



MAKING *the* MOST of Faculty Office Hours

Hi Professor _____:
professor's name

My name is _____ and I am in your _____ class
name course name

that meets on _____ at _____ [or] online.
day time

I have a question about _____.
subject/topic

I am _____ by _____.
confused/lost/frustrated idea/theme/concept

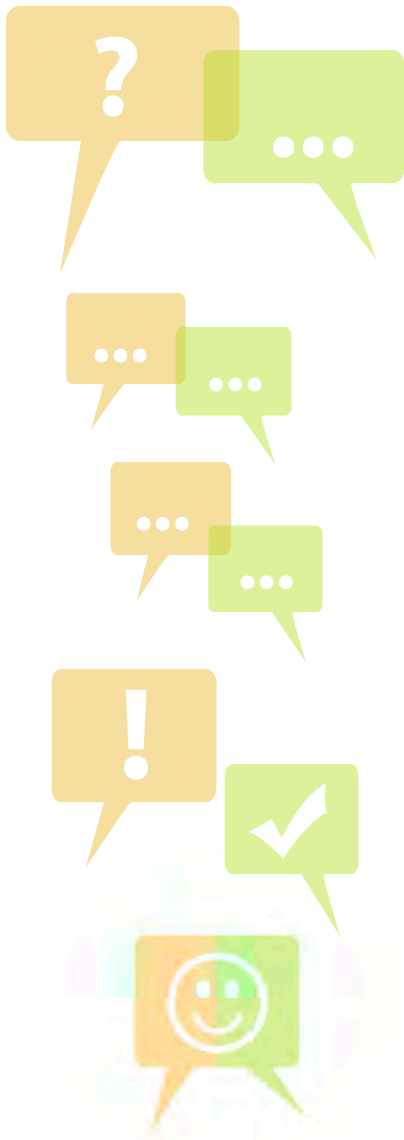
My first question is: _____

NEXT Steps

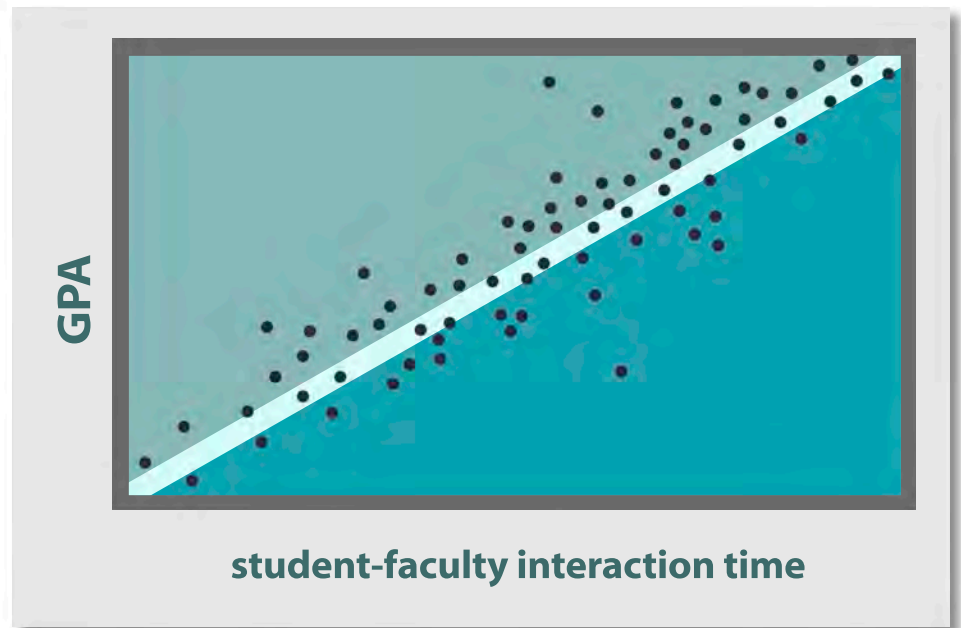
- **GOT IT!** If you understand, reply, “Thank you, that helps!” and ask your next question:
 “My next question is . . .”
- **STILL CONFUSED?** Enquire further with “What does that mean?” or “Can you help me understand the main point?”
- **STILL NOT CLEAR?**, ask: “Can you say that differently?” or “Can you give an example?”
- **If alternative explanations are CLOSE, BUT NOT QUITE THERE**, ask: “Is there a page in the text (or point in the video, YouTube, lecture notes, etc.) that I can reference for further information?”
- **OK!** Once finished, thank the professor and remind them of your name.



Student + Faculty Interaction = Academic Success



Student+faculty interaction outside of the classroom, specifically interaction involving intellectual discussion, is associated with higher academic performance.



ADVANTAGES OF STUDENT + FACULTY INTERACTION

- Interaction is positively associated with improved academic achievement and personal and social gains, especially in the first year.^{1,2}
- Students gain more positive views of academic life and are less likely to drop out.³
- Attending office hours increases a student's GPA by an average of 0.7 % per visit.⁴

NEW RIVER
Community College

1 Strayhorn (2008). How college students' engagement affects personal and social learning outcomes. *Journal of College and Character*, 10(2), 1-16.
2 Endo, J. J., & Harpel, R. L. (1982). The effect of student-faculty interaction on students' educational outcomes. *Research in Higher Education*, 16(2), 115-135.
3 Lampert, M. A. (1993). Student-faculty informal interaction and the effect on college student outcomes: A review of the literature. *Adolescence*, 28(112), 971-991.
4 Guerrero, M., & Rod, A. B. (2013). Engaging in office hours: A study of student-faculty interaction and academic performance. *Journal of Political Science Education*, 9(4), 403-416.