

# 2002-2003 NSSE Faculty Survey

## Response Means for Business Faculty

		<b>2002</b> N= 24	<b>2003</b> N= 33
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.71	3.61
	<i>Frequency</i>	3.50	3.33
1b. Make class presentations?	<i>Importance</i>	2.50	2.39
	<i>Frequency</i>	2.21	2.30
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.17	1.88
	<i>Frequency</i>	1.92	1.72
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.25	3.39
	<i>Frequency</i>	3.04	3.12
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	2.13	2.30
	<i>Frequency</i>	1.96	2.06
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.50	3.67
	<i>Frequency</i>	3.29	3.64
1g. Students working together on projects during class?	<i>Importance</i>	2.79	2.91
	<i>Frequency</i>	2.54	2.91
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	3.12	2.94
	<i>Frequency</i>	3.04	2.91
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	3.04	2.97
	<i>Frequency</i>	2.88	2.88
1j. Tutor or teach other students?	<i>Importance</i>	2.21	2.06
	<i>Frequency</i>	1.92	2.00
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.83	1.67
	<i>Frequency</i>	1.63	1.48
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.88	2.61
	<i>Frequency</i>	2.96	2.61
1m. Communicate with you via email?	<i>Importance</i>	3.38	3.24
	<i>Frequency</i>	3.46	3.52
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.33	3.33
	<i>Frequency</i>	3.13	3.27
1o. Talk about their career plans with you?	<i>Importance</i>	3.13	3.03
	<i>Frequency</i>	2.75	3.09

**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>2002</b> <b>N= 24</b>	<b>2003</b> <b>N= 33</b>
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	3.04	2.97
	<i>Frequency</i>	2.67	2.61
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.71	3.82
	<i>Frequency</i>	3.59	3.64
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.67	3.52
	<i>Frequency</i>	3.29	3.24
1s. Work with you on activities other than coursework?	<i>Importance</i>	2.17	1.91
	<i>Frequency</i>	1.75	1.91
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.46	2.73
	<i>Frequency</i>	2.22	2.45
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.25	2.24
	<i>Frequency</i>	1.87	1.82
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>	2.21	2.09
	<i>Frequency</i>	1.83	1.85
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>	2.04	1.94
	<i>Frequency</i>	2.21	2.15
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>	3.67	3.55
	<i>Frequency</i>	3.46	3.50
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.63	3.58
	<i>Frequency</i>	3.42	3.45
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>	3.33	3.31
	<i>Frequency</i>	3.04	3.15
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.67	3.79
	<i>Frequency</i>	3.58	3.56

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