

BrckaLorenz, Cole, Kinzie, & Ribera. Examining Effective Faculty Practice: Teaching Clarity and Student Engagement. Program presented at the 2011 POD Conference in Atlanta, October 2011. nsse.iub.edu

Think about your own students or the students at your institution. In the “Estimated Result” column, guess the percentage of students that you believe would answer “Very Often” or “Often” to the following questions:

In your experience during the current school year, about how often did your instructors do each of the following? <i>(Very often, Often, Sometimes, Never)</i>	Estimated Result (% Very Often or Often)	Actual NSSE Result (% Very Often or Often)
Gave clear explanations of assignments		
Used examples or illustrations to explain difficult points		
Reviewed and summarized course material effectively		
Made abstract ideas and theories understandable		
Gave assignments that helped you learn the course material		
Presented course material in an organized way		
Came to class well-prepared		
Used class time effectively		
Explained course goals and requirements clearly		

Think about your own students or the students at your institution. In the “Estimated Result” column, rank order from 1 to 6 your estimate of the strength of the relationship between Teaching Clarity and the scales of engagement (where 1 is the strongest relationship, and 6 is the weakest relationship):

	Estimated Result Rank Order (1-6)	Actual NSSE Result Rank Order (1-6)
Integrative Learning		
Higher Order Thinking		
Reflective Learning		
Gains in Practical Competence		
Gains in Personal and Social Development		
Gains in General Education		

Higher Order Learning
<i>During the current school year, how much has your coursework emphasized... (very much, quite a bit, some, very little)</i>
Analyzing the basic elements of an idea, experience, or theory, such as examining a particular case or situation in depth and considering its components
Synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships
Making judgments about the value of information, arguments, or methods, such as examining how others gathered and interpreted data and assessing the soundness of their conclusions
Applying theories or concepts to practical problems or in new situations
Integrative Learning
<i>During the current school year, how much has your coursework emphasized... (very much, quite a bit, some, very little)</i>
Worked on a paper or project that required integrating ideas or information from various sources
Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments
Put together ideas or concepts from different courses when completing assignments or during class discussions
Discussed ideas from your readings or classes with faculty members outside of class
Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)
Reflective Learning
<i>During the current school year, how much has your coursework emphasized... (very much, quite a bit, some, very little)</i>
Examined the strengths and weaknesses of your own views on a topic or issue
Tried to better understand someone else's views by imagining how an issue looks from his or her perspective
Learned something that changed the way you understand an issue or concept
Gains in Practical Competence
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in... (very much, quite a bit, some, very little)</i>
Acquiring job or work-related knowledge and skills
Working effectively with others
Using computing and information technology
Analyzing quantitative problems
Solving complex real-world problems
Gains in General Education
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in... (very much, quite a bit, some, very little)</i>
Writing clearly and effectively
Speaking clearly and effectively
Acquiring a broad general education
Thinking critically and analytically
Gains in Personal and Social Development
<i>To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in... (very much, quite a bit, some, very little)</i>
Developing a personal code of values and ethics
Understanding yourself
Understanding people of other racial and ethnic backgrounds
Voting in local, state, or national elections
Learning effectively on your own
Contributing to the welfare of your community
Developing a deepened sense of spirituality