



		Lower Level	Upper Level	Total	Master's	FSSE 2003
About what percent of students in your selected course section at least occasionally do the following?						
Frequently ask questions in class or contribute to class discussions?	None	0%	0%	0%	0%	0%
	1-24%	47%	28%	37%	28%	30%
	25-49%	33%	31%	33%	26%	26%
	50-74%	15%	17%	15%	24%	23%
	75% or higher	6%	24%	15%	21%	21%
Frequently come to class without completing readings or assignments	None	0%	1%	0%	3%	3%
	1-24%	23%	22%	23%	40%	41%
	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 communicate with you	None	2%	2%	2%	2%	2%
	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 assignments with you	None	1%	1%	1%	0%	0%
	1-24%	50%	24%	36%	38%	39%
	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 with you	None	11%	0%	6%	8%	9%
	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 readings or classes with you outside of class	None	14%	9%	11%	8%	9%
	1-24%	71%	56%	64%	61%	62%
	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 usually do to meet your standards	None	3%	3%	3%	3%	3%
	1-24%	46%	30%	38%	29%	30%
	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	FSSE 2003
How often do students in your selected course section engage in the following?						
Have class discussions or writing assignments that include diverse perspectives (different races, religions, genders, political beliefs, etc.)	Never	30%	22%	26%	23%	25%
	Sometimes	37%	40%	38%	31%	32%
	Often	12%	25%	20%	22%	21%
	Very Often	21%	13%	16%	24%	22%
Worked with other students on projects during class	Never	19%	11%	15%	14%	15%
	Sometimes	39%	29%	35%	32%	32%
	Often	21%	26%	24%	25%	25%
	Very Often	20%	34%	26%	29%	29%
Participate in a community-based project as part of your course	Never	79%	52%	65%	63%	67%
	Sometimes	13%	20%	17%	21%	19%
	Often	3%	9%	6%	6%	6%
	Very Often	6%	19%	12%	10%	9%
Use an electronic medium (list-serv, chat group, Internet, etc.) to discuss or complete an assignment	Never	26%	15%	21%	25%	27%
	Sometimes	39%	35%	37%	32%	33%
	Often	13%	14%	13%	17%	17%
	Very Often	22%	36%	29%	25%	24%
Receive prompt feedback (written or oral) from you on their academic performance	Never	0%	1%	0%	1%	1%
	Sometimes	3%	3%	3%	6%	7%
	Often	32%	30%	31%	33%	34%
	Very Often	65%	66%	65%	61%	58%
Have serious conversations in your course with students of a different race or ethnicity than their own	Never	17%	22%	19%	22%	25%
	Sometimes	50%	44%	47%	46%	46%
	Often	21%	23%	23%	19%	17%
	Very Often	13%	11%	11%	14%	12%
Have serious conversations in your course with students who are very different from them in terms of their religious beliefs, political opinions, or personal values	Never	20%	23%	22%	20%	24%
	Sometimes	50%	56%	53%	48%	48%
	Often	17%	15%	16%	19%	17%
	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 use an electronic medium more frequently than other faculty.
- Southeastern students have fewer conversations with students who are different from them, than do other students.



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

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



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



		Lower Level	Upper Level	Total	Master's	FSSE 2003
In your selected course, how on average, what percent of the time is spent on the following:						
Lecture	0% of class time	1%	8%	4%	3%	4%
	1-9% of class time	7%	10%	9%	13%	13%
	10-19% of class time	8%	8%	8%	13%	14%
	20-29% of class time	13%	11%	13%	13%	13%
	30-39% of class time	10%	14%	12%	11%	10%
	40-49% of class time	16%	15%	16%	14%	13%
	50-74% of class time	18%	15%	17%	19%	20%
	75% of class time or more	26%	19%	22%	13%	14%
Teacher-led discussion	0% of class time	3%	5%	4%	4%	5%
	1-9% of class time	22%	25%	23%	20%	21%
	10-19% of class time	23%	30%	27%	24%	24%
	20-29% of class time	17%	18%	18%	22%	21%
	30-39% of class time	9%	8%	9%	11%	11%
	40-49% of class time	13%	2%	8%	8%	8%
	50-74% of class time	7%	7%	7%	7%	7%
	75% of class time or more	5%	4%	4%	3%	3%
Teacher-student shared responsibility (seminar, discussion, etc.)	0% of class time	38%	27%	33%	32%	34%
	1-9% of class time	23%	26%	24%	22%	22%
	10-19% of class time	15%	24%	20%	17%	16%
	20-29% of class time	11%	9%	11%	13%	12%
	30-39% of class time	2%	3%	2%	6%	6%
	40-49% of class time	5%	2%	3%	4%	4%
	50-74% of class time	3%	5%	4%	4%	4%
	75% of class time or more	2%	3%	2%	3%	3%
Computer mediated	0% of class time	49%	40%	45%	51%	53%
	1-9% of class time	16%	29%	22%	24%	24%
	10-19% of class time	9%	13%	11%	11%	10%
	20-29% of class time	9%	4%	7%	5%	4%
	30-39% of class time	4%	4%	4%	3%	2%
	40-49% of class time	6%	2%	4%	2%	2%
	50-74% of class time	4%	4%	4%	2%	2%
	75% of class time or more	2%	4%	3%	2%	2%
Small group activities	0% of class time	24%	22%	22%	26%	27%
	1-9% of class time	30%	23%	27%	26%	26%
	10-19% of class time	20%	26%	23%	21%	21%
	20-29% of class time	17%	13%	15%	13%	13%
	30-39% of class time	3%	7%	5%	6%	6%
	40-49% of class time	3%	3%	3%	4%	3%
	50-74% of class time	1%	3%	2%	3%	3%
	75% of class time or more	1%	3%	2%	2%	2%
Student presentations	0% of class time	57%	38%	47%	39%	41%
	1-9% of class time	27%	32%	31%	27%	27%
	10-19% of class time	10%	19%	14%	19%	17%
	20-29% of class time	5%	3%	4%	8%	7%
	30-39% of class time	0%	6%	3%	3%	3%
	40-49% of class time	0%	1%	0%	2%	2%
	50-74% of class time	0%	1%	0%	2%	1%
	75% of class time or more	1%	0%	0%	1%	1%



		Lower Level	Upper Level	Total	Master's	FSSE 2003
In your selected course, how on average, what percent of the time is spent on the following:						
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 and fine arts (e.g., dance, drama, music)	0% of class time	93%	91%	92%	89%	89%
	1-9% of class time	3%	5%	4%	5%	4%
	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 work, etc.)	0% of class time	69%	49%	59%	55%	56%
	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 evaluations of student performance (e.g., examinations, portfolio) challenge students in your selected course section to do their best work.	Very Little	0%	0%	0%	0%	0%
	2	2%	1%	1%	1%	1%
	3	1%	3%	2%	3%	3%
	4	12%	3%	8%	10%	11%
	5	30%	26%	28%	27%	28%
	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 component than lower level courses.



		Lower Level	Upper Level	Total	Master's	FSSE 2003
In your selected course, how much emphasis to you place on engaging students in each of these cognitive activities?						
Memorizing facts, ideas, or methods from your course and readings	Very Little	39%	30%	34%	36%	37%
	Some	31%	45%	38%	39%	38%
	Quite a Bit	19%	21%	20%	18%	18%
	Very Much	11%	4%	8%	7%	7%
Analyzing the basic elements of an idea, experience or theory	Very Little	4%	1%	2%	2%	2%
	Some	16%	16%	16%	12%	13%
	Quite a Bit	38%	42%	41%	40%	40%
	Very Much	41%	42%	41%	46%	45%
Synthesizing and organizing ideas, information, or experiences	Very Little	7%	0%	3%	3%	3%
	Some	19%	18%	19%	15%	15%
	Quite a Bit	31%	32%	32%	37%	37%
	Very Much	43%	50%	46%	46%	44%
Making judgments about the value of information, arguments or methods	Very Little	10%	6%	8%	9%	9%
	Some	22%	22%	22%	23%	24%
	Quite a Bit	32%	27%	30%	32%	33%
	Very Much	36%	45%	40%	36%	34%
Applying theories or concepts to practical problems or in new situations	Very Little	6%	1%	3%	4%	4%
	Some	24%	10%	18%	15%	16%
	Quite a Bit	23%	25%	24%	29%	31%
	Very Much	47%	64%	55%	52%	49%

Points of Note:

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

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.



		Lower Level	Upper Level	Total	Master's	FSSE 2003
To what extent do you structure your selected course section so that students learn and develop in the following areas?						
Acquiring a broad general education	Very Little	5%	18%	11%	11%	11%
	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-related knowledge and skills	Very Little	11%	2%	7%	14%	15%
	Some	36%	11%	23%	23%	26%
	Quite a Bit	25%	25%	26%	27%	27%
	Very Much	28%	61%	44%	36%	33%
Writing clearly and effectively	Very Little	20%	8%	15%	10%	12%
	Some	24%	24%	25%	26%	27%
	Quite a Bit	26%	34%	30%	31%	30%
	Very Much	31%	33%	31%	33%	32%
Speaking clearly and effectively	Very Little	33%	10%	22%	17%	20%
	Some	34%	33%	33%	31%	31%
	Quite a Bit	18%	26%	23%	28%	27%
	Very Much	15%	30%	22%	23%	21%
Thinking critically and analytically	Very Little	0%	0%	0%	1%	1%
	Some	5%	5%	6%	6%	7%
	Quite a Bit	23%	28%	25%	27%	27%
	Very Much	72%	66%	69%	66%	66%
Analyzing quantitative problems	Very Little	44%	34%	38%	40%	41%
	Some	18%	20%	20%	22%	22%
	Quite a Bit	7%	23%	15%	16%	15%
	Very Much	31%	23%	27%	22%	23%
Using computing and information technology	Very Little	22%	15%	19%	27%	29%
	Some	30%	32%	31%	34%	34%
	Quite a Bit	19%	23%	20%	20%	19%
	Very Much	30%	30%	30%	19%	18%
Working effectively with others	Very Little	22%	9%	16%	13%	14%
	Some	37%	25%	31%	29%	31%
	Quite a Bit	13%	22%	19%	29%	28%
	Very Much	28%	44%	34%	29%	27%
Learning effectively on their own	Very Little	1%	1%	1%	1%	1%
	Some	12%	9%	11%	14%	14%
	Quite a Bit	41%	46%	43%	46%	47%
	Very Much	45%	44%	45%	40%	38%
Understanding themselves	Very Little	22%	14%	17%	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 other racial and ethnic backgrounds	Very Little	42%	25%	34%	30%	34%
	Some	19%	33%	26%	26%	26%
	Quite a Bit	19%	25%	22%	20%	19%
	Very Much	21%	17%	18%	23%	22%
Solving complex real-world problems	Very Little	9%	10%	9%	11%	12%
	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 do you spend in a typical week doing each of the following?						
Teaching undergraduate students in class	0 hrs./week	0%	0%	0%	3%	2%
	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 students	0 hrs./week	0%	1%	0%	1%	1%
	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 class activities	0 hrs./week	0%	2%	1%	1%	1%
	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 students	0 hrs./week	26%	13%	19%	17%	19%
	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?						
Working with under-graduates on research	0 hrs./week	54%	60%	57%	48%	48%
	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 other field experiences	0 hrs./week	78%	56%	67%	57%	63%
	1-4 hrs./week	12%	14%	13%	32%	23%
	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 activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc)	0 hrs./week	51%	46%	47%	30%	42%
	1-4 hrs./week	39%	44%	42%	55%	45%
	5-8 hrs./week	5%	6%	7%	10%	9%
	9-12 hrs./week	3%	1%	2%	3%	2%
	13-16 hrs./week	0%	1%	0%	1%	1%
	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 students outside of the classroom	0 hrs./week	18%	13%	15%	15%	17%
	1-4 hrs./week	59%	67%	63%	61%	60%
	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, field experience, co-op experience	Not Important	12%	5%	8%	6%	6%
	Somewhat Important	35%	9%	22%	17%	18%
	Important	20%	19%	20%	24%	26%
	Very Important	33%	67%	50%	53%	50%
Community service or volunteer work	Not Important	20%	15%	16%	13%	15%
	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 formal program where groups of students take 2 or more classes together	Not Important	33%	34%	33%	30%	31%
	Somewhat Important	33%	30%	33%	33%	33%
	Important	23%	19%	21%	22%	22%
	Very Important	11%	17%	14%	15%	14%
Work on a research project with you outside of course program requirements	Not Important	39%	38%	38%	36%	36%
	Somewhat Important	34%	33%	33%	32%	32%
	Important	15%	16%	16%	19%	20%
	Very Important	11%	14%	12%	12%	12%
Foreign language coursework	Not Important	22%	41%	31%	26%	27%
	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%
	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%
	Somewhat Important	31%	25%	29%	33%	35%
	Important	14%	14%	13%	15%	14%
	Very Important	5%	7%	6%	5%	6%
Culminating senior experience	Not Important	22%	10%	15%	11%	10%
	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 other students	Unfriendly, Unsupportive, 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 of Belonging	24%	23%	23%	22%	21%
Student relationships with faculty	Unfriendly, Unsupportive, 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 of Belonging	18%	21%	19%	21%	19%
Student relationships with administrative personnel and offices	Unfriendly, Unsupportive, Sense of Alienation	2%	1%	1%	3%	3%
	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 of Belonging	11%	6%	8%	10%	10%



		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 support they need to help them succeed academically	Very little	3%	2%	2%	3%	3%
	Some	21%	19%	20%	21%	23%
	Quite a bit	45%	57%	51%	46%	45%
	Very much	31%	21%	26%	30%	29%
Encouraging contact among students from different economic, social and racial or ethnic backgrounds	Very little	22%	11%	16%	12%	14%
	Some	39%	51%	45%	39%	39%
	Quite a bit	25%	30%	28%	33%	31%
	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.