

# 2002-2003 NSSE Faculty Survey

## Response Means for Regional Higher Education

		2002 N= 67	2003 N= 109
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.73	3.69
	<i>Frequency</i>	3.62	3.64
1b. Make class presentations?	<i>Importance</i>	2.45	2.44
	<i>Frequency</i>	2.23	2.28
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.09	2.19
	<i>Frequency</i>	1.95	2.06
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.08	2.96
	<i>Frequency</i>	2.84	2.70
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	2.78	2.70
	<i>Frequency</i>	2.69	2.52
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.64	3.68
	<i>Frequency</i>	3.44	3.57
1g. Students working together on projects during class?	<i>Importance</i>	2.89	2.80
	<i>Frequency</i>	3.00	2.66
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.39	2.28
	<i>Frequency</i>	2.26	2.15
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>	2.55	2.40
1j. Tutor or teach other students?	<i>Importance</i>	2.28	2.34
	<i>Frequency</i>	2.09	2.10
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.82	1.71
	<i>Frequency</i>	1.41	1.54
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.61	2.56
	<i>Frequency</i>	2.57	2.56
1m. Communicate with you via email?	<i>Importance</i>	2.85	3.06
	<i>Frequency</i>	3.05	3.16
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.44	3.37
	<i>Frequency</i>	3.37	3.27
1o. Talk about their career plans with you?	<i>Importance</i>	3.00	2.74
	<i>Frequency</i>	2.89	2.58

**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= 350</b>	<b>2003</b> <b>N= 48</b>
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.91	2.74
	<i>Frequency</i>	2.83	2.63
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.75	3.77
	<i>Frequency</i>	3.67	3.68
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.29	3.29
	<i>Frequency</i>	3.14	3.14
1s. Work with you on activities other than coursework?	<i>Importance</i>	1.98	1.71
	<i>Frequency</i>	1.72	1.54
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	2.79	2.66
	<i>Frequency</i>	2.55	2.36
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	2.61	2.47
	<i>Frequency</i>	2.00	1.94
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>	2.76	2.52
	<i>Frequency</i>	2.29	2.06
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>	2.42	2.42
	<i>Frequency</i>	2.52	2.55
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>	3.52	3.49
	<i>Frequency</i>	3.35	3.36
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.51	3.37
	<i>Frequency</i>	3.12	3.10
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>	3.18	3.21
	<i>Frequency</i>	2.87	2.98
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.41	3.50
	<i>Frequency</i>	3.14	3.25

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