

# Experiences with Faculty

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.

## First Year Students

### Mean Comparisons

Engagement Indicator	Oakland Mean	Your first-year students compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.0	20.1	-.01	20.0	.00	20.0	.00
Effective Teaching Practices	38.8	39.5	-.05	40.9 ***	-.15	40.4 **	-.12

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided

### Summary of Indicator Items

#### Student-Faculty Interaction

	Oakland	Great Lakes Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often" ...	%	%	%	%
3a. Talked about career plans with a faculty member	39	33	33	32
3b. Worked w/faculty on activities other than coursework (committees, student group, etc.)	15	18	18	18
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	22	24	24	24
3d. Discussed your academic performance with a faculty member	27	27	30	28

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have ...				
5a. Clearly explained course goals and requirements	78	80	82	82
5b. Taught course sessions in an organized way	79	78	79	80
5c. Used examples or illustrations to explain difficult points	74	77	77	78
5d. Provided feedback on a draft or work in progress	65	64	67	65
5e. Provided prompt and detailed feedback on tests or completed assignments	58	61	64	63

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 Web site.

## Seniors

### Mean Comparisons

Engagement Indicator	Oakland Mean	Your seniors compared with					
		Great Lakes Public		Carnegie Class		NSSE 2013	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	20.5	23.7 ***	-.20	20.4	.00	23.2 ***	-.16
Effective Teaching Practices	40.5	40.0	.04	41.8 **	-.09	41.1	-.04

Notes: Results weighted by gender and enrollment status (and institution size for comparison groups); \*p<.05, \*\*p<.01, \*\*\*p<.001 (2-tailed); Effect size: Mean difference divided

### Summary of Indicator Items

#### Student-Faculty Interaction

	Oakland	Great Lakes Public	Carnegie Class	NSSE 2013
Percentage of students who responded that they "Very often" or "Often" ...	%	%	%	%
3a. Talked about career plans with a faculty member	36	43	37	42
3b. Worked w/faculty on activities other than coursework (committees, student group, etc.)	19	27	20	25
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	26	33	25	32
3d. Discussed your academic performance with a faculty member	28	32	31	32

#### Effective Teaching Practices

Percentage responding "Very much" or "Quite a bit" about how much instructors have ...				
5a. Clearly explained course goals and requirements	83	81	83	83
5b. Taught course sessions in an organized way	81	79	82	82
5c. Used examples or illustrations to explain difficult points	78	79	76	79
5d. Provided feedback on a draft or work in progress	61	59	64	62
5e. Provided prompt and detailed feedback on tests or completed assignments	69	65	73	68

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 Web site.