

2002-2003 NSSE Faculty Survey

Response Means for Health & Human Services Faculty

		2002 N= 25	2003 N= 38
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.80	3.71
	<i>Frequency</i>	3.60	3.47
1b. Make class presentations?	<i>Importance</i>	2.68	2.79
	<i>Frequency</i>	2.48	2.37
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.58	2.19
	<i>Frequency</i>	2.17	1.81
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.44	3.45
	<i>Frequency</i>	3.16	2.92
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	3.36	3.03
	<i>Frequency</i>	2.92	2.61
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.68	3.45
	<i>Frequency</i>	3.48	3.16
1g. Students working together on projects during class?	<i>Importance</i>	3.24	2.87
	<i>Frequency</i>	2.88	2.79
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.76	2.70
	<i>Frequency</i>	2.60	2.43
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	3.16	2.79
	<i>Frequency</i>	2.84	2.39
1j. Tutor or teach other students?	<i>Importance</i>	2.08	1.70
	<i>Frequency</i>	1.80	1.43
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	2.08	1.97
	<i>Frequency</i>	1.60	1.58
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.76	2.89
	<i>Frequency</i>	2.60	2.66
1m. Communicate with you via email?	<i>Importance</i>	3.28	3.37
	<i>Frequency</i>	3.40	3.39
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.56	3.26
	<i>Frequency</i>	3.48	3.18
1o. Talk about their career plans with you?	<i>Importance</i>	3.28	2.79
	<i>Frequency</i>	3.04	2.66

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= 25	2003 N= 38
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.80	2.73
	<i>Frequency</i>	2.56	2.62
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.76	3.51
	<i>Frequency</i>	3.68	3.38
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.38	3.24
	<i>Frequency</i>	3.08	2.89
1s. Work with you on activities other than coursework?	<i>Importance</i>	2.16	1.78
	<i>Frequency</i>	1.76	1.47
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.84	2.61
	<i>Frequency</i>	2.36	2.26
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.52	2.34
	<i>Frequency</i>	1.80	1.61
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>	2.48	2.34
	<i>Frequency</i>	1.92	1.95
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>	2.20	2.16
	<i>Frequency</i>	2.20	2.13
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>	3.40	3.58
	<i>Frequency</i>	3.32	3.21
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.56	3.51
	<i>Frequency</i>	3.40	3.21
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>	3.48	3.32
	<i>Frequency</i>	3.12	2.95
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.48	3.55
	<i>Frequency</i>	3.20	3.26

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