

2002-2003 NSSE Faculty Survey

Response Means for Athens Campus

		2002 N= 350	2003 N= 503
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.71	3.73
	<i>Frequency</i>	3.53	3.53
1b. Make class presentations?	<i>Importance</i>	2.50	2.43
	<i>Frequency</i>	2.23	2.18
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.39	2.33
	<i>Frequency</i>	2.09	2.05
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.17	3.16
	<i>Frequency</i>	2.81	2.87
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	2.94	2.93
	<i>Frequency</i>	2.70	2.72
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.61	3.66
	<i>Frequency</i>	3.32	3.49
1g. Students working together on projects during class?	<i>Importance</i>	2.76	2.74
	<i>Frequency</i>	2.62	2.60
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.62	2.55
	<i>Frequency</i>	2.42	2.39
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	2.67	2.64
	<i>Frequency</i>	2.46	2.42
1j. Tutor or teach other students?	<i>Importance</i>	2.08	1.99
	<i>Frequency</i>	1.75	1.77
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.76	1.76
	<i>Frequency</i>	1.41	1.47
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.50	2.46
	<i>Frequency</i>	2.38	2.41
1m. Communicate with you via email?	<i>Importance</i>	3.18	3.13
	<i>Frequency</i>	3.38	3.32
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.26	3.38
	<i>Frequency</i>	2.77	3.29
1o. Talk about their career plans with you?	<i>Importance</i>	2.77	2.72
	<i>Frequency</i>	2.62	2.64

Importance Scale

1=Not Important, 2=Somewhat Important, 3=Important, 4=Very Important

Frequency Scale

1=Never, 2=Sometimes, 3=Often, 4=Very Often

		2002 N= 350	2003 N= 48
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.85	2.74
	<i>Frequency</i>	2.63	2.54
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.64	3.62
	<i>Frequency</i>	3.54	3.49
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.30	3.36
	<i>Frequency</i>	3.12	3.08
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.78	1.82
	<i>Frequency</i>	1.53	1.62
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.63	2.71
	<i>Frequency</i>	2.31	2.34
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.68	2.62
	<i>Frequency</i>	2.11	2.06
1v. Have serious conversations among students who differ from each other in terms of their religious beliefs, political opinions, or personal values?	<i>Importance</i>	2.67	2.63
	<i>Frequency</i>	2.22	2.22
2a. Memorizing facts, ideas or methods from your class and readings so students can repeat them in pretty much the same form?	<i>Importance</i>	2.08	2.18
	<i>Frequency</i>	2.23	2.26
2b. Analyzing the basic elements of an idea, experience, or theory such as examining a particular case or situation in depth and considering its components?	<i>Importance</i>	3.51	3.62
	<i>Frequency</i>	3.30	3.45
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.53	3.60
	<i>Frequency</i>	3.25	3.42
2d. Making judgements about the value of information, arguments, or methods, such as examining how others gathered and interpreted data, and assessing the soundness of their conclusions?	<i>Importance</i>	3.28	3.31
	<i>Frequency</i>	2.97	3.06
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.37	3.52
	<i>Frequency</i>	3.10	3.27

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