

Experiences with Faculty: Seniors

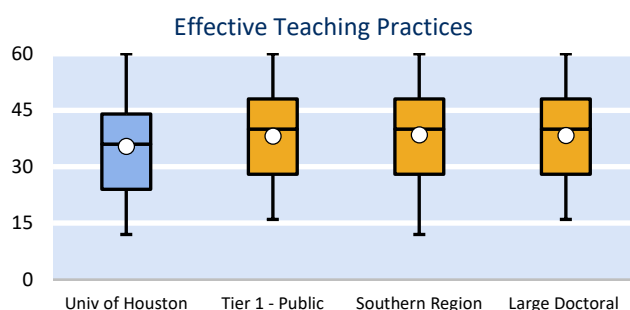
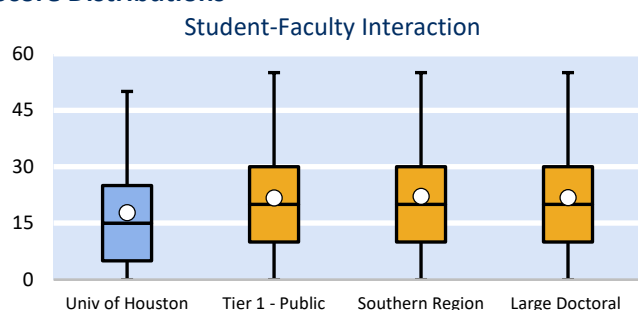
Students learn firsthand how experts think about and solve problems by interacting with faculty members inside and outside of instructional settings. As a result, faculty become role models, mentors, and guides for lifelong learning. In addition, effective teaching requires that faculty deliver course 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	Univ of Houston Mean	Your seniors compared with					
		Tier 1 - Public		Southern Region		Large Doctoral	
		Mean	Effect size	Mean	Effect size	Mean	Effect size
Student-Faculty Interaction	17.7	21.7 ***	-.25	22.1 ***	-.27	21.8 ***	-.26
Effective Teaching Practices	35.4	38.1 ***	-.19	38.4 ***	-.21	38.3 ***	-.20

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.

Performance on Indicator Items

The table below displays how your students responded to each EI item, and the difference, in percentage points, between your students and those of your comparison group. Blue bars indicate how much higher your institution's percentage is from that of the comparison group. Dark red bars indicate how much lower your institution's percentage is from that of the comparison group.

		Percentage point difference ^a between your seniors and			
	Univ of Houston	Tier 1 - Public	Southern Region	Large Doctoral	
Student-Faculty Interaction					
Percentage of students who responded that they "Very often" or "Often"...	%				
3a. Talked about career plans with a faculty member	27	<div><div></div></div> -11	<div><div></div></div> -12	<div><div></div></div> -11	
3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.)	21	<div><div></div></div> -4	<div><div></div></div> -4	<div><div></div></div> -4	
3c. Discussed course topics, ideas, or concepts with a faculty member outside of class	23	<div><div></div></div> -5	<div><div></div></div> -5	<div><div></div></div> -5	
3d. Discussed your academic performance with a faculty member	22	<div><div></div></div> -5	<div><div></div></div> -7	<div><div></div></div> -5	
Effective Teaching Practices					
Percentage responding "Very much" or "Quite a bit" about how much instructors have...					
5a. Clearly explained course goals and requirements	73	<div><div></div></div> -5	<div><div></div></div> -4	<div><div></div></div> -5	
5b. Taught course sessions in an organized way	66	<div><div></div></div> -8	<div><div></div></div> -7	<div><div></div></div> -8	
5c. Used examples or illustrations to explain difficult points	68	<div><div></div></div> -7	<div><div></div></div> -7	<div><div></div></div> -8	
5d. Provided feedback on a draft or work in progress	49	<div><div></div></div> -8	<div><div></div></div> -9	<div><div></div></div> -8	
5e. Provided prompt and detailed feedback on tests or completed assignments	51	<div><div></div></div> -8	<div><div></div></div> -9	<div><div></div></div> -8	

Notes: Refer to your *Frequencies and Statistical Comparisons* report for full distributions and significance tests. Item numbering corresponds to the survey facsimile 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.