



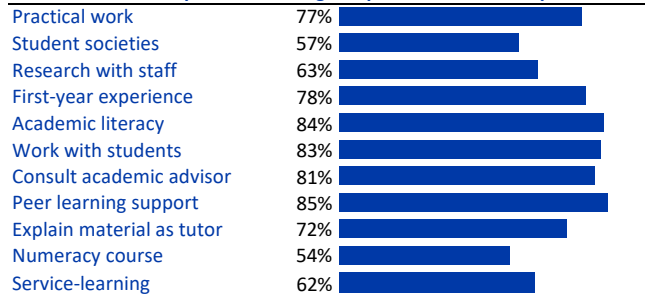
A Summary of Lecturers' Results

Student engagement represents two critical features of collegiate quality. The first is the amount of time and effort students put into their studies and other educationally purposeful activities. The second is how institutional resources, modules/subjects and other learning opportunities facilitate student participation in activities that matter to student learning. LSSE surveys lecturers who teach at least one undergraduate module/subject in the current academic year. This *Snapshot* is a concise collection of key findings from your institution's LSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the *Frequencies* and *LSSE-SASSE Combined* reports.

High-Impact Practices

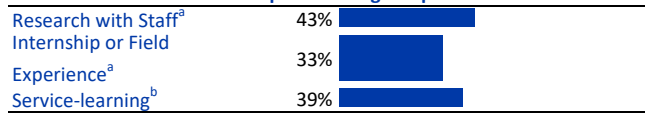
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your lecturers who believed it was "Very important" or "Important" for undergraduates at your institution to participate in High-Impact Practices before they graduate. The second figure summarises lecturers' participation in three selected High-Impact Practices in a typical week.

Lecturers' Importance for High-Impact Practice Participation



Note: Percentage of lecturers responding "Very important" or "Important"

Lecturers' Participation in High-Impact Practices

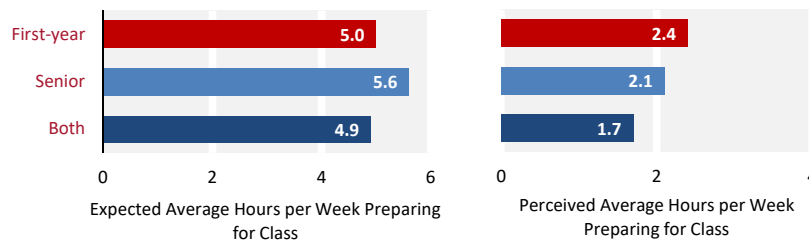


a. Percentage of lecturers responding "Yes" to participation

b. Percentage of lecturers responding that at least "Some" of their modules/subjects include a service-learning component

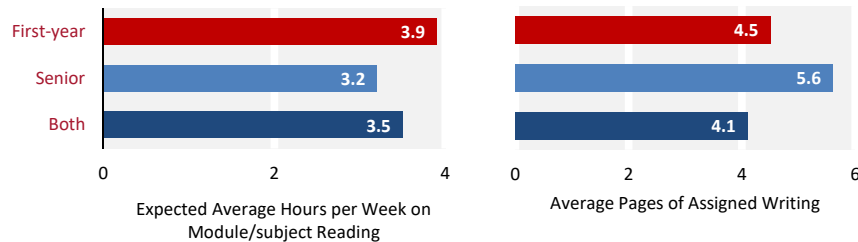
Time Spent Preparing for Class

These figures report the average weekly class preparation time your lecturers *expected* students to spend, and the average amount of time they perceived students *actually* spent, in the lecturer's selected module/subject.



Reading and Writing

These figures summarise the number of hours your lecturers expected students to spend reading, and the average number of pages of assigned writing, for the lecturer's selected module/subject.

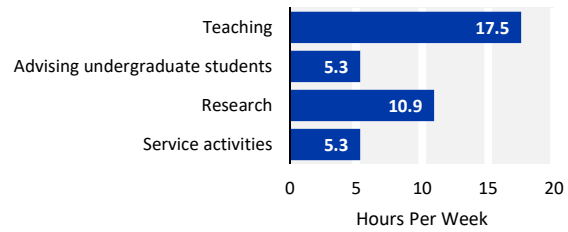


Note: The number of pages of assigned writing is an estimate calculated from three separate survey questions.



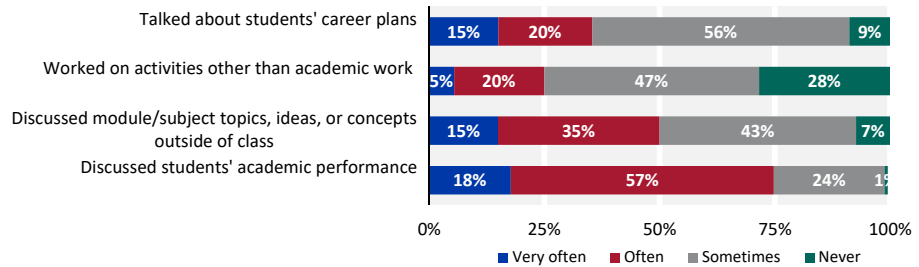
Time Allocation

This figure summarises the number of hours that lecturers spend in a typical seven-day week on teaching activities (preparing, teaching class sessions, marking, meeting with students outside of class, etc.); advising; research and scholarly activities; and service activities (membership of institutional committees, reviewer for external journals, etc.)



Student-Staff Interaction

Lecturers reported how often they have done each of the following with the undergraduate students they teach or advise:

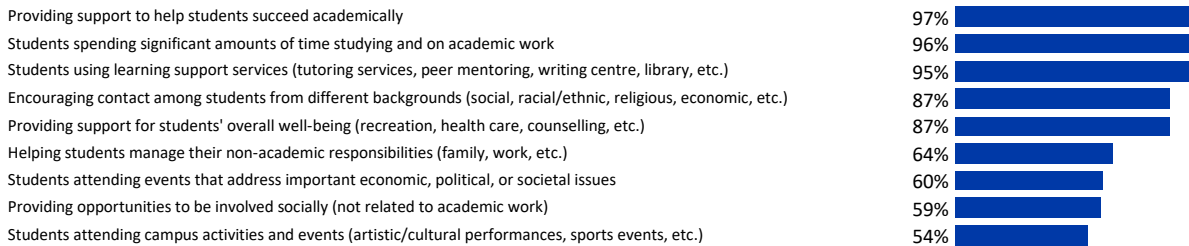


Supportive Environment

Lecturers reported how important it was to them that your institution *increase* its emphasis on each of the following:

Lecturers' values
(Sorted highest to lowest)

Percentage of Lecturers Responding "Very Important" or "Important"



Administration Details

	First-year	Senior	Both
Count	37	94	15
Percentage	25%	64%	10%

See your *Respondent Profile* report for more information.

What is LSSE?

LSSE, a complementary survey to the South African Survey of Student Engagement, collects information annually at participating universities from lecturers who teach at least one undergraduate module/subject in the current academic year. The results provide information about lecturers' expectations for student engagement in educational practices that are empirically linked with student learning and development. Institutions use their data to identify aspects of the undergraduate experience that can be improved through changes in policy and practice.