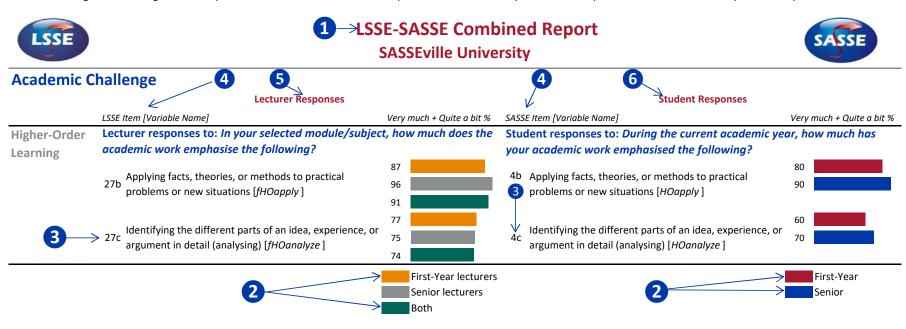


### LSSE-SASSE Combined Report 2018 About This Report



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

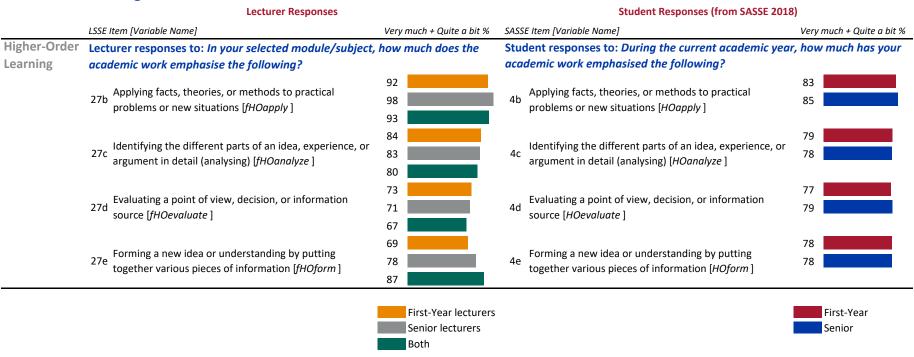
- 1. **Sample**: The LSSE-SASSE Combined Report shows responses from both students and lecturers at your institution who completed SASSE and LSSE. This report contains responses from lecturers who responded to the survey based on their experiences teaching either mostly first-year modules, mostly senior 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)	
	LSSE Item [Variable Name]	Very much + Quite a bit %	SASSE Item [Variable Name]	Very often + Often %
earning Strategies	Lecturer responses to: In your selected module/subject, encourage students to do the following?	how much do you	Student responses to: During the current academic year, have you done the following?	, about how often
	25e Identify important information from reading assignments [fLSreading]	78 <b></b>	9a Identified important information from reading assignments [LSreading]	82 83
	25f Review notes after class [fLSnotes ]	84 74 93	9b Reviewed your notes after class [LSnotes ]	63
	Summarise what has been learned from class or from module/subject materials [fLSsummary]	86 79 80	Summarised what you learned in class or from module/subject materials [LSsummary ]	70 74
Quantitative	LSSE Item [Variable Name]  Lecturer responses to: In your selected module/subject,	Very important + Important %  how important is it to	SASSE Item [Variable Name] Student responses to: During the current academic year.	Very often + Often %
Reasoning	you that the typical student does the following?	•	have you done the following?	•
	Reach conclusions based on his or her own analysis of 22d numerical information (numbers, graphs, statistics, etc.) [fQRconclude]	68 71 67	Reached conclusions based on your own analysis of 6a numerical information (numbers, graphs, statistics, etc.) [QRconclude]	47
	Use numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  [fQRproblem]	49 54 67	Used numerical information (numbers, graphs, statistics, etc.) to examine a real-world problem or issue (unemployment, climate change, public health, etc.)  [QRproblem]	39 42
	Evaluate what others have concluded when they used 22f numerical information (numbers, graphs, statistics, etc.) [fQRevaluate]	54 53 53	Evaluated what others have concluded when they used 6c numerical information (numbers, graphs, statistics, etc.) [QRevaluate]	35
		First-Year lecturers Senior lecturers Both		First-Year Senior





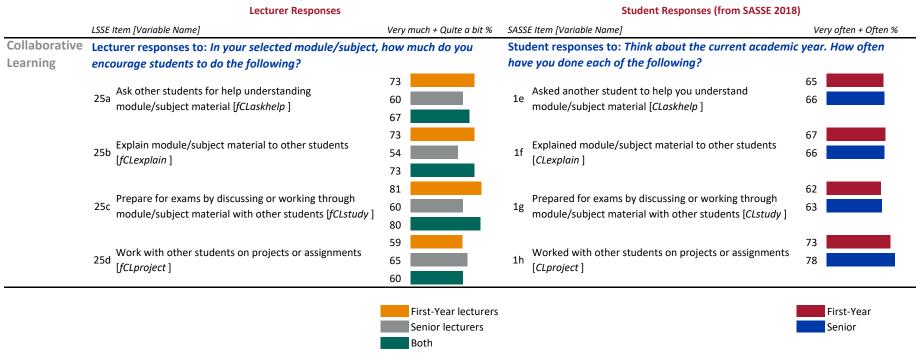
### **Academic Challenge (continued)**

	Lecturer Responses		Student Responses (from SASSE 201)	7)
		Very important + Important		
	LSSE Item [Variable Name]	%	SASSE Item [Variable Name]	Very much + Quite a bit %
Additional	Lecturer responses to: How important is it to you that y	our institution	Student responses to: How much does your institution	emphasise the
Academic	increases its emphasis on each of the following?		following?	
Challenge		95		92
tems	Students spending significant amounts of time studying	97	Spending significant amounts of time studying and on	90
	and on academic work [fempstudy ]	100	academic work [empstudy ]	
	LSSE Item [Variable Name]	Very much + Quite a bit %	SASSE Item [Variable Name]	Very much + Quite a bit %
		41	Division the surrent and amin year to what sytem have	94
	In your selected module/subject, to what extent do	53	During the current academic year, to what extent have 10 your modules/subjects required you to do your best	94
	students put forth their best work? [fchallenge]	33	work? [challenge]	<del>94</del>
		53		
		First-Year lecturers		First-Year
		Senior lecturers		Senior





#### **Learning with Peers**







### Learning with Peers (continued)

	Lecturer Responses		Student Responses (from SASSE 201	.8)
	LSSE Item [Variable Name]	Very much + Quite a bit %	SASSE Item [Variable Name]	Very often + Often %
Discussions with Diverse Others	Lecturer responses to: In your selected module/subject opportunity do students have to engage in discussions following groups?		Student responses to: During the current academic year have you had discussions with people from the following	
	People of a race or ethnicity other than their own [fDDrace ]	62 67 71	People of a race or ethnicity other than your own [DDrace]	73 69
	People from an economic background other than their own [fDDeconomic]	59 62 64	People from an economic background other than your own [DDeconomic]	78 <b></b>
	People with religious beliefs other than their own [fDDreligion]	46 47 50	People with religious beliefs other than your own [DDreligion]	69 67
	People with political views other than their own [fDDpolitical ]	54 56 62	People with political views other than your own [DDpolitical]	70 73
		First-Year lecturers Senior lecturers Both		First-Year Senior





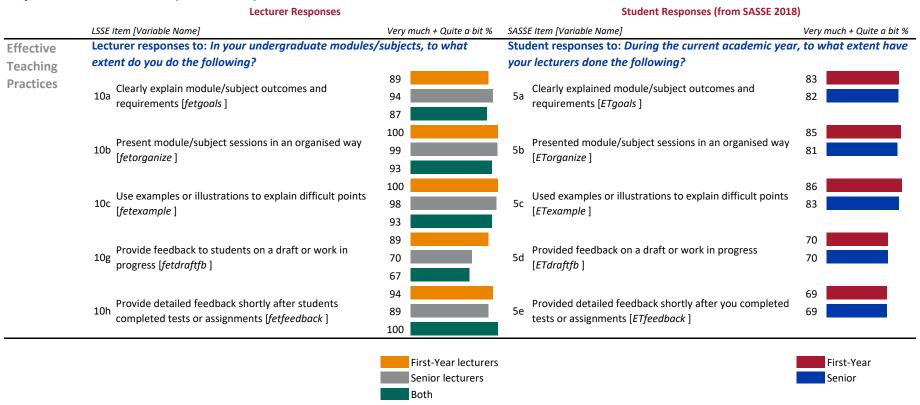
### **Experiences with Staff**

	Lecturer Responses		Student Responses (from SASSE 2018	3)
	LSSE Item [Variable Name]	Very often + Often %	SASSE Item [Variable Name]	Very often + Often %
Student-Staff nteraction	Lecturer responses to: During the current academic y have you done each of the following with the undergoteach or advise?		Student responses to: During the current academic year have you done the following?	r, about how often
	8a Talked about their career plans [fSFcareer]	43 32 33	Talked about your career plans with a lecturer [SScareer]	19
	Worked on activities other than academic work  8b (committees, projects, student groups, etc.)  [fSFotherwork]	24 26 20	Worked with a staff member on activities other than 3b academic work (committees, projects, student groups, etc.) [SSotherwork]	20 24
	Box Discussed module/subject topics, ideas, or concepts outside of class [fSFdiscuss]	51 49 53	Discussed module/subject topics, ideas, or concepts with a lecturer outside of class [SSdiscuss]	22 28
	8d Discussed their academic performance [fSFperform]	78 75 73 73 73 73 73 73 73 73 73 74 75 75 75 75 75 75 75 75 75 75 75 75 75	Discussed your academic performance with a lecturer [SSperform]	24 24
		First-Year lecturers Senior lecturers Both		First-Year Senior





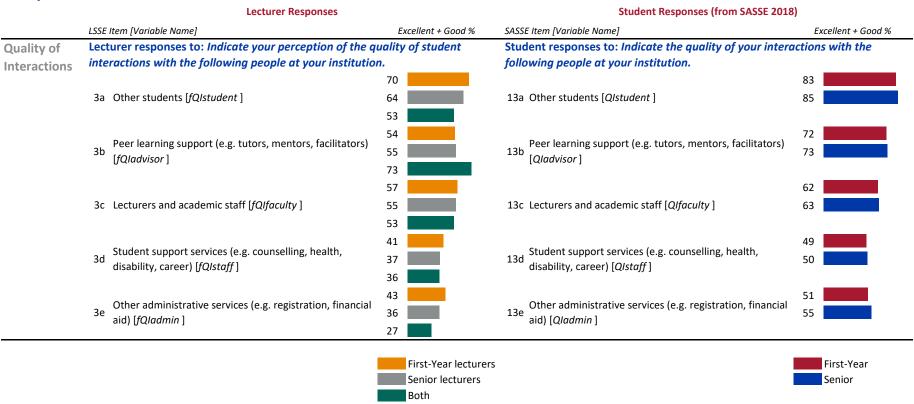
### **Experiences with Staff (continued)**







#### **Campus Environment**







### **Campus Environment (continued)**

	Lecturer Responses		Student Responses (from SASSE 2018)	)
		Very important + Important		
	LSSE Item [Variable Name]	%	SASSE Item [Variable Name]	Very much + Quite a bit %
Supportive	Lecturer responses to: How important is it to you that y increases its emphasis on each of the following?	our institution	Student responses to: How much does your institution en following?	mphasise the
Environment	increases its emphasis on each of the following:	100	John Wing:	82
	Providing support to help students succeed academically		Providing support to help students succeed academically	81
	[fSEacademic ]	100	[SEacademic]	
	Students using learning support services (tutoring	94		88
	2c services, peer mentoring, writing centre, library, etc.)	95	Using learning support services (tutoring services, peer	85
	[fSElearnsup]	100	mentoring, writing centre, library, etc.) [SElearnsup]	
	Encouraging contact among students from different	89	Encouraging contact among students from different	75
	2d backgrounds (social, racial/ethnic, religious, economic,	86	15d backgrounds (social, racial/ethnic, religious, economic,	69
	etc.) [fSEdiverse ]	93	etc.) [SEdiverse]	
		59		63
	Providing opportunities to be involved socially (not related to academic work) [fSEsocial]	57	Providing opportunities to be involved socially (not related to academic work) [SEsocial]	62
	related to academic work, goldsocial	64	related to academic work/ [5230cm/]	
	Duratiding assessment for attached assessed small small being	92	Draviding compart for your overall well being /represtica	71
	2f Providing support for students' overall well-being (recreation, health care, counselling, etc.) [fSEwellness]	85	Providing support for your overall well-being (recreation, health care, counselling, etc.) [SEwellness]	68
	(	93		
	Holning students manage their non academic	65	Holning you manage your non academic recognishilities	52
	Helping students manage their non-academic responsibilities (family, work, etc.) [fSEnonacad]	63	Helping you manage your non-academic responsibilities (family, work, etc.) [SEnonacad]	49
	, , , , , , , , , , , , , , , , , , , ,	79	(),, (	
	Students attending campus activities and events	57	Attending campus events and activities (artistic/cultural	49
	2h (artistic/cultural performances, sports events, etc.)	56	performances, sports events, etc.) [SEactivities]	60
	[fSEactivities]	50		
	Students attending events that address important	68	Attending events that address important economic,	60
	2i economic, political, or societal issues [fSEevents]	56	political, or societal issues [SEevents ]	61
		71		
		First-Year lecturers	-	First Voor
		Senior lecturers		First-Year Senior
		Both	•	555.





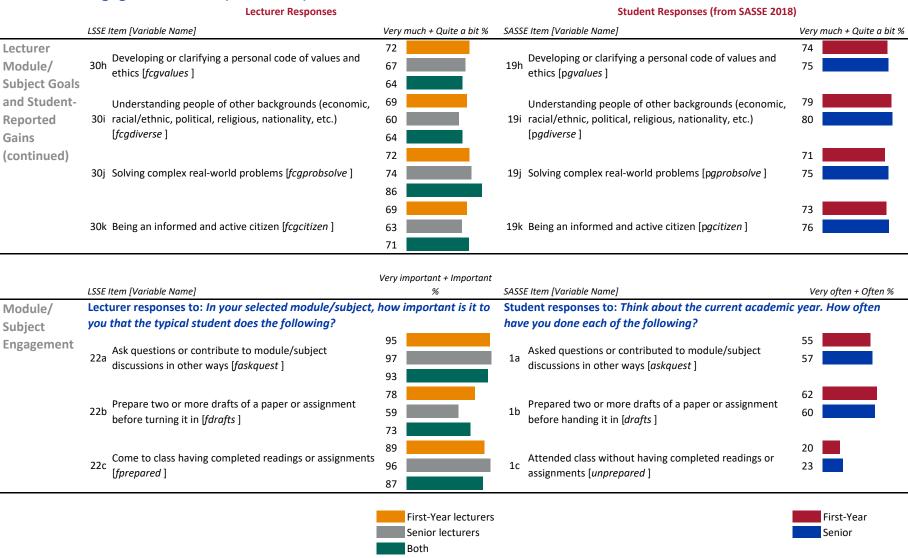
### **Additional Engagement Items**

	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 %
Lecturer Module/ Subject Goals	Lecturer responses to: To what extent do you structure y module/subject so that students learn and develop in the		Student responses to: To what extent has your experient contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and personal developments of the contributed to your knowledge, skills, and the contributed to your knowledge, skills, and the contributed to your knowledge to the contributed to your knowledge to your knowledge.	
and Student-		69		79
Perceived	30a Writing clearly and effectively [fcgwrite]	69	19a Writing clearly and effectively [pgwrite]	81
Gains		71		
		67		78
	30b Speaking clearly and effectively [fcgspeak]	66	19b Speaking clearly and effectively [pgspeak]	80
		50		
		91		88
	30c Thinking critically and analytically [fcgthink]	95	19c Thinking critically and analytically [pgthink]	89
		79		
	and Analysing numerical and statistical information	44	Analysing numerical and statistical information	64
	30d [fcganalyze]	39	19d [pganalyze]	67
		29 <b>53</b>		81
	30e Using computing and information technology [fcncmpts]	52	19e Using computing and information technology [pqcmpts]	84
	Soe Using compating and information technology generalities j	50	13e Osing computing and information technology (pycinpts)	04
		78		69
	Developing job- or work-related knowledge and skills	72	Developing job- or work-related knowledge and skills	73
	[fcgwork]	71	[pgwork]	. 0
		83		82
	30g Working effectively with others [fcgothers]	71	19g Working effectively with others [pgothers]	85
		50		
		First-Year lecturers Senior lecturers Both		First-Year Senior





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







### 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 %
Student Leadership	Lecturer responses to: How important is it to you that u your institution do the following before they graduate?		Student responses to: Which of the following have you do before you graduate from your institution?	done or do you plan to
	Hold a formal leadership position in a student  1b organisation or group on campus (societies, political organisations, residence committees, etc.) [fleader]	33 22 20	Hold a formal leadership position in a student  11b organisation or group on campus (societies, political organisations, residence committees, etc.) [leader]	11 <b>2</b> 0 <b>3</b>
	LSSE Item [Variable Name]	Very much + Quite a bit %	SASSE Item [Variable Name]	Very much + Quite a bit %
Memorisatio	n Lecturer responses to: In your selected module/subject, academic work emphasise the following?	how much does the	Student responses to: During the current academic year academic work emphasised the following?	r, how much has your
	Memorising module/subject material (facts, ideas, etc.) [fmemorize]	43 67 53	Memorising module/subject material (facts, ideas, etc.) [memorize]	79 80
		First-Year lecturers Senior lecturers Both		First-Year Senior





### Additional Engagement Items (continued)

	Lecturer Responses		Student Responses (from SASSE 2018	)
	LSSE Item [Variable Name]	16 or more hours %	SASSE Item [Variable Name]	16 or more hours %
Time Spent	Lecturer responses to: About how many hours do you th	nink the typical	Student responses to: About how many hours do you sp	end in a typical 7-day
by Students	student actually spends in a typical 7-day week doing ed	ach of the following?	week doing each of the following?	
	Preparing for class (studying, reading, writing, doing 20a homework or lab work, analysing data, rehearsing, and other academic activities) [ftmprepare]	5 <b>.</b> 5 <b>.</b> 7 <b>.</b>	Preparing for class (studying, reading, writing, doing 16a homework, rehearsing, and other academic activities) [tmprep]	31 30
	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [ftmcocurr]	3 6 7	Participating in other university activities (organisations, campus publications, involvement in SRC projects, residence duties, inter-residence sport, community service, etc.) [tmcocurr]	6 8
	Working for pay <b>on campus</b> (student assistant, tutor, etc.) [ftmworkon]	5	Working for pay <b>on campus</b> (student assistant, tutor, etc.) [tmworkon]	6
	Working for pay <b>off campus</b> (being a waiter, casual work in shops, etc.) [ftmworkoff]	3 12 0	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	16f Doing community service or volunteer work [tmservice]	6 <b>1</b> 7
	Relaxing and socialising (time with friends, video games, 20f watching TV or movies, sport, mobile and online chatting, etc.) [ftmrelax]	46 49 57	Relaxing and socialising (time with friends, video games, 16g watching TV or movies, sport, mobile and online chatting, etc.) [tmrelax]	22 22
	Providing care for dependents (children, siblings, parents, etc.) [ftmcare]	16 11 7	Providing care for dependents (children, siblings, parents, etc.) [tmcare]	9 11
	20h Travelling to class (driving, walking, etc.) [ftmcommute]	5 <b>3</b> 0	16i Travelling to class (driving, walking, etc.) [tmcommute]	10 12
		First-Year lecturers Senior lecturers Both		First-Year Senior





#### **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.

Practic	al work	Service-	Learning
FY Participation	16	FY Participation	59
SR Participation	28	SR Participation	65
Lecturer Participation	33	Lecturer Participation	39
Lecturer Importance	83	Lecturer Importance	64
SASSE variable: 11a intern; LSSE variables; 6b fdin	tern , 1a fintern	SASSE variable: 12 servcourse; LSSE variables; 9 f.	servcourse , 1m fservice

Research w	rith Staff	Student :	Societies
FY Participation	10	FY Participation	16
SR Participation	18	SR Participation	21
Lecturer Participation	43	Lecturer Participation	
Lecturer Importance	66	Lecturer Importance	58

SASSE variable: 11e research; LSSE variable; 6a fdresearch, 1e fresearch SASSE variable: 11c learncom; LSSE variable; 1c flearncom





### **High Impact Practices (continued)**

Study Abroa	ıd	First-year I	Experience
FY Participation	12	FY Participation	51
SR Participation	17	SR Participation	43
Lecturer Participation		Lecturer Participation	
Lecturer Importance	34	Lecturer Importance	80
SASSE variable: 11d abroad; LSSE variable; 1c fabroad		SASSE variable: 11f Fyexperience; LSSE variable; 1	f fFyexperience
Academic Literacy	Course	Work with	n Students
FY Participation	33	FY Participation	73
SR Participation	33	SR Participation	77
and the second s		Lecturer Participation	
Lecturer Participation			
Lecturer Participation Lecturer Importance SASSE variable: 11g acadlit; LSSE variable; 1g facadlit	87	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1	87 Lh fgroupproject
Lecturer Importance		Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1	Lh fgroupproject
Lecturer Importance SASSE variable: 11g acadlit; LSSE variable; 1g facadlit		Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1	
Lecturer Importance SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic	Advisor	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni	ing Support
Lecturer Importance  SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic  FY Participation	Advisor 41	Lecturer Importance SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni FY Participation	ing Support  67
Lecturer Importance SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic FY Participation SR Participation	Advisor 41	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni  FY Participation  SR Participation	ing Support  67
Lecturer Importance  SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance	Advisor  41  49  85	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni  FY Participation  SR Participation  Lecturer Participation	ing Support  67  68  90
Lecturer Importance  SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic  FY Participation  SR Participation  Lecturer Participation	Advisor  41  49  85  Vvise	Lecturer Importance SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni FY Participation SR Participation Lecturer Participation Lecturer Importance	ing Support  67 68  90  peer
Lecturer Importance  SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance  SASSE variable: 11i acadadvise; LSSE variable; 1i facadad	Advisor  41  49  85  Vvise	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance  SASSE variable: 11j usepeer; LSSE variable; 1j fuse,	ing Support  67 68  90  peer
Lecturer Importance  SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance  SASSE variable: 11i acadadvise; LSSE variable; 1i facadad  Explain Material a	Advisor  41  49  85  Nvise	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance  SASSE variable: 11j usepeer; LSSE variable; 1j fuse	ing Support  67 68  90  peer
Lecturer Importance  SASSE variable: 11g acadlit; LSSE variable; 1g facadlit  Consult Academic  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance  SASSE variable: 11i acadadvise; LSSE variable; 1i facadad  Explain Material a	Advisor  41 49 85  Vise  Is Tutor	Lecturer Importance  SASSE variable: 11h groupproject; LSSE variable; 1  Peer Learni  FY Participation  SR Participation  Lecturer Participation  Lecturer Importance  SASSE variable: 11j usepeer; LSSE variable; 1j fuse,  Numerace  FY Participation	ing Support  67 68  90 peer  cy Course