

Experiences with Faculty: Student-Faculty Interaction

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 |
| Student-Faculty Interaction | 21.8 | 22.3 | -.04 | 24.0 ** | -.17 | 23.9 ** | -.16 |

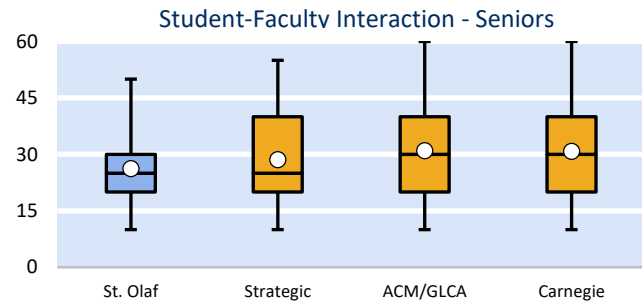
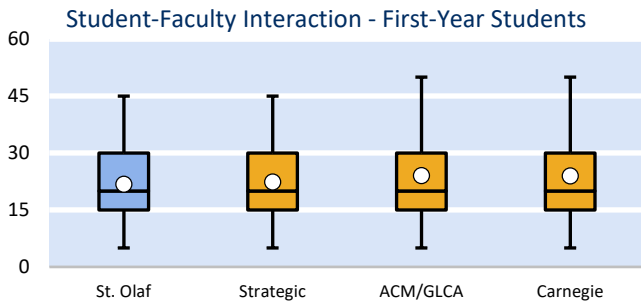
Notes: Results weighted by institution-reported sex and enrollment status (and institution size for comparison groups); Effect size: Mean difference divided by pooled standard deviation; Symbols on the Overview page are based on effect size and p before rounding; * $p < .05$, ** $p < .01$, *** $p < .001$ (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 |
| Student-Faculty Interaction | 26.2 | 28.6 ** | -.17 | 31.0 *** | -.34 | 30.8 *** | -.31 |

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: Student-Faculty Interaction (continued)

Performance on Indicator Items - First-Year Students

| Student-Faculty Interaction | St. Olaf | Percentage point difference ^a between your FY students and | | |
|---|----------|---|----------|----------|
| | | Strategic | ACM/GLCA | Carnegie |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | % | | | |
| 3a. Talked about career plans with a faculty member | 34 | +4 | -3 | -4 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 17 | -1 | -6 | -6 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 31 | -3 | -4 | -3 |
| 3d. Discussed your academic performance with a faculty member | 27 | -4 | -8 | -8 |

Performance on Indicator Items - Seniors

| Student-Faculty Interaction | St. Olaf | Percentage point difference ^a between your seniors and | | |
|---|----------|---|----------|----------|
| | | Strategic | ACM/GLCA | Carnegie |
| <i>Percentage of students who responded that they "Very often" or "Often"...</i> | % | | | |
| 3a. Talked about career plans with a faculty member | 51 | +1 | -7 | -6 |
| 3b. Worked w/faculty on activities other than coursework (committees, student groups, etc.) | 26 | -8 | -16 | -14 |
| 3c. Discussed course topics, ideas, or concepts with a faculty member outside of class | 38 | -10 | -14 | -12 |
| 3d. Discussed your academic performance with a faculty member | 26 | -9 | -15 | -16 |

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.