

2002-2003 NSSE Faculty Survey

Response Means for Athens Campus Faculty

		2002 N= 250	2003 N= 379
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.67	3.72
	<i>Frequency</i>	3.54	3.50
1b. Make class presentations?	<i>Importance</i>	2.43	2.36
	<i>Frequency</i>	2.18	2.12
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.31	2.31
	<i>Frequency</i>	2.03	1.99
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.09	3.14
	<i>Frequency</i>	2.76	2.86
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	2.81	2.78
	<i>Frequency</i>	2.62	2.59
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.59	3.66
	<i>Frequency</i>	3.33	3.47
1g. Students working together on projects during class?	<i>Importance</i>	2.71	2.70
	<i>Frequency</i>	2.56	2.56
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.61	2.58
	<i>Frequency</i>	2.42	2.44
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	2.69	2.66
	<i>Frequency</i>	2.50	2.43
1j. Tutor or teach other students?	<i>Importance</i>	2.09	1.98
	<i>Frequency</i>	1.84	1.80
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.69	1.71
	<i>Frequency</i>	1.42	1.46
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.52	2.43
	<i>Frequency</i>	2.46	2.39
1m. Communicate with you via email?	<i>Importance</i>	3.17	3.10
	<i>Frequency</i>	3.27	3.31
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.35	3.38
	<i>Frequency</i>	3.26	3.29
1o. Talk about their career plans with you?	<i>Importance</i>	2.81	2.75
	<i>Frequency</i>	2.63	2.67

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= 250	2003 N= 379
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.89	2.79
	<i>Frequency</i>	2.66	2.60
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.69	3.65
	<i>Frequency</i>	3.55	3.54
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.35	3.39
	<i>Frequency</i>	3.21	3.11
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.81	1.78
	<i>Frequency</i>	1.59	1.63
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.64	2.74
	<i>Frequency</i>	2.33	2.38
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.58	2.51
	<i>Frequency</i>	2.11	2.00
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>	2.58	2.52
	<i>Frequency</i>	2.19	2.15
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>	2.16	2.26
	<i>Frequency</i>	2.34	2.36
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>	3.53	3.63
	<i>Frequency</i>	3.34	3.47
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.56	3.59
	<i>Frequency</i>	3.28	3.40
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>	3.26	3.26
	<i>Frequency</i>	2.93	3.02
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.39	3.54
	<i>Frequency</i>	3.15	3.29

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