Student-Faculty Interaction (SFI)

Mean Comparisons

<table>
<thead>
<tr>
<th></th>
<th>UNC Charlotte</th>
<th>Urban Universities</th>
<th>Carnegie Class - DRU</th>
<th>NSSE 2009 - US</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class</td>
<td>Mean (^a)</td>
<td>Mean (^a)</td>
<td>Effect Size (^c)</td>
<td>Mean (^a)</td>
</tr>
<tr>
<td>First-Year</td>
<td>32.6</td>
<td>35.4 **</td>
<td>-.15</td>
<td>34.9 **</td>
</tr>
<tr>
<td>Senior</td>
<td>37.6</td>
<td>40.1 **</td>
<td>-.12</td>
<td>41.3 ***</td>
</tr>
</tbody>
</table>

\(^a\) Weighted by gender, enrollment status, and institutional size.
\(^b\) * p<.05 ** p<.01 ***p<.001 (2-tailed).
\(^c\) Mean difference divided by the pooled standard deviation.

Distributions of Student Benchmark Scores

![First-Year Distributions](image)

![Senior Distributions](image)

Note: 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 shows the benchmark mean. See page 2 for an illustration. See pages 10 and 11 for percentile values.

Student-Faculty Interaction (SFI) Items

Students learn firsthand how experts think about and solve practical problems by interacting with faculty members inside and outside the classroom. As a result, their teachers become role models, mentors, and guides for continuous, life-long learning.

- Discussed grades or assignments with an instructor
- Talked about career plans with a faculty member or advisor
- Discussed ideas from your readings or classes with faculty members outside of class
- Worked with faculty members on activities other than coursework (committees, orientation, student-life activities, etc.)
- Received prompt written or oral feedback from faculty on your academic performance
- Worked on a research project with a faculty member outside of course or program requirements