite a bit %		SASSE Item [Variable Name]		Very much + Quite a bit %	
<b>Lecturer Module/ Subject Goals and Student-Reported Gains (continued)</b>	30h	Developing or clarifying a personal code of values and ethics [fcgvalues ]	72	19h	Developing or clarifying a personal code of values and ethics [pgvalues ]	74	
			67			75	
			64				
	30i	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [fcgdiverse ]	69	19i	Understanding people of other backgrounds (economic, racial/ethnic, political, religious, nationality, etc.) [pgdiverse ]	79	
			60			80	
			64				
			72			71	
	30j	Solving complex real-world problems [fcgprobsolve ]	74	19j	Solving complex real-world problems [pgprobsolve ]	75	
			86				
			69			73	
30k	Being an informed and active citizen [fcgcitizen ]	63	19k	Being an informed and active citizen [pgcitizen ]	76		
		71					

		Very important + Important %		SASSE Item [Variable Name]		Very often + Often %		
<b>Module/ Subject Engagement</b>	<b>Lecturer responses to: In your selected module/subject, how important is it to you that the typical student does the following?</b>				<b>Student responses to: Think about the current academic year. How often have you done each of the following?</b>			
	22a	Ask questions or contribute to module/subject discussions in other ways [faskquest ]	95	1a	Asked questions or contributed to module/subject discussions in other ways [askquest ]	55		
			97			57		
			93					
	22b	Prepare two or more drafts of a paper or assignment before turning it in [fdrafts ]	78	1b	Prepared two or more drafts of a paper or assignment before handing it in [drafts ]	62		
			59			60		
			73					
			89			20		
	22c	Come to class having completed readings or assignments [fprepared ]	96	1c	Attended class without having completed readings or assignments [unprepared ]	23		
			87					



### Additional Engagement Items (continued)

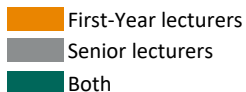
Lecturer Responses		Student Responses (from SASSE 2018)	
LSSE Item [Variable Name]	Very important + Important %	SASSE Item [Variable Name]	Done or in progress %
<b>Student Leadership</b>	<b>Lecturer responses to: How important is it to you that undergraduates at your institution do the following before they graduate?</b>		<b>Student responses to: Which of the following have you done or do you plan to do before you graduate from your institution?</b>
Hold a formal leadership position in a student	33	Hold a formal leadership position in a student	11
1b organisation or group on campus (societies, political organisations, residence committees, etc.) [ <i>fleader</i> ]	22	11b organisation or group on campus (societies, political organisations, residence committees, etc.) [ <i>leader</i> ]	20
	20		
LSSE Item [Variable Name]	Very much + Quite a bit %	SASSE Item [Variable Name]	Very much + Quite a bit %
<b>Memorisation</b>	<b>Lecturer responses to: In your selected module/subject, how much does the academic work emphasise the following?</b>		<b>Student responses to: During the current academic year, how much has your academic work emphasised the following?</b>
27a Memorising module/subject material (facts, ideas, etc.) [ <i>fmemorize</i> ]	43	4a Memorising module/subject material (facts, ideas, etc.) [ <i>memorize</i> ]	79
	67		80
	53		

First-Year lecturers  
 Senior lecturers  
 Both

First-Year  
 Senior

### Additional Engagement Items (continued)

Time Spent by Students	Lecturer Responses		Student Responses (from SASSE 2018)	
	LSSE Item [Variable Name]	16 or more hours %	SASSE Item [Variable Name]	16 or more hours %
	<b>Lecturer responses to: About how many hours do you think the typical student actually spends in a typical 7-day week doing each of the following?</b>		<b>Student responses to: About how many hours do you spend in a typical 7-day week doing each of the following?</b>	
	20a Preparing for class (studying, reading, writing, doing homework or lab work, analysing data, rehearsing, and other academic activities) [ftmprepare]	5 5 7	16a Preparing for class (studying, reading, writing, doing homework, rehearsing, and other academic activities) [tmprep]	31 30
	20b Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [ftmcocurr]	3 6 7	16c Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [tmcocurr]	6 8
	20c Working for pay <b>on campus</b> (student assistant, tutor, etc.) [ftmworkon]	5 2 0	16d Working for pay <b>on campus</b> (student assistant, tutor, etc.) [tmworkon]	4 6
	20d Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.) [ftmworkoff]	3 12 0	16e Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.) [tmworkoff]	5 8
	20e Doing community service or volunteer work [ftmservice]	3 2 0	16f Doing community service or volunteer work [tmservice]	6 7
	20f Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [ftmrelax]	46 49 57	16g Relaxing and socialising (time with friends, video games, watching TV or movies, sport, mobile and online chatting, etc.) [tmrelax]	22 22
	20g Providing care for dependents (children, siblings, parents, etc.) [ftmcare]	16 11 7	16h Providing care for dependents (children, siblings, parents, etc.) [tmcare]	9 11
	20h Travelling to class (driving, walking, etc.) [ftmcommute]	5 3 0	16i Travelling to class (driving, walking, etc.) [tmcommute]	10 12



## High Impact Practices

### FY/SR Participation

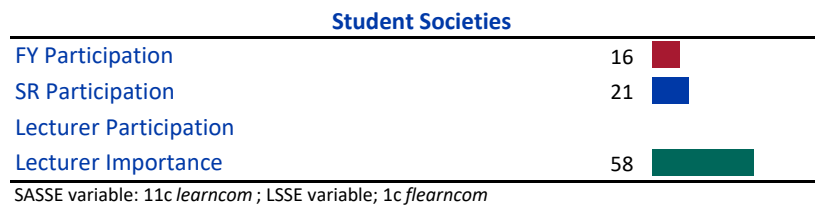
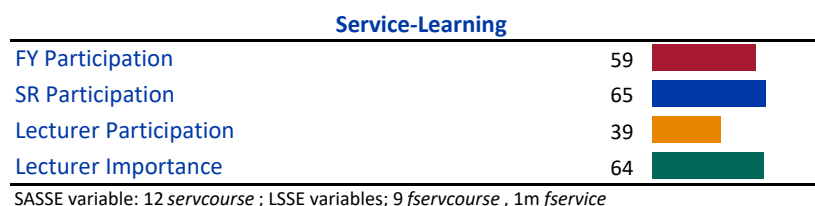
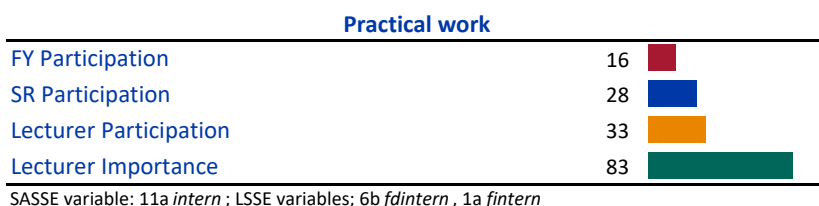
The "FY Participation" and "SR Participation" figures display the percentage of first-years and seniors who have participated in the particular High-Impact Practice. Percentages represent the proportion of students responding "Done or in Progress" except for service-learning which is the percentage who responded that at least "Some" modules/subjects included a community-based project.

### Lecturer Participation

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

### Lecturer Importance

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





## High Impact Practices (continued)

### Study Abroad

FY Participation	12	
SR Participation	17	
Lecturer Participation		
Lecturer Importance	34	

SASSE variable: 11d *abroad* ; LSSE variable; 1c *fabroad*

### First-year Experience

FY Participation	51	
SR Participation	43	
Lecturer Participation		
Lecturer Importance	80	

SASSE variable: 11f *Fyexperience* ; LSSE variable; 1f *ffyexperience*

### Academic Literacy Course

FY Participation	33	
SR Participation	33	
Lecturer Participation		
Lecturer Importance	87	

SASSE variable: 11g *acadlit* ; LSSE variable; 1g *facadlit*

### Work with Students

FY Participation	73	
SR Participation	77	
Lecturer Participation		
Lecturer Importance	87	

SASSE variable: 11h *groupproject* ; LSSE variable; 1h *fgroupproject*

### Consult Academic Advisor

FY Participation	41	
SR Participation	49	
Lecturer Participation		
Lecturer Importance	85	

SASSE variable: 11i *acadadvise* ; LSSE variable; 1i *facadadvise*

### Peer Learning Support

FY Participation	67	
SR Participation	68	
Lecturer Participation		
Lecturer Importance	90	

SASSE variable: 11j *usepeer* ; LSSE variable; 1j *fusepeer*

### Explain Material as Tutor

FY Participation	29	
SR Participation	35	
Lecturer Participation		
Lecturer Importance	74	

SASSE variable: 11k *exptutor* ; LSSE variable; 1k *fexptutor*

### Numeracy Course

FY Participation	20	
SR Participation	25	
Lecturer Participation		
Lecturer Importance	56	

SASSE variable: 11l *mathdevel* ; LSSE variable; 1l *mathdevel*