

### Experiences with Faculty: Effective Teaching Practices

Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course material and provide feedback in student-centered ways. Two Engagement Indicators investigate this theme: *Student-Faculty Interaction* and *Effective Teaching Practices*. Below are three views of your results alongside those of your comparison groups.

#### Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your first-year students compared with					
		Strategic		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Effective Teaching Practices	40.1	40.7	-.06	41.1	-.09	40.4	-.02

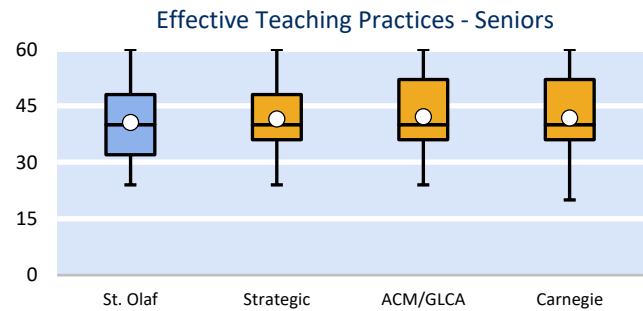
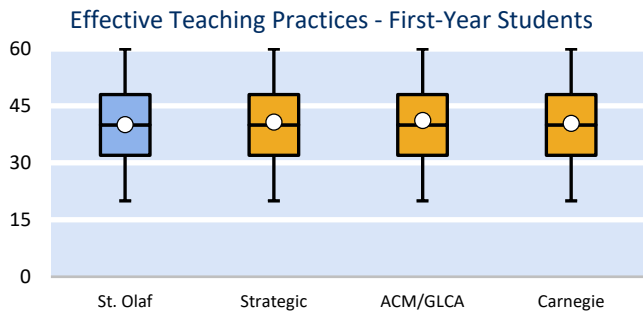
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and  $p$  before rounding; \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (2-tailed).

#### Mean Comparisons

Engagement Indicator	St. Olaf Mean	Your seniors compared with					
		Strategic		ACM/GLCA		Carnegie	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Effective Teaching Practices	40.6	41.5	-.08	42.1 *	-.13	41.8	-.10

Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and  $p$  before rounding; \* $p < .05$ , \*\* $p < .01$ , \*\*\* $p < .001$  (2-tailed).

#### Score Distributions



Notes: Each box-and-whiskers chart plots the 5th (bottom of lower bar), 25th (bottom of box), 50th (middle line), 75th (top of box), and 95th (top of upper bar) percentile scores. The dot represents the mean score. Refer to Detailed Statistics for your institution's sample sizes.

### Experiences with Faculty: Effective Teaching Practices (continued)

#### Performance on Indicator Items - First-Year Students

Effective Teaching Practices	St. Olaf	Percentage point difference <sup>a</sup> between your FY students and		
		Strategic	ACM/GLCA	Carnegie
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>	%			
5a. Clearly explained course goals and requirements	83	+1	-0	+2
5b. Taught course sessions in an organized way	87	+2	+4	+7
5c. Used examples or illustrations to explain difficult points	81	+0	+1	+3
5d. Provided feedback on a draft or work in progress	64	-2	-6	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-3	-7	-4

#### Performance on Indicator Items - Seniors

Effective Teaching Practices	St. Olaf	Percentage point difference <sup>a</sup> between your seniors and		
		Strategic	ACM/GLCA	Carnegie
<i>Percentage responding "Very much" or "Quite a bit" about how much instructors have...</i>	%			
5a. Clearly explained course goals and requirements	88	+1	+3	+4
5b. Taught course sessions in an organized way	84	-3	-1	+1
5c. Used examples or illustrations to explain difficult points	87	+3	+3	+4
5d. Provided feedback on a draft or work in progress	63	-2	-7	-6
5e. Provided prompt and detailed feedback on tests or completed assignments	64	-10	-10	-9

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile included in your *Institutional Report* and available on the NSSE website.

a. Percentage point difference = Institution percentage – Comparison group percentage. Because results are rounded to whole numbers, differences of less than 1 point may or may not display a bar. Small, but nonzero differences may be represented as +0 or -0.