

# 2003 NSSE Faculty Survey

## Response Means by Instructor Type (Athens Campus Only)

		Administrators N= 48	Faculty N= 379	Student N= 76	Total N= 503
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.73	3.72	3.77	3.73
	<i>Frequency</i>	3.67	3.50	3.60	3.53
1b. Make class presentations?	<i>Importance</i>	2.75	2.36	2.55	2.43
	<i>Frequency</i>	2.38	2.12	2.36	2.18
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.20	2.31	2.49	2.33
	<i>Frequency</i>	1.91	1.99	2.39	2.05
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.23	3.14	3.23	3.16
	<i>Frequency</i>	2.88	2.86	2.95	2.87
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	3.33	2.78	3.39	2.93
	<i>Frequency</i>	3.04	2.59	3.15	2.72
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.69	3.66	3.63	3.66
	<i>Frequency</i>	3.70	3.47	3.47	3.49
1g. Students working together on projects during class?	<i>Importance</i>	2.69	2.70	2.97	2.74
	<i>Frequency</i>	2.52	2.56	2.84	2.60
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.58	2.58	2.37	2.55
	<i>Frequency</i>	2.38	2.44	2.15	2.39
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	2.54	2.66	2.59	2.64
	<i>Frequency</i>	2.44	2.43	2.33	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

		<b>Administrators N= 48</b>	<b>Faculty N= 379</b>	<b>Student N= 76</b>	<b>Total N= 503</b>
1j. Tutor or teach other students?	<b>Importance</b>	2.08	1.98	2.00	1.99
	<b>Frequency</b>	1.60	1.80	1.72	1.77
1k. Participate in a community-based project as part of the course?	<b>Importance</b>	2.00	1.71	1.87	1.76
	<b>Frequency</b>	1.65	1.46	1.41	1.47
1l. Use an electronic medium to discuss or complete an assignment?	<b>Importance</b>	2.88	2.43	2.36	2.46
	<b>Frequency</b>	2.81	2.39	2.25	2.41
1m. Communicate with you via email?	<b>Importance</b>	3.17	3.10	3.27	3.13
	<b>Frequency</b>	3.31	3.31	3.37	3.32
1n. Discuss grades or assignments with you?	<b>Importance</b>	3.27	3.38	3.47	3.38
	<b>Frequency</b>	3.21	3.29	3.34	3.29
1o. Talk about their career plans with you?	<b>Importance</b>	3.13	2.75	2.31	2.72
	<b>Frequency</b>	3.06	2.67	2.23	2.64
1p. Discuss ideas from your readings or class with you outside of class?	<b>Importance</b>	2.65	2.79	2.55	2.74
	<b>Frequency</b>	2.31	2.60	2.37	2.54
1q. Receive prompt feedback from you on their academic performance?	<b>Importance</b>	3.42	3.65	3.56	3.62
	<b>Frequency</b>	3.33	3.54	3.39	3.49
1r. Work harder than they thought they could to meet your standards and expectations?	<b>Importance</b>	3.13	3.39	3.33	3.36
	<b>Frequency</b>	2.88	3.11	3.07	3.08
1s. Work with you on activities other than coursework?	<b>Importance</b>	2.13	1.78	1.81	1.82
	<b>Frequency</b>	1.81	1.63	1.45	1.62
1t. Discuss ideas from your class or class readings with others outside of class?	<b>Importance</b>	2.60	2.74	2.62	2.71
	<b>Frequency</b>	2.28	2.38	2.20	2.34

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		<b>Administrators N= 48</b>	<b>Faculty N= 379</b>	<b>Student N= 76</b>	<b>Total N= 503</b>
1u. Have serious conversations among students of different races or ethnicities?	<b>Importance</b>	2.91	2.51	2.99	2.62
	<b>Frequency</b>	2.23	2.00	2.21	2.06
1v. Have serious conversations among students who differ from each other in terms of their religious beliefs, political opinions, or personal values?	<b>Importance</b>	3.02	2.52	2.93	2.63
	<b>Frequency</b>	2.50	2.15	2.35	2.22
2a. Memorizing facts, ideas or methods from your class and readings so students can repeat them in pretty much the same form?	<b>Importance</b>	1.71	2.26	2.09	2.18
	<b>Frequency</b>	1.71	2.36	2.15	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?	<b>Importance</b>	3.48	3.63	3.65	3.62
	<b>Frequency</b>	3.40	3.47	3.42	3.45
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<b>Importance</b>	3.44	3.59	3.73	3.60
	<b>Frequency</b>	3.27	3.40	3.59	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?	<b>Importance</b>	3.42	3.26	3.47	3.31
	<b>Frequency</b>	3.15	3.02	3.24	3.06
2e. Applying theories or concepts to resolve practical problems or in new situations?	<b>Importance</b>	3.23	3.54	3.60	3.52
	<b>Frequency</b>	3.04	3.29	3.32	3.27

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