



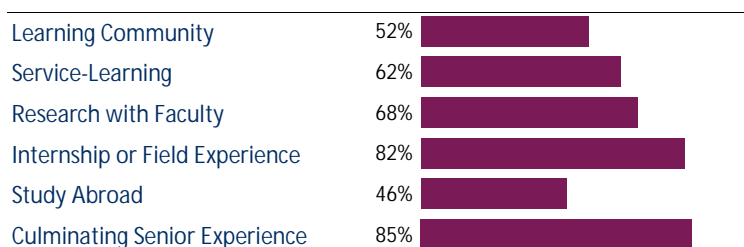
## A Summary of Faculty Results

students put into their studies and other educationally purposeful activities. The second is how institutional resources, courses, and other learning opportunities facilitate student participation in activities that matter to student learning. FSSE surveys faculty who teach at least one undergraduate course in the current academic year. This is a concise collection of key findings from your institution's FSSE 2018 administration. We hope this information stimulates discussions about the undergraduate experience. Additional details about these and other results appear in the \_\_\_\_\_ and \_\_\_\_\_ reports.

### High-Impact Practices

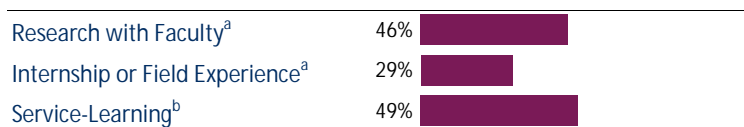
Due to their positive associations with student learning and retention, special undergraduate opportunities are designated "high-impact." The first figure at right compares the percentage of your faculty who believed it was "Very important" or "Important" for undergraduates at your institution to participate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

Faculty Importance for High-Impact Practice Participation



2018-19 FSSE Survey Data (Faculty Reporting) | 10/15/2019 | 12 MC/3a (orig) - 2/28/19 | 419 gn average number of pages of assigned

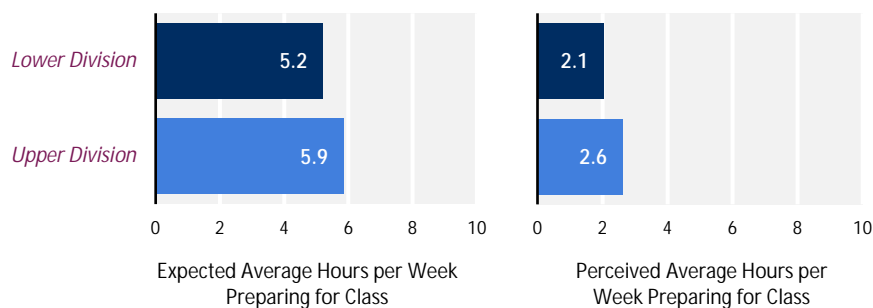
Faculty Participation in High-Impact Practices



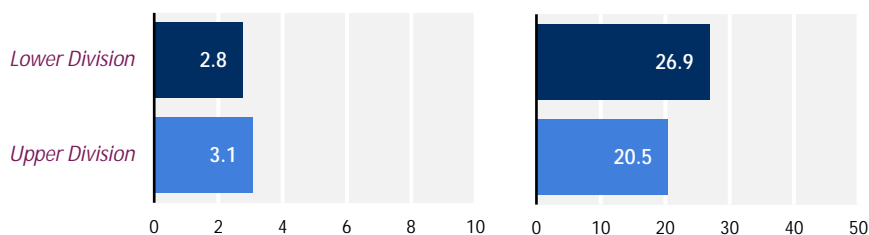
a. Percentage of faculty responding "Yes" to participation

b. Percentage of faculty responding that at least "Some" of their courses include a service-learning component

### Time Spent Preparing for Class



### Reading and Writing





# FSSE 2018 Snapshot

## Lamar University

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

Expected Average Hours per Week  
on Course Reading

Average Pages of Assigned  
Writing

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# FSSE 2018 Snapshot

## Lamar University

### Time Allocation

This figure summarizes the number of hours that faculty spend in a typical seven-day week on teaching activities (preparing, teaching class sessions, grading, meeting with students outside of class, etc.); advising; research, creative, or scholarly activities; and service activities (committee work, administrative duties, etc.)

### Student-Faculty Interaction

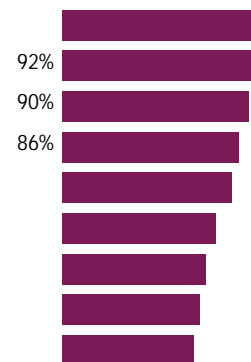
### Supportive Environment

Faculty reported how important it was to them that your institution

its emphasis on each of the following:

Percentage of Faculty Responding "Very

- Students using learning support services (tutoring services, writing center, etc.)
- Providing support for students' overall well-being (recreation, health care, counseling, etc.)



### Administration Details

Class Level

Additional Questions

What is FSSE?

FSSE, a complementary survey to the National Survey of Student Engagement, collects information annually at hundreds of four-year colleges and universities from faculty who teach at least one undergraduate course in the current academic year. The results provide information about faculty 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. For more information, visit our website: [fsse.indiana.edu](http://fsse.indiana.edu).

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