

2002-2003 NSSE Faculty Survey

Response Means for Fine Arts Faculty

		2002 N= 19	2003 N= 33
1a. Ask questions in class or contribute to class discussions?	<i>Importance</i>	3.68	3.88
	<i>Frequency</i>	3.74	3.67
1b. Make class presentations?	<i>Importance</i>	2.74	3.16
	<i>Frequency</i>	2.47	2.91
1c. Prepare two or more drafts of a paper or assignment before turning it in?	<i>Importance</i>	2.35	2.69
	<i>Frequency</i>	2.19	2.37
1d. Work on paper or project that requires integrating ideas or information from various sources?	<i>Importance</i>	3.18	3.48
	<i>Frequency</i>	2.76	3.26
1e. Include diverse perspectives in class discussions or writing assignments?	<i>Importance</i>	2.89	3.03
	<i>Frequency</i>	2.83	2.80
1f. Come to class having completed readings or assignments?	<i>Importance</i>	3.68	3.79
	<i>Frequency</i>	3.32	3.39
1g. Students working together on projects during class?	<i>Importance</i>	2.42	2.94
	<i>Frequency</i>	2.26	2.66
1h. Students working together outside of class to prepare class assignments?	<i>Importance</i>	2.44	2.85
	<i>Frequency</i>	2.28	2.62
1i. Put together ideas or concepts from different courses when completing assignments or during class discussions?	<i>Importance</i>	3.00	3.10
	<i>Frequency</i>	2.50	2.90
1j. Tutor or teach other students?	<i>Importance</i>	2.00	1.84
	<i>Frequency</i>	1.56	1.62
1k. Participate in a community-based project as part of the course?	<i>Importance</i>	1.50	1.77
	<i>Frequency</i>	1.11	1.58
1l. Use an electronic medium to discuss or complete an assignment?	<i>Importance</i>	2.28	2.13
	<i>Frequency</i>	2.11	2.16
1m. Communicate with you via email?	<i>Importance</i>	2.89	2.64
	<i>Frequency</i>	3.05	2.64
1n. Discuss grades or assignments with you?	<i>Importance</i>	3.44	3.39
	<i>Frequency</i>	3.11	3.09
1o. Talk about their career plans with you?	<i>Importance</i>	2.56	3.00
	<i>Frequency</i>	2.22	2.72

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= 19	2003 N= 33
1p. Discuss ideas from your readings or class with you outside of class?	<i>Importance</i>	2.94	2.73
	<i>Frequency</i>	2.59	2.48
1q. Receive prompt feedback from you on their academic performance?	<i>Importance</i>	3.74	3.52
	<i>Frequency</i>	3.53	3.33
1r. Work harder than they thought they could to meet your standards and expectations?	<i>Importance</i>	3.42	3.52
	<i>Frequency</i>	3.32	3.25
1s. Work with you on activities other than coursework?	<i>Importance</i>	2.06	2.23
	<i>Frequency</i>	1.71	2.06
1t. Discuss ideas from your class or class readings with others outside of class?	<i>Importance</i>	3.06	3.03
	<i>Frequency</i>	2.63	2.68
1u. Have serious conversations among students of different races or ethnicities?	<i>Importance</i>	3.06	3.06
	<i>Frequency</i>	2.17	2.44
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>	3.06	3.03
	<i>Frequency</i>	2.28	2.50
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>	2.11	2.19
	<i>Frequency</i>	2.16	2.09
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>	3.42	3.75
	<i>Frequency</i>	3.21	3.66
2c. Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships?	<i>Importance</i>	3.63	3.71
	<i>Frequency</i>	3.42	3.62
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>	3.44	3.35
	<i>Frequency</i>	3.00	3.29
2e. Applying theories or concepts to resolve practical problems or in new situations?	<i>Importance</i>	3.47	3.69
	<i>Frequency</i>	3.11	3.41

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