

2002-2003 NSSE Faculty Survey

Response Means for Communication Faculty

		2002 N= 26	2003 N= 37
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.58	3.76
	<i>Frequency</i>	3.54	3.43
1b. Make class presentations?	<i>Importance</i>	2.76	2.73
	<i>Frequency</i>	2.64	2.32
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.69	2.74
	<i>Frequency</i>	2.42	2.29
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.50	3.62
	<i>Frequency</i>	3.31	3.51
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	3.23	3.24
	<i>Frequency</i>	3.08	3.03
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.58	3.70
	<i>Frequency</i>	3.16	3.43
1g. Students working together on projects during class?	<i>Importance</i>	2.62	2.77
	<i>Frequency</i>	2.58	2.69
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.52	2.23
	<i>Frequency</i>	2.52	2.19
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	2.73	2.59
	<i>Frequency</i>	2.62	2.27
1j. Tutor or teach other students?	<i>Importance</i>	1.65	1.94
	<i>Frequency</i>	1.62	1.64
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.88	1.79
	<i>Frequency</i>	1.81	1.51
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.68	2.35
	<i>Frequency</i>	2.92	2.41
1m. Communicate with you via email?	<i>Importance</i>	3.19	2.89
	<i>Frequency</i>	3.46	3.35
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.31	3.51
	<i>Frequency</i>	3.35	3.38
1o. Talk about their career plans with you?	<i>Importance</i>	2.96	3.00
	<i>Frequency</i>	2.96	2.89

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= 26	2003 N= 37
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.85	2.75
	<i>Frequency</i>	2.69	2.67
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.62	3.62
	<i>Frequency</i>	3.50	3.51
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.31	3.28
	<i>Frequency</i>	3.20	3.14
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.88	1.76
	<i>Frequency</i>	1.85	1.68
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.85	2.97
	<i>Frequency</i>	2.73	2.62
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	3.04	3.11
	<i>Frequency</i>	2.56	2.18
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>	3.15	3.20
	<i>Frequency</i>	2.65	2.44
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>	2.27	1.95
	<i>Frequency</i>	2.42	2.08
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>	3.46	3.57
	<i>Frequency</i>	3.46	3.32
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.54	3.58
	<i>Frequency</i>	3.23	3.24
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>	3.62	3.51
	<i>Frequency</i>	3.27	3.11
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.46	3.65
	<i>Frequency</i>	3.27	3.32

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