FSSE-NSSE
Combined Report 2019

FSSE-NSSE Combined Report 2019

Lamar University

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FSSE Item [Variable Name]		*NSSE Item [Variable Name]*	*Very often + Often %*
8a. Talked about their career plans [*fSFcareer*]		3a.	
8b.		3b.	
8c. Discussed course topics, ideas, or concepts outside of class [*fSFdiscuss*]		3c.	
8d. Discussed their academic performance [*fSFperform*]		3d.	

FSSE Item [Variable Name]		*NSSE Item [Variable Name]*	*Very often + Often %*
10a.	93	5a.	
	96		
10b.		5b.	
10c.		5c.	
10g.		5d.	
10h.		5e.	

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Campus Environment

Faculty Responses

FSSE Item [Variable Name]	*High ratings %*
3a.	24
	36
3b.	7
	34
3c.	17
	48
3d.	
3e. Other administrative staff and offices (registrar, financial aid, etc.) [*fQIadmin*]	

Student Responses (from NSSE 2019)

NSSE Item [Variable Name]	*High ratings %*
13a.	34
	62
13b.	47
	57
13c.	46
	63
13d.	36
	40
13e.	37

Note: Response options for faculty and student Quality of Interactions items ranged from 1=Poor to 7=Excellent; High ratings (6 or 7).

FSSE Item [Variable Name]	
2b.	
2c.	
2d.	83
	88
2e.	76
	68
2f.	79
	82
2g.	71
2h.	
	68
2i.	66
	66

NSSE Item [Variable Name]	*Very much + Quite a bit %*
14b. Providing support to help students succeed academically	78
	70
14c.	74
	66
14d. Encouraging contact among students from different backgrounds (social, racial/ethnic, religious, etc.) [*SEdiverse*]	50
	57
14e.	62
	62
14f.	64
	58
14g. Helping you manage your non-academic responsibilities (work, family, etc.) [*SEnonacad*]	38
	26
14h. Attending campus activities and events (performing arts, athletic events, etc.) [*SEactivities*]	58
	50
14i. Attending events that address important social, economic, or political issues [*SEevents*]	39

Lower-Division
Upper-Division
First-Year
Senior

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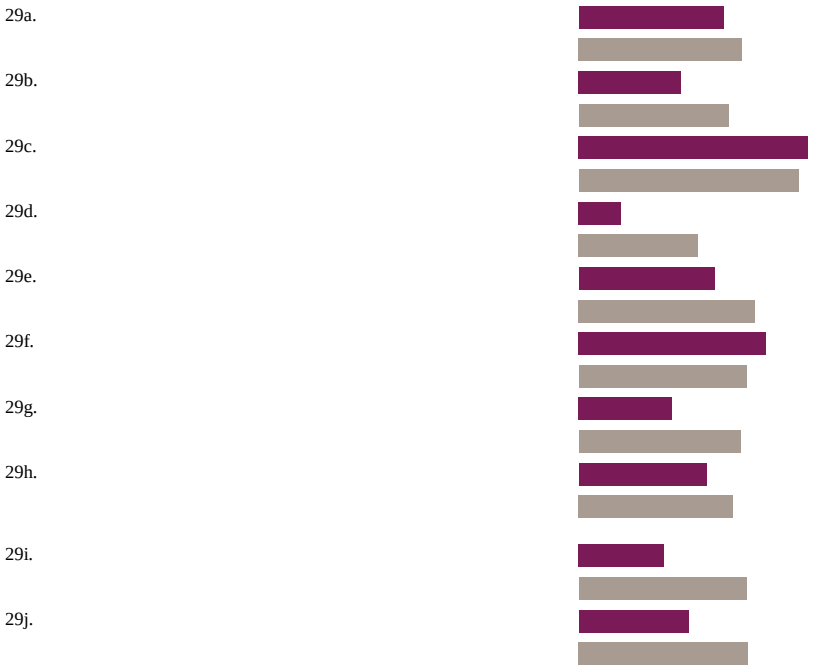
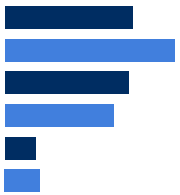


Very important + Important %

Course Engagement



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1b.

11b.

27a.

4a.

20a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [*ftmprep*]

15a. Preparing for class (studying, reading, writing, doing homework or lab work, analyzing data, rehearsing, and other academic activities) [*tmprep*]

20b. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.) [*ftmcocurr*]

15b. Participating in co-curricular activities (organizations, campus publications, student government-24.6 (t)- Tc 0.00 (u f)26.7 (r)9.4 (i)23.4 (e21.3 (a0 1 Tf-8 (i (n)21.3 (g)21.2 (i)2

20c.

15c.

20d.

15d.

20e.

15e.

20f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [*ftmrelax*]

15f. Relaxing and socializing (time with friends, video games, TV or videos, keeping up with friends online, etc.) [*tmrelax*]

20g.

15g.

20h.

15h.

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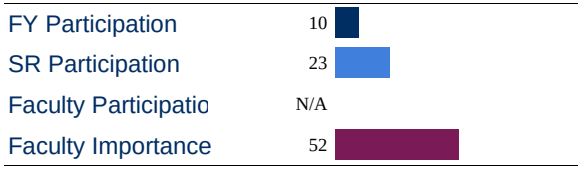
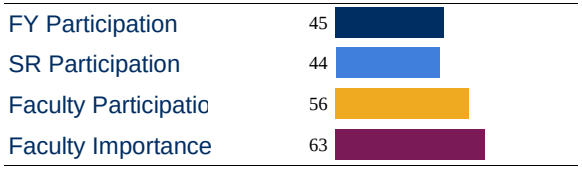
High-Impact Practices

Learning Community



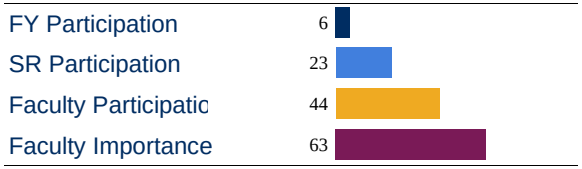
NSSE variable: 11c *learncom;* FSSE variable: 1c *flearncom*

Service-Learning



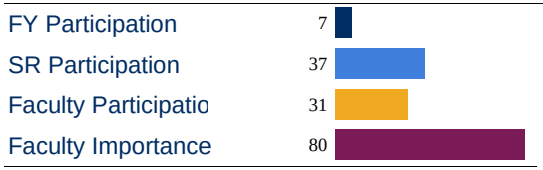
NSSE variable: 12 *servcourse;* FSSE variables; 9 *fservcourse,* 1g *fservice*

Research with Faculty



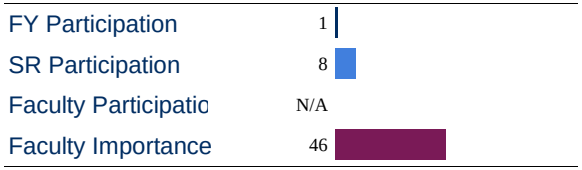
NSSE variable: 11e *research;* FSSE variables: 6a *fdresearch,* 1e *fresearch*

Internship or Field Experience



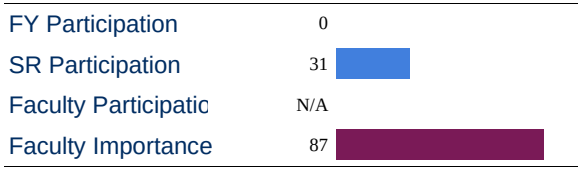
NSSE variable: 11a *intern;* FSSE variables; 6b *fdintern,* 1a *fintern*

Study Abroad



NSSE variable: 11d *abroad* ; FSSE variable: 1d *fabroad*

Senior Culminating Experience



NSSE variable: 11f *capstone* ; FSSE variable: 1f *fcapstone*

FY/SR Participatio

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 Importanc

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.