

2003 NSSE Faculty Survey

Response Means by Campus

		Athens N= 503	Chillicothe N= 22	Eastern N= 17	Lancaster N= 29	Southern N= 4	Zanesville N= 37	Total N= 612
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.73	3.64	3.71	3.83	3.00	3.68	3.72
	<i>Frequency</i>	3.53	3.50	3.76	3.83	3.50	3.54	3.55
1b. Make class presentations?	<i>Importance</i>	2.43	2.64	2.35	2.34	2.25	2.46	2.43
	<i>Frequency</i>	2.18	2.32	2.59	2.21	2.25	2.19	2.20
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.33	2.67	1.53	1.89	1.25	2.54	2.30
	<i>Frequency</i>	2.05	2.62	1.65	1.71	1.50	2.24	2.05
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.16	3.41	2.76	2.66	3.50	2.97	3.13
	<i>Frequency</i>	2.87	3.23	2.59	2.34	3.25	2.65	2.84
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	2.93	2.86	2.35	2.59	2.00	2.92	2.89
	<i>Frequency</i>	2.72	2.68	2.06	2.45	2.25	2.73	2.69
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.66	3.64	3.53	3.81	3.25	3.73	3.66
	<i>Frequency</i>	3.49	3.59	3.53	3.67	3.25	3.54	3.50
1g. Students working together on projects during class?	<i>Importance</i>	2.74	2.68	2.53	2.86	3.50	2.86	2.75
	<i>Frequency</i>	2.60	2.55	2.53	2.72	3.50	2.65	2.61
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.55	2.33	2.29	2.21	2.33	2.30	2.50
	<i>Frequency</i>	2.39	2.32	2.18	2.07	2.33	2.08	2.35
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	2.64	2.67	2.44	2.68	2.50	2.56	2.63
	<i>Frequency</i>	2.42	2.59	2.19	2.50	2.50	2.28	2.42

Importance Scale

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

Frequency Scale

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

Athens

Chillicothe

Eastern

Lancaster

Southern

Zanesville

Total

		N= 503	N= 22	N= 17	N= 29	N= 4	N= 37	N= 612
1j. Tutor or teach other students?	<i>Importance</i>	1.99	2.38	2.35	2.45	2.50	2.22	2.06
	<i>Frequency</i>	1.77	2.19	2.12	2.07	2.50	2.03	1.83
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.76	2.09	1.53	1.59	1.50	1.69	1.75
	<i>Frequency</i>	1.47	1.73	1.53	1.48	1.50	1.47	1.49
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.46	3.09	2.29	2.41	3.00	2.42	2.48
	<i>Frequency</i>	2.41	3.14	2.35	2.52	3.00	2.28	2.44
1m. Communicate with you via email?	<i>Importance</i>	3.13	3.32	3.06	2.93	3.50	2.97	3.12
	<i>Frequency</i>	3.32	3.55	3.06	3.17	3.25	2.95	3.29
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.38	3.23	3.41	3.48	3.50	3.33	3.38
	<i>Frequency</i>	3.29	3.23	3.47	3.38	3.75	3.06	3.29
1o. Talk about their career plans with you?	<i>Importance</i>	2.72	2.89	2.65	2.89	2.33	2.62	2.72
	<i>Frequency</i>	2.64	2.81	2.29	2.82	2.67	2.41	2.63
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.74	2.55	2.44	2.82	2.75	2.92	2.74
	<i>Frequency</i>	2.54	2.45	2.24	2.75	3.25	2.75	2.55
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.62	3.59	3.88	3.79	4.00	3.78	3.64
	<i>Frequency</i>	3.49	3.41	3.88	3.76	3.75	3.68	3.53
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.36	3.14	3.71	3.21	3.00	3.30	3.35
	<i>Frequency</i>	3.08	3.00	3.38	3.10	3.00	3.16	3.09
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.82	1.70	1.88	1.55	1.50	1.78	1.80
	<i>Frequency</i>	1.62	1.59	1.65	1.38	1.50	1.59	1.61
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.71	2.64	2.76	2.56	2.50	2.71	2.70
	<i>Frequency</i>	2.34	2.36	2.35	2.21	3.25	2.37	2.35

Importance Scale

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Frequency Scale

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		Athens N= 503	Chillicothe N= 22	Eastern N= 17	Lancaster N= 29	Southern N= 4	Zanesville N= 37	Total N= 612
1u. Have serious conversations among students of different races or ethnicities?	Importance	2.62	2.50	2.19	2.55	1.75	2.58	2.60
	Frequency	2.06	1.91	1.65	2.21	1.75	1.92	2.04
1v. Have serious conversations among students who differ from each other in terms of their religious beliefs, political opinions, or personal values?	Importance	2.63	2.59	2.18	2.50	1.75	2.75	2.61
	Frequency	2.22	2.18	1.71	2.17	1.50	2.14	2.19
2a. Memorizing facts, ideas or methods from your class and readings so students can repeat them in pretty much the same form?	Importance	2.18	2.41	2.35	2.57	2.25	2.35	2.23
	Frequency	2.26	2.64	2.47	2.75	2.50	2.38	2.31
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?	Importance	3.62	3.41	3.47	3.61	3.33	3.46	3.60
	Frequency	3.45	3.23	3.29	3.61	3.33	3.30	3.44
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	Importance	3.60	3.19	3.29	3.50	3.00	3.44	3.56
	Frequency	3.42	3.05	3.06	3.18	3.00	3.11	3.36
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?	Importance	3.31	3.41	2.71	3.29	3.33	3.24	3.29
	Frequency	3.06	3.14	2.71	3.00	3.00	3.00	3.05
2e. Applying theories or concepts to resolve practical problems or in new situations?	Importance	3.52	3.45	3.24	3.79	3.50	3.42	3.52
	Frequency	3.27	3.14	2.94	3.52	3.50	3.22	3.27

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