

2002-2003 NSSE Faculty Survey

Response Means for Engineering Faculty

		2002 N= 17	2003 N= 36
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.56	3.64
	<i>Frequency</i>	3.31	3.47
1b. Make class presentations?	<i>Importance</i>	2.44	2.22
	<i>Frequency</i>	2.19	2.06
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.19	2.06
	<i>Frequency</i>	2.00	1.89
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	2.75	2.67
	<i>Frequency</i>	2.44	2.47
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	1.53	1.67
	<i>Frequency</i>	1.33	1.64
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.43	3.47
	<i>Frequency</i>	3.07	3.31
1g. Students working together on projects during class?	<i>Importance</i>	2.88	2.49
	<i>Frequency</i>	2.88	2.37
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	3.06	2.89
	<i>Frequency</i>	2.94	2.83
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	2.87	2.86
	<i>Frequency</i>	2.80	2.58
1j. Tutor or teach other students?	<i>Importance</i>	2.27	1.81
	<i>Frequency</i>	2.13	1.81
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.40	1.47
	<i>Frequency</i>	1.00	1.17
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.40	2.36
	<i>Frequency</i>	2.40	2.34
1m. Communicate with you via email?	<i>Importance</i>	3.13	2.78
	<i>Frequency</i>	3.06	3.08
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.00	3.17
	<i>Frequency</i>	3.13	3.28
1o. Talk about their career plans with you?	<i>Importance</i>	2.47	2.39
	<i>Frequency</i>	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

		2002 N= 17	2003 N= 36
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	3.06	2.49
	<i>Frequency</i>	2.81	2.43
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.56	3.56
	<i>Frequency</i>	3.44	3.33
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.40	3.11
	<i>Frequency</i>	3.20	2.83
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.88	1.78
	<i>Frequency</i>	1.75	1.53
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.31	2.19
	<i>Frequency</i>	2.19	2.06
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	1.73	1.81
	<i>Frequency</i>	2.07	1.63
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>	1.73	1.67
	<i>Frequency</i>	1.93	1.51
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>	2.18	2.22
	<i>Frequency</i>	2.47	2.25
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>	3.71	3.72
	<i>Frequency</i>	3.59	3.67
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.69	3.56
	<i>Frequency</i>	3.44	3.31
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>	3.06	3.03
	<i>Frequency</i>	2.63	2.83
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.56	3.67
	<i>Frequency</i>	3.31	3.43

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