

2002-2003 NSSE Faculty Survey

Response Means for Education Faculty

		2002 N= 16	2003 N= 22
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.94	3.73
	<i>Frequency</i>	3.75	3.55
1b. Make class presentations?	<i>Importance</i>	3.31	3.24
	<i>Frequency</i>	3.25	3.14
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.88	2.62
	<i>Frequency</i>	2.50	2.48
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.69	3.57
	<i>Frequency</i>	3.44	3.36
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	3.25	3.27
	<i>Frequency</i>	3.19	3.23
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.75	3.62
	<i>Frequency</i>	3.47	3.67
1g. Students working together on projects during class?	<i>Importance</i>	3.81	3.24
	<i>Frequency</i>	3.62	3.14
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	3.56	3.09
	<i>Frequency</i>	3.50	3.14
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	3.13	2.95
	<i>Frequency</i>	3.06	2.86
1j. Tutor or teach other students?	<i>Importance</i>	3.06	2.64
	<i>Frequency</i>	2.56	2.36
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	2.75	2.77
	<i>Frequency</i>	2.44	2.68
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	3.38	2.64
	<i>Frequency</i>	3.44	2.55
1m. Communicate with you via email?	<i>Importance</i>	3.44	3.36
	<i>Frequency</i>	3.50	3.41
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.50	3.27
	<i>Frequency</i>	3.38	3.19
1o. Talk about their career plans with you?	<i>Importance</i>	3.19	2.90
	<i>Frequency</i>	2.75	2.81

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= 16	2003 N= 22
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	3.12	2.64
	<i>Frequency</i>	2.75	2.55
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.69	3.57
	<i>Frequency</i>	3.37	3.38
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.56	3.40
	<i>Frequency</i>	3.63	3.15
1s. Work with you on activities other than coursework?	<i>Importance</i>	2.00	2.32
	<i>Frequency</i>	1.69	2.18
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	3.13	3.09
	<i>Frequency</i>	2.80	2.64
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.88	2.91
	<i>Frequency</i>	2.40	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>	2.81	3.00
	<i>Frequency</i>	2.60	2.82
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>	1.38	1.90
	<i>Frequency</i>	1.44	1.95
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>	3.56	3.45
	<i>Frequency</i>	3.50	3.38
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.81	3.48
	<i>Frequency</i>	3.56	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>	3.75	3.33
	<i>Frequency</i>	3.44	3.10
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.69	3.48
	<i>Frequency</i>	3.50	3.38

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