

# 2003 NSSE Faculty Survey

Response Means by College (Athens Faculty Only)

		ART N= 179	BUS N= 33	COM N= 37	EDU N= 22	ENT N= 36	FAR N= 33	HHS N= 38	UNC N= 1	Total N= 379
1a. Ask questions in class or contribute to class discussions?	<b>Importance</b>	3.72	3.61	3.76	3.73	3.64	3.88	3.71	3.00	3.72
	<b>Frequency</b>	3.52	3.33	3.43	3.55	3.47	3.67	3.47	4.00	3.50
1b. Make class presentations?	<b>Importance</b>	1.97	2.39	2.73	3.24	2.22	3.16	2.79	2.00	2.36
	<b>Frequency</b>	1.75	2.30	2.32	3.14	2.06	2.91	2.37	2.00	2.12
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<b>Importance</b>	2.28	1.88	2.74	2.62	2.06	2.69	2.19	1.00	2.31
	<b>Frequency</b>	1.92	1.72	2.29	2.48	1.89	2.37	1.81	1.00	1.99
1d. Work on paper or project that requires integrating ideas or information from various sources?	<b>Importance</b>	2.91	3.39	3.62	3.57	2.67	3.48	3.45	2.00	3.14
	<b>Frequency</b>	2.61	3.12	3.51	3.36	2.47	3.26	2.92	2.00	2.86
1e. Include diverse perspectives in class discussions or writing assignments?	<b>Importance</b>	2.85	2.30	3.24	3.27	1.67	3.03	3.03	2.00	2.78
	<b>Frequency</b>	2.69	2.06	3.03	3.23	1.64	2.80	2.61	2.00	2.59
1f. Come to class having completed readings or assignments?	<b>Importance</b>	3.72	3.67	3.70	3.62	3.47	3.79	3.45	4.00	3.66
	<b>Frequency</b>	3.54	3.64	3.43	3.67	3.31	3.39	3.16	3.00	3.47
1g. Students working together on projects during class?	<b>Importance</b>	2.55	2.91	2.77	3.24	2.49	2.94	2.87	2.00	2.70
	<b>Frequency</b>	2.38	2.91	2.69	3.14	2.37	2.66	2.79	2.00	2.56
1h. Students working together outside of class to prepare class assignments?	<b>Importance</b>	2.38	2.94	2.23	3.09	2.89	2.85	2.70	1.00	2.58
	<b>Frequency</b>	2.22	2.91	2.19	3.14	2.83	2.62	2.43	1.00	2.44
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<b>Importance</b>	2.44	2.97	2.59	2.95	2.86	3.10	2.79	1.00	2.66
	<b>Frequency</b>	2.23	2.88	2.27	2.86	2.58	2.90	2.39	1.00	2.43
1j. Tutor or teach other students?	<b>Importance</b>	2.01	2.06	1.94	2.64	1.81	1.84	1.70	1.00	1.98
	<b>Frequency</b>	1.83	2.00	1.64	2.36	1.81	1.62	1.43	1.00	1.80
1k. Participate in a community-based project as part of the course?	<b>Importance</b>	1.54	1.67	1.79	2.77	1.47	1.77	1.97	1.00	1.71
	<b>Frequency</b>	1.31	1.48	1.51	2.68	1.17	1.58	1.58	1.00	1.46
1l. Use an electronic medium to discuss or complete an assignment?	<b>Importance</b>	2.35	2.61	2.35	2.64	2.36	2.13	2.89	2.00	2.43
	<b>Frequency</b>	2.33	2.61	2.41	2.55	2.34	2.16	2.66	2.00	2.39
1m. Communicate with you via email?	<b>Importance</b>	3.18	3.24	2.89	3.36	2.78	2.64	3.37	3.00	3.10
	<b>Frequency</b>	3.41	3.52	3.35	3.41	3.08	2.64	3.39	3.00	3.31

## Importance Scale

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

## Frequency Scale

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

		ART N= 179	BUS N= 33	COM N= 37	EDU N= 22	ENT N= 36	FAR N= 33	HHS N= 38	UNC N= 1	Total N= 379
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.45	3.33	3.51	3.27	3.17	3.39	3.26	3.00	3.38
	<i>Frequency</i>	3.35	3.27	3.38	3.19	3.28	3.09	3.18	3.00	3.29
1o. Talk about their career plans with you?	<i>Importance</i>	2.65	3.03	3.00	2.90	2.39	3.00	2.79	2.00	2.75
	<i>Frequency</i>	2.58	3.09	2.89	2.81	2.42	2.72	2.66	2.00	2.67
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.88	2.97	2.75	2.64	2.49	2.73	2.73	1.00	2.79
	<i>Frequency</i>	2.65	2.61	2.67	2.55	2.43	2.48	2.62	1.00	2.60
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.72	3.82	3.62	3.57	3.56	3.52	3.51	3.00	3.65
	<i>Frequency</i>	3.66	3.64	3.51	3.38	3.33	3.33	3.38	3.00	3.54
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.46	3.52	3.28	3.40	3.11	3.52	3.24	3.00	3.39
	<i>Frequency</i>	3.15	3.24	3.14	3.15	2.83	3.25	2.89	3.00	3.11
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.62	1.91	1.76	2.32	1.78	2.23	1.78	1.00	1.78
	<i>Frequency</i>	1.48	1.91	1.68	2.18	1.53	2.06	1.47	1.00	1.63
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.75	2.73	2.97	3.09	2.19	3.03	2.61	1.00	2.74
	<i>Frequency</i>	2.33	2.45	2.62	2.64	2.06	2.68	2.26	1.00	2.38
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.48	2.24	3.11	2.91	1.81	3.06	2.34	1.00	2.51
	<i>Frequency</i>	2.07	1.82	2.18	2.18	1.63	2.44	1.61	1.00	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>	2.54	2.09	3.20	3.00	1.67	3.03	2.34	1.00	2.52
	<i>Frequency</i>	2.19	1.85	2.44	2.82	1.51	2.50	1.95	1.00	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>	2.48	1.94	1.95	1.90	2.22	2.19	2.16	1.00	2.26
	<i>Frequency</i>	2.62	2.15	2.08	1.95	2.25	2.09	2.13	1.00	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>	3.66	3.55	3.57	3.45	3.72	3.75	3.58	3.00	3.63
	<i>Frequency</i>	3.49	3.50	3.32	3.38	3.67	3.66	3.21	2.00	3.47

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2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<b>Importance</b>	3.62	3.58	3.58	3.48	3.56	3.71	3.51	1.00	3.59
	<b>Frequency</b>	3.46	3.45	3.24	3.45	3.31	3.62	3.21	1.00	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?	<b>Importance</b>	3.20	3.31	3.51	3.33	3.03	3.35	3.32	4.00	3.26
	<b>Frequency</b>	2.98	3.15	3.11	3.10	2.83	3.29	2.95	2.00	3.02
2e. Applying theories or concepts to resolve practical problems or in new situations?	<b>Importance</b>	3.43	3.79	3.65	3.48	3.67	3.69	3.55	3.00	3.54
	<b>Frequency</b>	3.19	3.56	3.32	3.38	3.43	3.41	3.26	3.00	3.29

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