National Survey of Student Engagement The College Student Report

FSSE 2003 Pilot Test Frequency Distributions Southeastern Louisiana University

About what percent of st	tudents in your selected cour	Lower Level	Upper Level	Total o the follow	Master's	FSSE 2003
Frequently ask questions	None	0%	0%	0%	0%	0%
in class or contribute to	1-24%	47%	28%	37%	28%	30%
class discussions?	25-49%	33%	31%	33%	26%	26%
cluss discussions.	50-74%	15%	17%	15%	24%	23%
	75% or higher	6%	24%	15%	21%	21%
Frequently come to class	None	0%	1%	0%	3%	3%
without completing	1-24%	23%	22%	23%	40%	41%
readings or assignments	25-49%	27%	37%	32%	28%	27%
	50-74%	32%	33%	33%	20%	20%
	75% or higher	18%	7%	13%	9%	9%
Use e-mail to	None	2%	2%	2%	2%	2%
communicate with you	1-24%	61%	31%	46%	46%	47%
,	25-49%	15%	27%	22%	21%	21%
	50-74%	9%	17%	12%	15%	14%
	75% or higher	14%	23%	18%	16%	16%
Discuss grades or	None	1%	1%	1%	0%	0%
assignments with you	1-24%	50%	24%	36%	38%	39%
с ,	25-49%	27%	30%	30%	29%	28%
	50-74%	14%	26%	20%	20%	19%
	75% or higher	9%	19%	13%	14%	13%
Talk about career plans	None	11%	0%	6%	8%	9%
with you	1-24%	74%	51%	63%	53%	55%
	25-49%	9%	20%	14%	18%	17%
	50-74%	3%	19%	11%	12%	11%
	75% or higher	4%	10%	7%	9%	8%
Discuss ideas from	None	14%	9%	11%	8%	9%
readings or classes with	1-24%	71%	56%	64%	61%	62%
you outside of class	25-49%	12%	22%	16%	19%	19%
	50-74%	1%	12%	7%	8%	8%
	75% or higher	3%	1%	2%	3%	3%
Work harder than they	None	3%	3%	3%	3%	3%
usually do to meet your	1-24%	46%	30%	38%	29%	30%
standards	25-49%	30%	26%	27%	31%	31%
	50-74%	18%	32%	24%	26%	25%
	75% or higher	3%	10%	7%	11%	11%

Points of Note:

Southeastern faculty believe students come unprepared to class more frequently than other faculty.

Faculty believe students in upper level courses are more likely to ask questions and contribute to class discussions than students in lower level courses.

More students in upper level courses talk to faculty about career plans than in lower level courses.

Faculty at Southeastern believe fewer students work harder than usual to meet their standards than do faculty at other institutions.



Lower Level Upper Level Total Master's FS How often do students in your selected course section engage in the following?								
writing assignments that	Never	30%	22%	26%	23%	25%		
include diverse	Sometimes	37%	40%	38%	31%	32%		
perspectives (different races, religions, genders,	Often	12%	25%	20%	22%	21%		
political beliefs, etc.)	Very Often	21%	13%	16%	24%	22%		
Worked with other	Never	19%	11%	15%	14%	15%		
students on projects	Sometimes	39%	29%	35%	32%	32%		
during class	Often	21%	26%	24%	25%	25%		
-	Very Often	20%	34%	26%	29%	29%		
Participate in a	Never	79%	52%	65%	63%	67%		
community-based project	Sometimes	13%	20%	17%	21%	19%		
as part of your course	Often	3%	9%	6%	6%	6%		
	Very Often	6%	19%	12%	10%	9%		
Use an electronic medium	Never	26%	15%	21%	25%	27%		
(list-serv, chat group, Internet, etc.) to discuss	Sometimes	39%	35%	37%	32%	33%		
or complete an	Often	13%	14%	13%	17%	17%		
assignment	Very Often	22%	36%	29%	25%	24%		
Receive prompt feedback	Never	0%	1%	0%	1%	1%		
(written or oral) from you	Sometimes	3%	3%	3%	6%	7%		
on their academic	Often	32%	30%	31%	33%	34%		
performance	Very Often	65%	66%	65%	61%	58%		
Have serious	Never	17%	22%	19%	22%	25%		
conversations in your course with students of a	Sometimes	50%	44%	47%	46%	46%		
different race or ethnicity	Often	21%	23%	23%	19%	17%		
than their own Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political	Very Often	13%	11%	11%	14%	12%		
	Never	20%	23%	22%	20%	24%		
	Sometimes	50%	56%	53%	48%	48%		
	Often	17%	15%	16%	19%	17%		
opinions, or personal values	Very Often	14%	6%	10%	13%	12%		

Points of Note:

Southeastern faculty have fewer discussions or writing assignments that include diversity than other faculty.

Upper-level courses are more likely to include a service learning component than lower-level courses.

Southeastern faculty us an electronic medium more frequently than other faculty.

Southeastern students have fewer conversations with students who are different from them, than do other students.

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FSSE 2003 Pilot Test Frequency Distributions Southeastern Louisiana University

		Lower Level	Upper Level	Total	Master's	FSSE 2003
How often do students in	your selected course section	n engage in the f	ollowing?			
Number of assigned	None	7%	5%	6%	3%	4%
textbooks, books, and/or	1	61%	46%	53%	46%	46%
book length packs of	2-3	26%	41%	34%	39%	38%
course readings	4-6	2%	4%	3%	8%	8%
-	More than 6	4%	4%	4%	4%	4%
Number of written papers	None	90%	69%	80%	68%	68%
of more than 10 pages	1	5%	18%	11%	22%	22%
	2-3	4%	8%	6%	7%	7%
	4-6	0%	5%	2%	2%	2%
	More than 6	1%	0%	0%	1%	1%
Number of written papers	None	74%	53%	64%	49%	50%
between 5 and 10 pages	1	14%	19%	18%	24%	23%
	2-3	4%	18%	10%	20%	19%
	4-6	4%	10%	7%	5%	6%
	More than 6	3%	0%	1%	2%	2%
Number of written papers	None	28%	26%	27%	27%	29%
of fewer than 5 pages	1	14%	22%	18%	14%	13%
	2-3	14%	23%	19%	24%	23%
	4-6	24%	11%	18%	18%	17%
	More than 6	19%	18%	18%	17%	18%

In a typical week, how many homework assignments do you require students in your

selected course section to complete?

selected course section	i to complete:					
Number of homework	None	21%	22%	21%	14%	15%
assignments that take	1	55%	59%	57%	53%	54%
your students more than	2-3	17%	6%	12%	19%	18%
one hour to complete	4-6	1%	6%	3%	5%	4%
	More than 6	6%	6%	7%	9%	9%
Number of homework	None	24%	30%	27%	39%	41%
assignments that take	1	55%	48%	51%	42%	41%
your students less than	2-3	8%	15%	12%	11%	10%
one hour to complete	4-6	6%	2%	4%	3%	3%
	More than 6	6%	5%	6%	6%	5%
In a typical 7-day week,	0 hrs./week	0%	0%	0%	0%	0%
about how many hours do	1-2 hrs./week	17%	10%	14%	7%	8%
you expect your students to spend preparing for	3-4 hrs./week	35%	44%	40%	30%	29%
your class (studying,	5-6 hrs./week	29%	25%	26%	33%	33%
reading, writing,	7-8 hrs./week	10%	10%	10%	15%	16%
rehearsing, and other	9-10 hrs./week	8%	8%	8%	9%	9%
activities related to your	11-12 hrs./week	0%	1%	0%	3%	3%
course)	More than 12 hrs./week	0%	1%	0%	3%	2%
In a typical 7-day week,	0 hrs./week	0%	4%	3%	3%	3%
about how many hours do you think your students	1-2 hrs./week	76%	61%	67%	46%	44%
actually spend preparing	3-4 hrs./week	22%	25%	24%	31%	32%
for your class (studying,	5-6 hrs./week	2%	5%	3%	12%	13%
reading, writing, rehearsing, and other	7-8 hrs./week	0%	0%	0%	4%	5%
activities related to your	9-10 hrs./week	0%	3%	1%	2%	2%
course)	11-12 hrs./week	0%	0%	0%	1%	1%
	More than 12 hrs./week	0%	1%	0%	1%	1%



In your selected course, l	now important to you is it th	Lower Level at your students	Upper Level :	Total	Master's	FSSE 2003
Prepare two or more	Not Important	38%	31%	34%	33%	35%
drafts of a paper or assignment before turning	Somewhat Important	23%	23%	23%	23%	24%
it in	Important	16%	27%	22%	22%	21%
	Very Important	24%	19%	21%	21%	21%
Work on a paper or	Not Important	20%	13%	16%	13%	14%
project that requires integrating ideas or	Somewhat Important	16%	12%	14%	12%	13%
information from various sources	Important	24%	26%	26%	26%	25%
sources	Very Important	40%	49%	44%	49%	49%
Work with classmates outside of class to prepare	Not Important	29%	21%	25%	23%	24%
class assignments	Somewhat Important	38%	26%	32%	28%	28%
	Important	19%	30%	24%	26%	26%
	Very Important	14%	23%	19%	22%	22%
Put together ideas or concepts from different	Not Important	22%	5%	14%	14%	15%
courses when completing	Somewhat Important	34%	25%	29%	28%	29%
assignments or during class discussions	Important	23%	31%	27%	32%	31%
class discussions	Very Important	20%	39%	29%	26%	25%
Discuss ideas or readings from class with others	Not Important	19%	14%	17%	14%	15%
outside of class(other	Somewhat Important	37%	33%	34%	34%	34%
students, faculty members, coworkers, etc.) Tutor or teach other students (paid or voluntary)	Important	27%	34%	31%	32%	33%
	Very Important	17%	19%	18%	19%	18%
	Not Important	43%	42%	42%	43%	44%
	Somewhat Important	34%	28%	31%	30%	30%
	Important	15%	20%	18%	17%	17%
	Very Important	8%	10%	9%	10%	9%



In our selected ourse. is on average, what percent of the line is spent on the following Lecture 0% of class time 1% 8% 4% 3% 4% 1-9% of class time 1% 8% 8% 8% 13% 13% 10-19% of class time 10% 14% 13% 13% 13% 30-39% of class time 10% 14% 12% 11% 10% 40-49% of class time 10% 15% 16% 14% 13% 75% of class time or more 22% 23% 23% 20% 21% 75% of class time 73% 52% 21% 24% 24% 10-19% of class time 73% 74% 44% 4% 24% 20-29% of class time 13% 21% 8% 8% 8% 8% 30-39% of class time 13% 24% 24% 24% 24% 24% 24% 24% 24% 24% 24% 24% 24% 24% 24% 24%			Lower Level	Upper Level	Total	Master's	FSSE 2003
Image: stress of the	In your selected course,	how on average, what perce			owing:		
In-19% of class time 13% 13% 13% 13% 20-29% of class time 13% 11% 13% 13% 13% 20-29% of class time 10% 14% 13% 13% 13% 40-49% of class time 10% 15% 16% 14% 13% 50-74% of class time 26% 19% 22% 13% 14% 7% of class time 23% 5% 4% 4% 5% 10-19% of class time 23% 30% 27% 24% 24% 20-29% of class time 13% 2% 8% 8% 8% 30-39% of class time 13% 2% 8% 8% 8% 50-74% of class time 13% 2% 8% 8% 3% Teacher-student shated 0% of class time 13% 22% 2% 2% 2% 2% 2% 2% 2% 2% <t< td=""><td>Lecture</td><td>0% of class time</td><td>1%</td><td>8%</td><td>4%</td><td>3%</td><td>4%</td></t<>	Lecture	0% of class time	1%	8%	4%	3%	4%
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75% of class time or more 1% 0% 0% 1%							



		Lower Level	Upper Level	Total	Master's	FSSE 2003
•	now on average, what percer		-			
In-class writing	0% of class time	48%	52%	51%	53%	55%
	1-9% of class time	23%	27%	25%	31%	30%
	10-19% of class time	12%	16%	14%	9%	9%
	20-29% of class time	10%	3%	6%	4%	3%
	30-39% of class time	1%	1%	1%	2%	1%
	40-49% of class time	3%	0%	1%	1%	1%
	50-74% of class time	1%	0%	0%	1%	1%
	75% of class time or more	1%	1%	1%	1%	1%
Performances in applied	0% of class time	93%	91%	92%	89%	89%
and fine arts (e.g., dance,	1-9% of class time	3%	5%	4%	5%	4%
drama, music)	10-19% of class time	0%	0%	0%	2%	2%
	20-29% of class time	3%	0%	1%	1%	1%
	30-39% of class time	0%	2%	1%	1%	1%
	40-49% of class time	0%	0%	0%	1%	0%
	50-74% of class time	0%	0%	0%	1%	1%
	75% of class time or more	1%	2%	1%	2%	2%
Experiential (labs, field	0% of class time	69%	49%	59%	55%	56%
work, etc.)	1-9% of class time	16%	15%	16%	12%	13%
	10-19% of class time	8%	11%	10%	9%	9%
	20-29% of class time	3%	7%	5%	8%	8%
	30-39% of class time	0%	4%	2%	5%	4%
	40-49% of class time	3%	3%	3%	4%	4%
	50-74% of class time	1%	4%	3%	4%	4%
	75% of class time or more	0%	6%	3%	3%	3%
The extent to which your	Very Little	0%	0%	0%	0%	0%
evaluations of student performance (e.g.,	2	2%	1%	1%	1%	1%
examinations, portfolio) challenge students in your	3	1%	3%	2%	3%	3%
	4	12%	3%	8%	10%	11%
selected course section to do their best work.	5	30%	26%	28%	27%	28%
do then best work.	6	30%	40%	34%	35%	35%
	Very much	24%	27%	26%	24%	23%

Points of Note:

Overall, Southeastern faculty are more likely to have in-class writing assignments than their colleagues. Lower-level courses are more likely to have in-class writing assignments than upper-level courses.

Upper level courses are much more likely to have an experiential compontent than lower level courses.



		Lower Level	Upper Level	Total	Master's	FSSE 2003
In your selected course, l	how much emplasis to you pl	lace on engaging	students in eac	h of these		
cognitive activities?						
Memorizing facts, ideas,	Very Little	39%	30%	34%	36%	37%
or methods from your	Some	31%	45%	38%	39%	38%
course and readings	Quite a Bit	19%	21%	20%	18%	18%
	Very Much	11%	4%	8%	7%	7%
Analyzing the basic	Very Little	4%	1%	2%	2%	2%
elements of an idea,	Some	16%	16%	16%	12%	13%
experience or theory	Quite a Bit	38%	42%	41%	40%	40%
	Very Much	41%	42%	41%	46%	45%
Synthesizing and	Very Little	7%	0%	3%	3%	3%
organizing ideas,	Some	19%	18%	19%	15%	15%
information, or	Quite a Bit	31%	32%	32%	37%	37%
experiences	Very Much	43%	50%	46%	46%	44%
Making judgments about	Very Little	10%	6%	8%	9%	9%
the value of information,	Some	22%	22%	22%	23%	24%
arguments or methods	Quite a Bit	32%	27%	30%	32%	33%
	Very Much	36%	45%	40%	36%	34%

1%

10%

25%

64%

3%

18%

24%

55%

4%

15%

29%

52%

4%

16%

31%

49%

Applying theories or concepts to practical problems or in new situations

Points of Note:

Upper-level courses reported more rote memorization than did lower-level courses.

Very Little

Quite a Bit

Very Much

Some

Southeastern faculty reported more emphasis on "making judgements about the value of information, arguments or methods" and "applying theories of concepts to practical problems or in new situations" than faculty at other schools.

6%

24%

23%

47%



FSSE 2003

Master's

	Lower Level	Upper Level	Total
To what extent do you structure your selected course	section so that s	students learn an	d develop
in the following areas?			

in the following areas	?					
Acquiring a broad general	Very Little	5%	18%	11%	11%	11%
education	Some	16%	26%	21%	27%	28%
	Quite a Bit	33%	32%	33%	30%	31%
	Very Much	45%	24%	35%	33%	31%
Acquiring job or work-	Very Little	11%	2%	7%	14%	15%
related knowledge and	Some	36%	11%	23%	23%	26%
skills	Quite a Bit	25%	25%	26%	27%	27%
	Very Much	28%	61%	44%	36%	33%
Writing clearly and	Very Little	20%	8%	15%	10%	12%
effectively	Some	24%	24%	25%	26%	27%
	Quite a Bit	26%	34%	30%	31%	30%
	Very Much	31%	33%	31%	33%	32%
Speaking clearly and	Very Little	33%	10%	22%	17%	20%
effectively	Some	34%	33%	33%	31%	31%
encedivery	Quite a Bit	18%	26%	23%	28%	27%
	Very Much	15%	30%	22%	23%	21%
Thinking critically and	Very Little	0%	0%	0%	1%	1%
analytically	Some	5%	5%	6%	6%	7%
anaryticany	Quite a Bit	23%	28%	25%	27%	27%
	Very Much	72%	66%	69%	66%	66%
Analyzing quantitative	Very Little	44%	34%	38%	40%	41%
problems	Some	18%	20%	20%	22%	22%
problems	Quite a Bit	7%	23%	15%	16%	15%
	Very Much	31%	23%	27%	22%	23%
Using computing and	Very Little	22%	15%	19%	22%	29%
information technology	Some	30%	32%	31%	34%	34%
information technology	Quite a Bit	19%	23%	20%	20%	19%
	Very Much	30%	30%	20% 30%	19%	18%
Working effectively with	Very Little	22%	9%	16%	13%	14%
others	Some	37%	25%	31%	29%	31%
oulers	Quite a Bit	13%	22%	19%	29%	28%
	Very Much	28%	44%	34%	29%	27%
Learning offectively on		1%	1%	1%	<u> </u>	1%
Learning effectively on	Very Little Some	1%	1% 9%			
their own				11%	14% 46%	14%
	Quite a Bit	41%	46%	43%		47%
	Very Much	45%	44%	45%	40%	38%
Understanding themselves		22%	14%	17% 20%	20%	22%
	Some	30%	27%	29%	28%	28%
	Quite a Bit	24%	35%	30%	26%	26%
	Very Much	25%	24%	25%	27%	25%
Understanding people of	Very Little	42%	25%	34%	30%	34%
other racial and ethnic	Some	19%	33%	26%	26%	26%
backgrounds	Quite a Bit	19%	25%	22%	20%	19%
~	Very Much	21%	17%	18%	23%	22%
Solving complex real-	Very Little	9%	10%	9%	11%	12%
world problems	Some	29%	19%	24%	23%	27%
	Quite a Bit	35%	32%	34%	30%	31%
	Very Much	27%	39%	33%	33%	31%



		Lower Level	Upper Level	Total	Master's	FSSE 2003
About how many hours d	lo you spend in a typical we					
	0 hrs./week	0%	0%	0%	3%	2%
students in class	1-4 hrs./week	9%	16%	12%	15%	21%
	5-8 hrs./week	18%	22%	19%	23%	27%
	9-12 hrs./week	37%	38%	36%	39%	34%
	13-16 hrs./week	21%	10%	17%	12%	10%
	17-20 hrs./week	11%	10%	11%	4%	4%
	21-30 hrs./week	2%	4%	3%	2%	2%
	More than 30 hrs./week	2%	0%	1%	1%	1%
Grading papers	0 hrs./week	1%	1%	1%	2%	3%
	1-4 hrs./week	42%	41%	41%	42%	44%
	5-8 hrs./week	40%	33%	36%	32%	31%
	9-12 hrs./week	5%	17%	12%	14%	13%
	13-16 hrs./week	4%	5%	5%	5%	5%
	17-20 hrs./week	6%	2%	4%	3%	3%
	21-30 hrs./week	0%	0%	0%	1%	1%
	More than 30 hrs./week	1%	1%	1%	1%	1%
Giving feedback to	0 hrs./week	0%	1%	0%	1%	1%
students	1-4 hrs./week	63%	57%	60%	58%	60%
	5-8 hrs./week	22%	26%	24%	26%	25%
	9-12 hrs./week	12%	11%	12%	8%	8%
	13-16 hrs./week	1%	3%	2%	3%	3%
	17-20 hrs./week	2%	1%	1%	2%	2%
	21-30 hrs./week	0%	0%	0%	1%	1%
	More than 30 hrs./week	0%	0%	0%	1%	1%
Preparing for class	0 hrs./week	0%	0%	0%	0%	0%
	1-4 hrs./week	36%	27%	31%	23%	25%
	5-8 hrs./week	41%	40%	40%	36%	36%
	9-12 hrs./week	18%	18%	18%	20%	20%
	13-16 hrs./week	5%	6%	6%	11%	10%
	17-20 hrs./week	0%	6%	3%	6%	5%
	21-30 hrs./week	0%	1%	0%	3%	2%
	More than 30 hrs./week	0%	2%	1%	1%	1%
Reflecting on and revising	0 hrs./week	0%	2%	1%	1%	1%
class activities	1-4 hrs./week	63%	56%	60%	58%	60%
	5-8 hrs./week	28%	20%	24%	26%	25%
	9-12 hrs./week	6%	11%	9%	9%	8%
	13-16 hrs./week	2%	3%	2%	3%	3%
	17-20 hrs./week	1%	3%	2%	2%	1%
	21-30 hrs./week	0%	3%	1%	1%	1%
	More than 30 hrs./week	0%	1%	0%	1%	0%
Advising undergraduate	0 hrs./week	26%	13%	19%	17%	19%
students	1-4 hrs./week	58%	71%	66%	60%	60%
	5-8 hrs./week	9%	11%	10%	15%	14%
	9-12 hrs./week	3%	3%	3%	4%	4%
	13-16 hrs./week	1%	2%	1%	1%	1%
	17-20 hrs./week	1%	0%	0%	1%	1%
	21-30 hrs./week	2%	0%	1%	1%	0%
	More than 30 hrs./week	0%	0%	0%	0%	0%



		Lower Level	Upper Level	Total	Master's	FSSE 2003			
÷	About how many hours do you spend in a typical week doing each of the following?								
0	0 hrs./week	54%	60%	57%	48%	48%			
graduates on research	1-4 hrs./week	31%	30%	30%	38%	38%			
	5-8 hrs./week	6%	5%	6%	8%	9%			
	9-12 hrs./week	5%	3%	4%	3%	3%			
	13-16 hrs./week	3%	1%	2%	1%	1%			
	17-20 hrs./week	1%	0%	0%	0%	0%			
	21-30 hrs./week	0%	0%	0%	0%	0%			
	More than 30 hrs./week	0%	0%	0%	0%	0%			
Supervising internships or	0 hrs./week	78%	56%	67%	57%	63%			
other field experiences	1-4 hrs./week	12%	14%	13%	32%	23%			
L.	5-8 hrs./week	6%	9%	8%	6%	7%			
	9-12 hrs./week	3%	6%	4%	2%	3%			
	13-16 hrs./week	0%	6%	3%	1%	1%			
	17-20 hrs./week	0%	5%	2%	1%	1%			
	21-30 hrs./week	0%	3%	1%	0%	0%			
	More than 30 hrs./week	0%	0%	0%	1%	0%			
Working with students on	0 hrs./week	51%	46%	47%	30%	42%			
activities other than	1-4 hrs./week	39%	44%	42%	55%	45%			
course work (committees,	5-8 hrs./week	5%	6%	7%	10%	9%			
organizations, student life	9-12 hrs./week	3%	1%	2%	3%	2%			
activities, orientation,	13-16 hrs./week	0%	1%	0%	1%	1%			
intramurals, etc)	17-20 hrs./week	1%	2%	1%	0%	1%			
,,	21-30 hrs./week	0%	0%	0%	1%	0%			
	More than 30 hrs./week	1%	0%	0%	1%	0%			
Other interactions with	0 hrs./week	18%	13%	15%	15%	17%			
students outside of the	1-4 hrs./week	59%	67%	63%	61%	60%			
classroom	5-8 hrs./week	15%	13%	14%	16%	15%			
	9-12 hrs./week	2%	4%	3%	4%	4%			
	13-16 hrs./week	3%	4%	3%	2%	2%			
	17-20 hrs./week	2%	0%	1%	1%	1%			
	21-30 hrs./week	0%	0%	0%	1%	1%			
	More than 30 hrs./week	1%	0%	0%	1%	1%			

Points of Note:

Southeastern faculty spend less time per week advising undergraduate students than do their colleagues at other schools.

Southeastern faculty spend less time per week supervising internships or field experiences than do their colleagues at other schools.



		Lower Level	Upper Level	Total	Master's	FSSE 2003	
How important is it to you that undergraduates at your institution do the following?							
Practicum, internship,	Not Important	12%	5%	8%	6%	6%	
field experience, co-op	Somewhat Important	35%	9%	22%	17%	18%	
experience	Important	20%	19%	20%	24%	26%	
	Very Important	33%	67%	50%	53%	50%	
Community service or	Not Important	20%	15%	16%	13%	15%	
volunteer work	Somewhat Important	40%	32%	37%	33%	34%	
	Important	22%	33%	28%	29%	29%	
	Very Important	19%	20%	19%	24%	22%	
Participation in a learning community or some other	Not Important	33%	34%	33%	30%	31%	
formal program where	Somewhat Important	33%	30%	33%	33%	33%	
groups of students take 2 or more classes together	Important	23%	19%	21%	22%	22%	
C	Very Important	11%	17%	14%	15%	14%	
Work on a research	Not Important	39%	38%	38%	36%	36%	
project with you outside	Somewhat Important	34%	33%	33%	32%	32%	
of course	Important	15%	16%	16%	19%	20%	
program requirements	Very Important	11%	14%	12%	12%	12%	
Foreign language	Not Important	22%	41%	31%	26%	27%	
coursework	Somewhat Important	28%	31%	30%	33%	32%	
	Important	32%	17%	24%	23%	22%	
	Very Important	19%	11%	15%	18%	18%	
Study abroad	Not Important	24%	36%	31%	24%	22%	
	Somewhat Important	42%	34%	37%	32%	32%	
	Important	21%	21%	20%	24%	25%	
	Very Important	13%	8%	12%	20%	21%	
Independent study	Not Important	27%	21%	24%	17%	17%	
1	Somewhat Important	25%	36%	31%	33%	33%	
	Important	33%	30%	32%	30%	30%	
	Very Important	15%	13%	14%	20%	20%	
Self-designed major	Not Important	50%	54%	51%	47%	45%	
C J	Somewhat Important	31%	25%	29%	33%	35%	
	Important	14%	14%	13%	15%	14%	
	Very Important	5%	7%	6%	5%	6%	
Culminating senior	Not Important	22%	10%	15%	11%	10%	
experience	Somewhat Important	33%	21%	27%	21%	21%	
-	Important	33%	38%	35%	31%	31%	
	Very Important	12%	31%	23%	37%	38%	

Points of Note:

Foreign language coursework is less important to Southeastern faculty than to their colleagues at other schools.

Study abroad is less important to Southeastern faculty than to their colleagues at other schools.

Independent study is less important to Southeastern faculty than to their colleagues at other schools.

Culminating senior experience is less important to Southeastern faculty than to their colleagues at other schools.



		Lower Level	Upper Level	Total	Master's	FSSE 2003	
Quality of student relationships with people at your institution							
Student relationships with	Unfriendly, Unsupportive,						
other students	Sense of Alienation	0%	0%	0%	0%	0%	
	2	0%	0%	0%	0%	0%	
	3	3%	5%	4%	2%	2%	
	4	12%	5%	10%	8%	9%	
	5	29%	23%	26%	25%	26%	
	6	32%	43%	36%	42%	41%	
	Friendly, Supportive, Sense	24%	23%	23%	22%	21%	
	of Belonging						
Student relationships with	Unfriendly, Unsupportive,						
faculty	Sense of Alienation	0%	0%	0%	0%	0%	
-	2	1%	2%	1%	1%	1%	
	3	2%	0%	1%	3%	3%	
	4	9%	6%	8%	9%	10%	
	5	27%	26%	26%	25%	25%	
	6	43%	45%	44%	42%	41%	
	Friendly, Supportive, Sense	18%	21%	19%	21%	19%	
	of Belonging						
Student relationships with	Unfriendly, Unsupportive,						
administrative personnel	Sense of Alienation	2%	1%	1%	3%	3%	
and offices	2	4%	6%	5%	7%	6%	
	3	9%	7%	9%	12%	12%	
	4	26%	22%	24%	19%	20%	
	5	30%	23%	27%	26%	26%	
	6	18%	33%	25%	24%	23%	
	Friendly, Supportive, Sense	11%	6%	8%	10%	10%	
	of Belonging						



To mhot ordent door norm		Lower Level	Upper Level	Total	Master's	FSSE 2003		
To what extent does your institution emphasize each of the following?								
Requiring student to spend significant amounts of time studying and on academic work	Very little	13%	13%	12%	9%	8%		
	Some	44%	39%	42%	33%	31%		
	Quite a bit	33%	35%	34%	39%	39%		
	Very much	9%	13%	11%	19%	22%		
Providing students	Very little	3%	2%	2%	3%	3%		
support they need to help	Some	21%	19%	20%	21%	23%		
them succeed	Quite a bit	45%	57%	51%	46%	45%		
academically	Very much	31%	21%	26%	30%	29%		
Encouraging contact	Very little	22%	11%	16%	12%	14%		
among students from different economic, social	Some	39%	51%	45%	39%	39%		
and racial or ethnic	Quite a bit	25%	30%	28%	33%	31%		
backgrounds	Very much	15%	9%	12%	16%	16%		
Helping students cope with their non-academic responsibilities (work, family, etc.)	Very little	18%	17%	17%	14%	15%		
	Some	47%	45%	47%	46%	46%		
	Quite a bit	26%	35%	30%	30%	28%		
	Very much	8%	3%	6%	10%	10%		
Providing students the support they need to thrive socially	Very little	22%	17%	20%	12%	13%		
	Some	43%	54%	48%	46%	46%		
	Quite a bit	24%	22%	24%	32%	31%		
	Very much	11%	6%	9%	10%	10%		
Attending campus events and activities (special speakers, cultural events, symposia, etc.)	Very little	13%	7%	10%	12%	11%		
	Some	32%	40%	36%	37%	37%		
	Quite a bit	35%	45%	40%	37%	36%		
	Very much	20%	7%	14%	14%	16%		
Encouraging students to use computers in their academic work	Very little	1%	0%	1%	2%	1%		
	Some	15%	13%	14%	16%	15%		
	Quite a bit	36%	28%	32%	40%	41%		
	Very much	48%	60%	54%	42%	44%		

Points of Note:

According to faculty, Southeastern encourages student use of computers in academic work more than other schools.

According to faculty, Southeastern emphasizes time studying and on academic work less than other schools.