

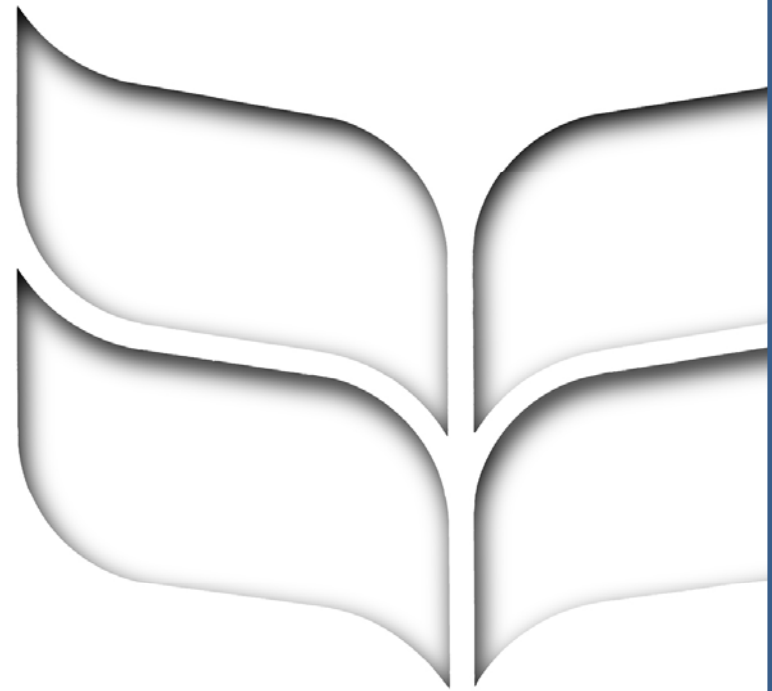
GRINNELL COLLEGE



Advising as Teaching

Creating an “Advising Syllabus”

Faculty workshop, summer 2009



Thought cloud

Dialogue

Disequilibrium

Collaborative



Stages

Transactional
Transformative

Learner-centered

Teachable moments

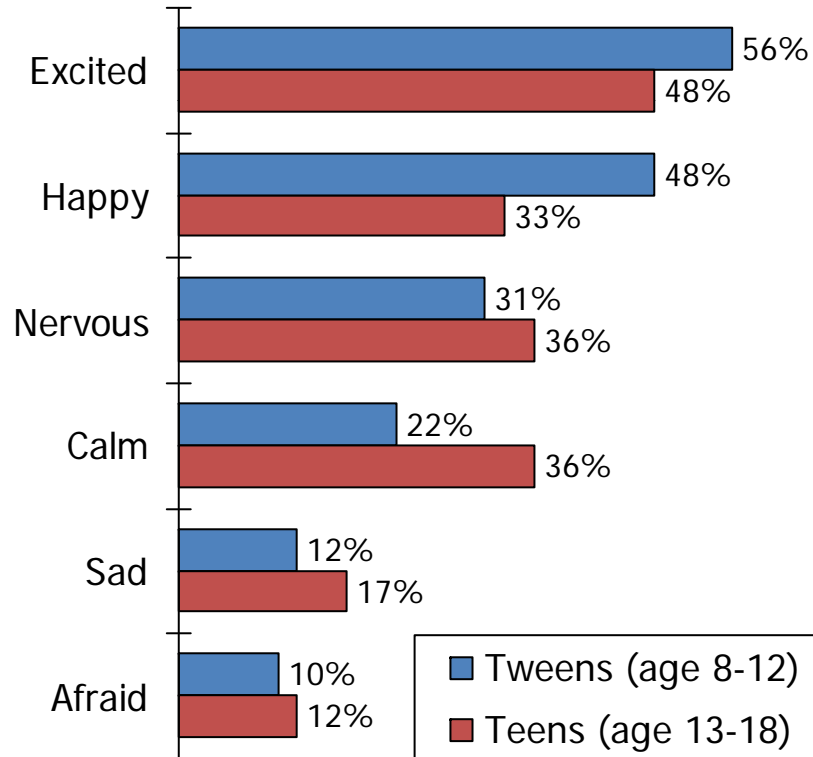
Growth

Sequencing

Connectedness

Youth

How youth feel about returning to school in the fall



Source: Harris Interactive, *Trends & Tudes*, Sept. 2003

Learning is OK

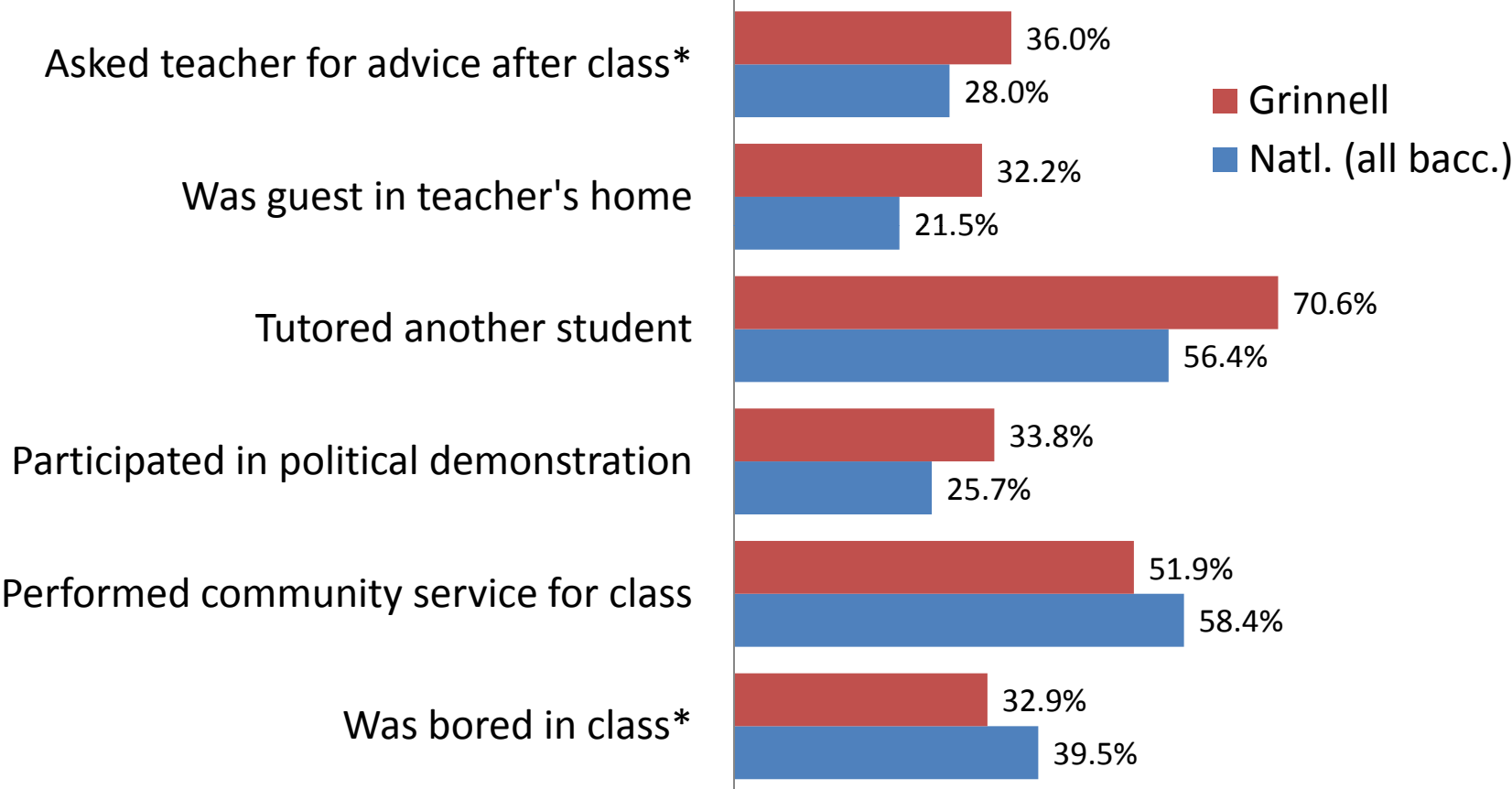
- ◆ 80% of kids say learning is cool
- ◆ 71% think it's cool to be smart
- ◆ Kids said parents and teachers were their main role models
- ◆ 93% say they learn from experiences outside the classroom

Source: *National Geographic Kids* magazine, 2004

What do entering students say?

FIRST-YEAR STUDENT SURVEY

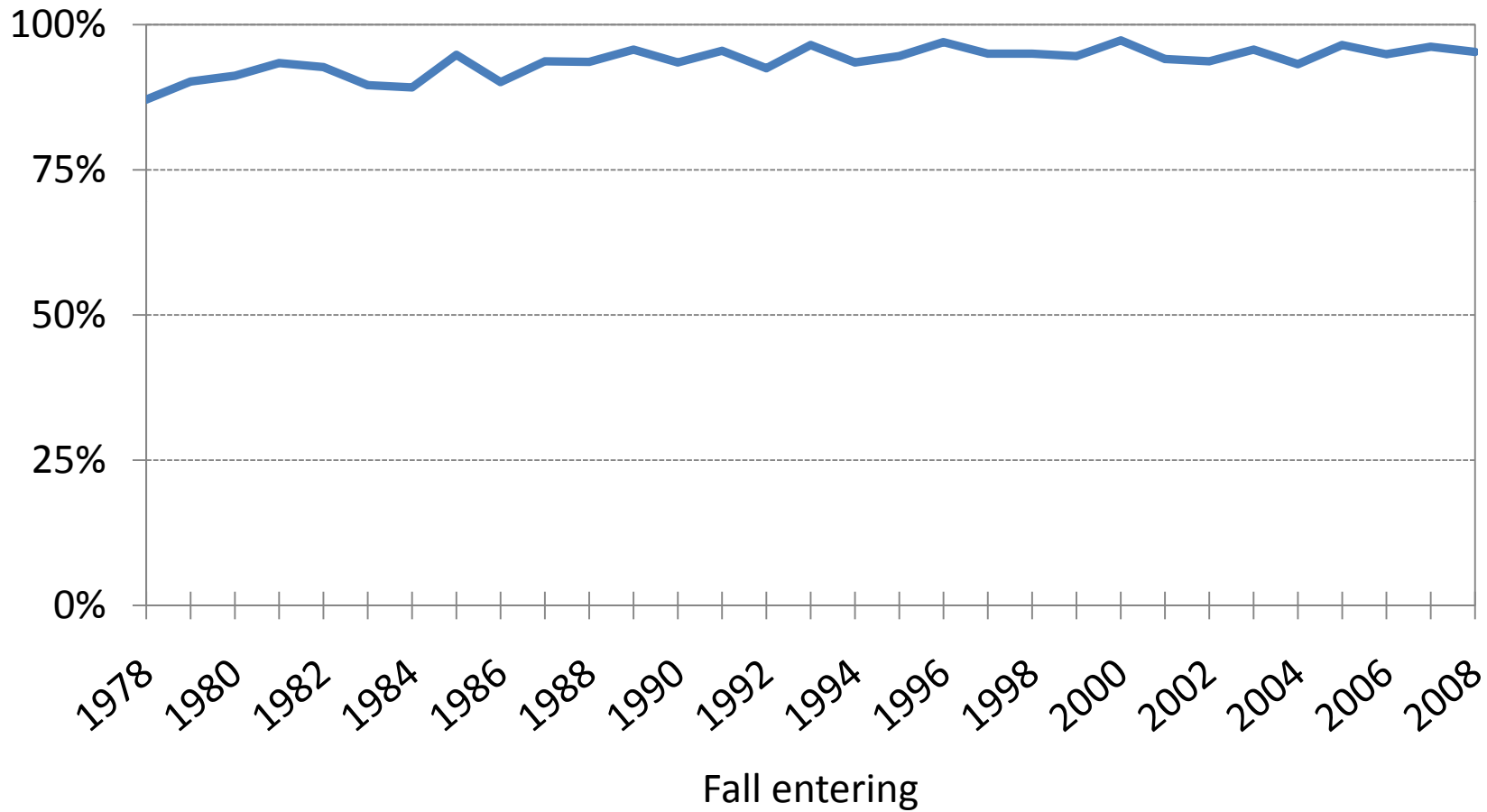
Frequency of activity during the past year as a high school senior



CIRP *Freshman Survey* 2008. Students entering Grinnell Fall 2008, n = 243.
 Percent responding *frequently* or *occasionally*. Items with asterisk refer only to percentage marking *frequently*.

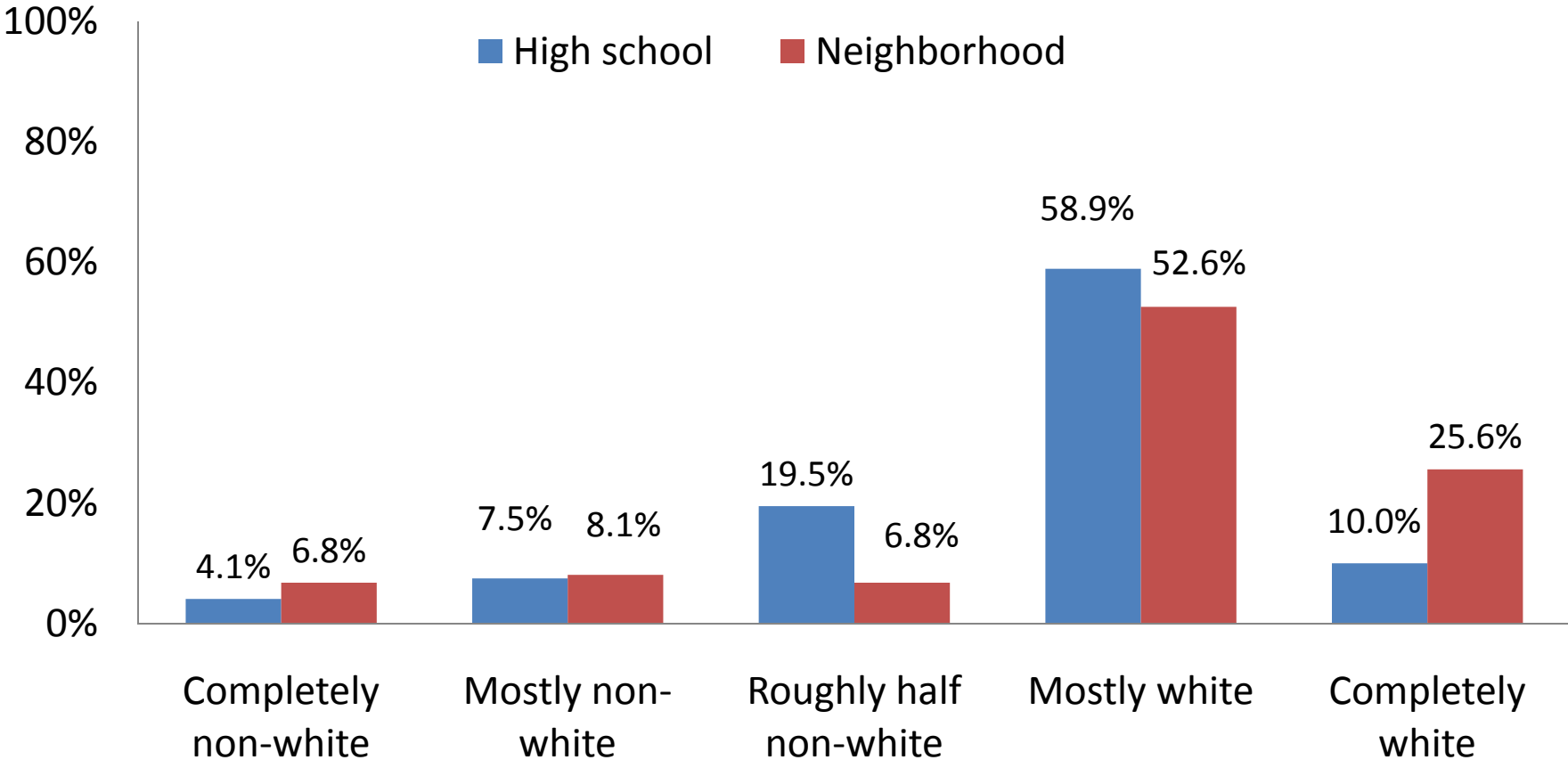
Entering students planning to continue their educations beyond Grinnell

(pursue degrees beyond B.A.)



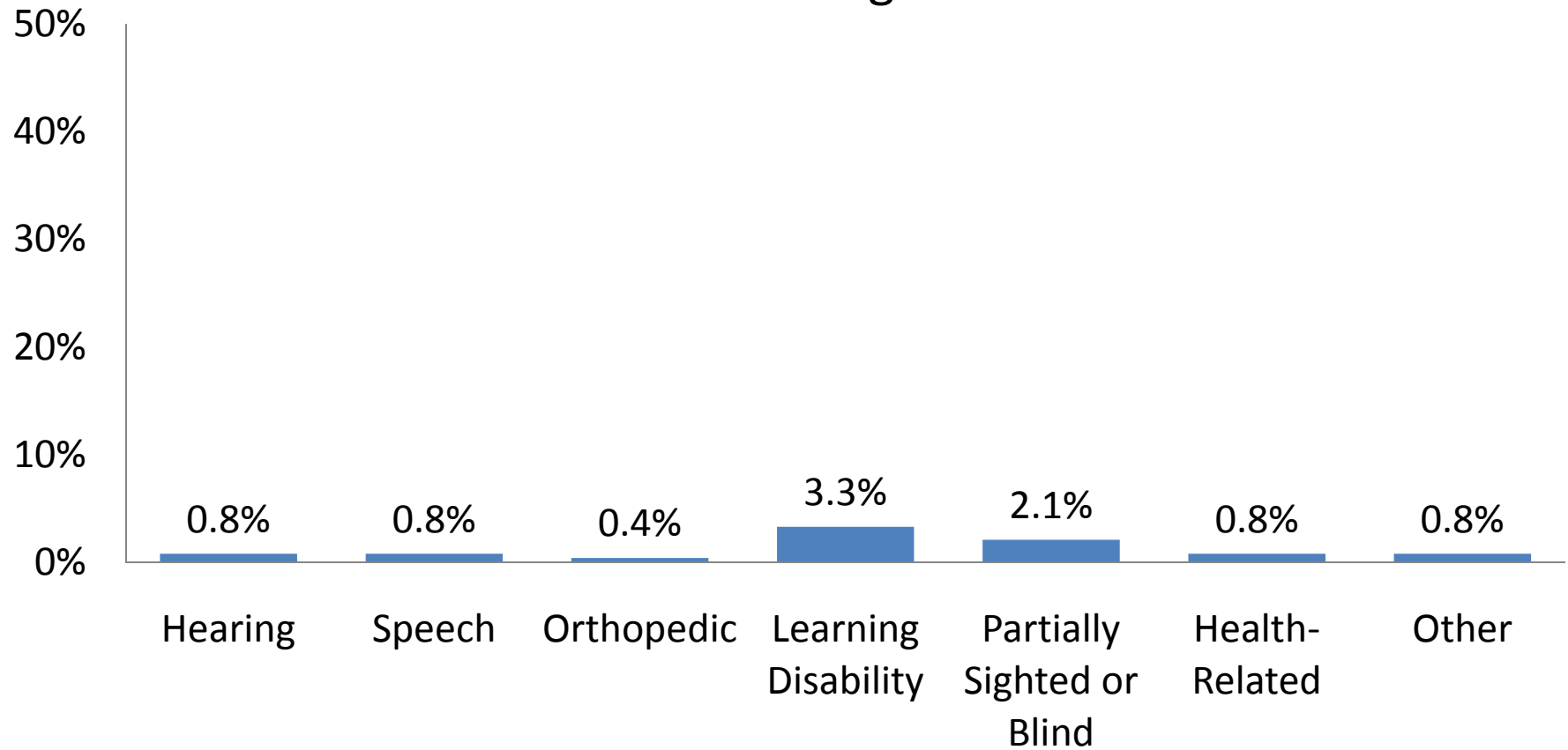
Racial composition of high schools & neighborhoods of origin

Fall 2008 entering students



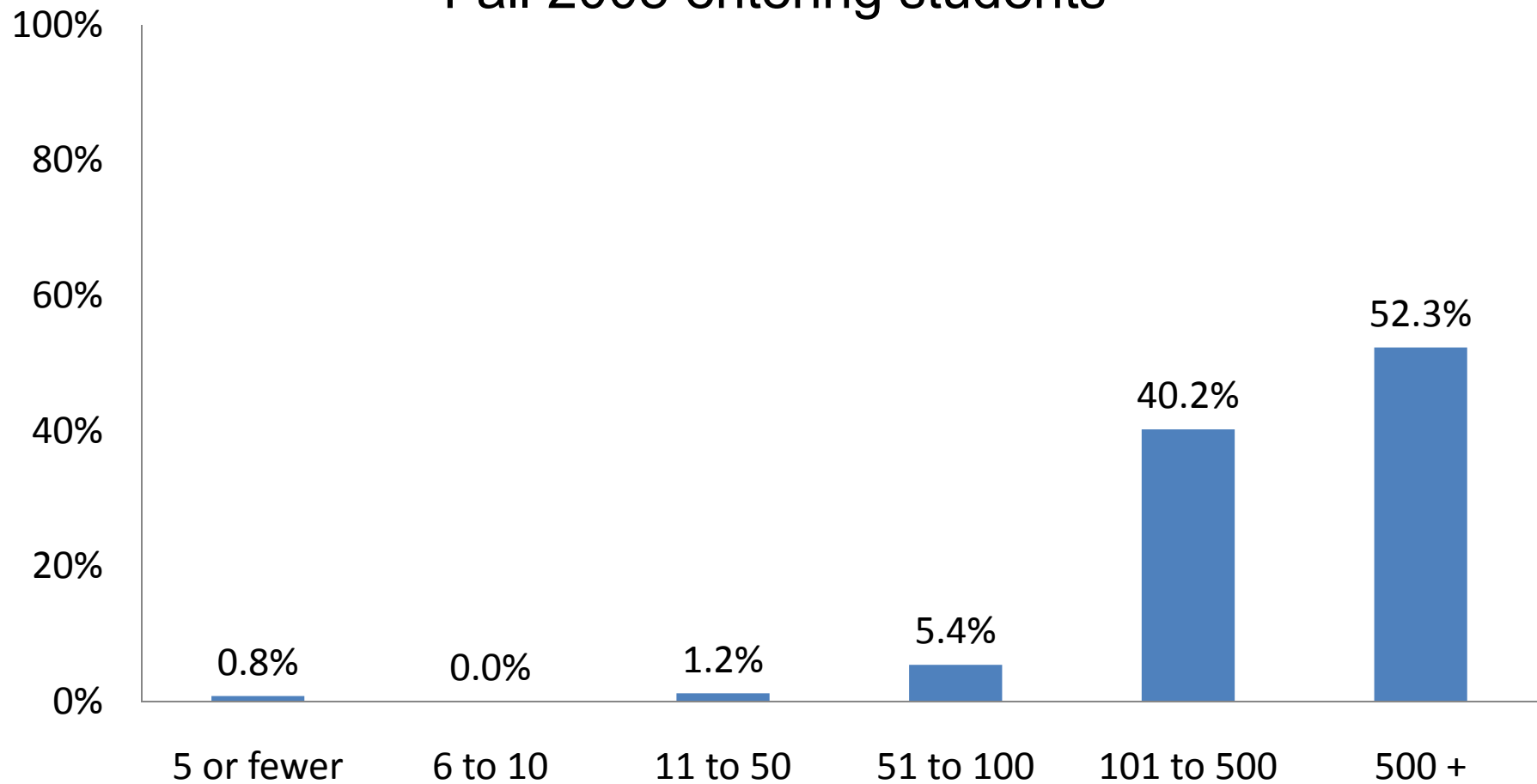
Demographics: Disabilities

Fall 2008 entering students



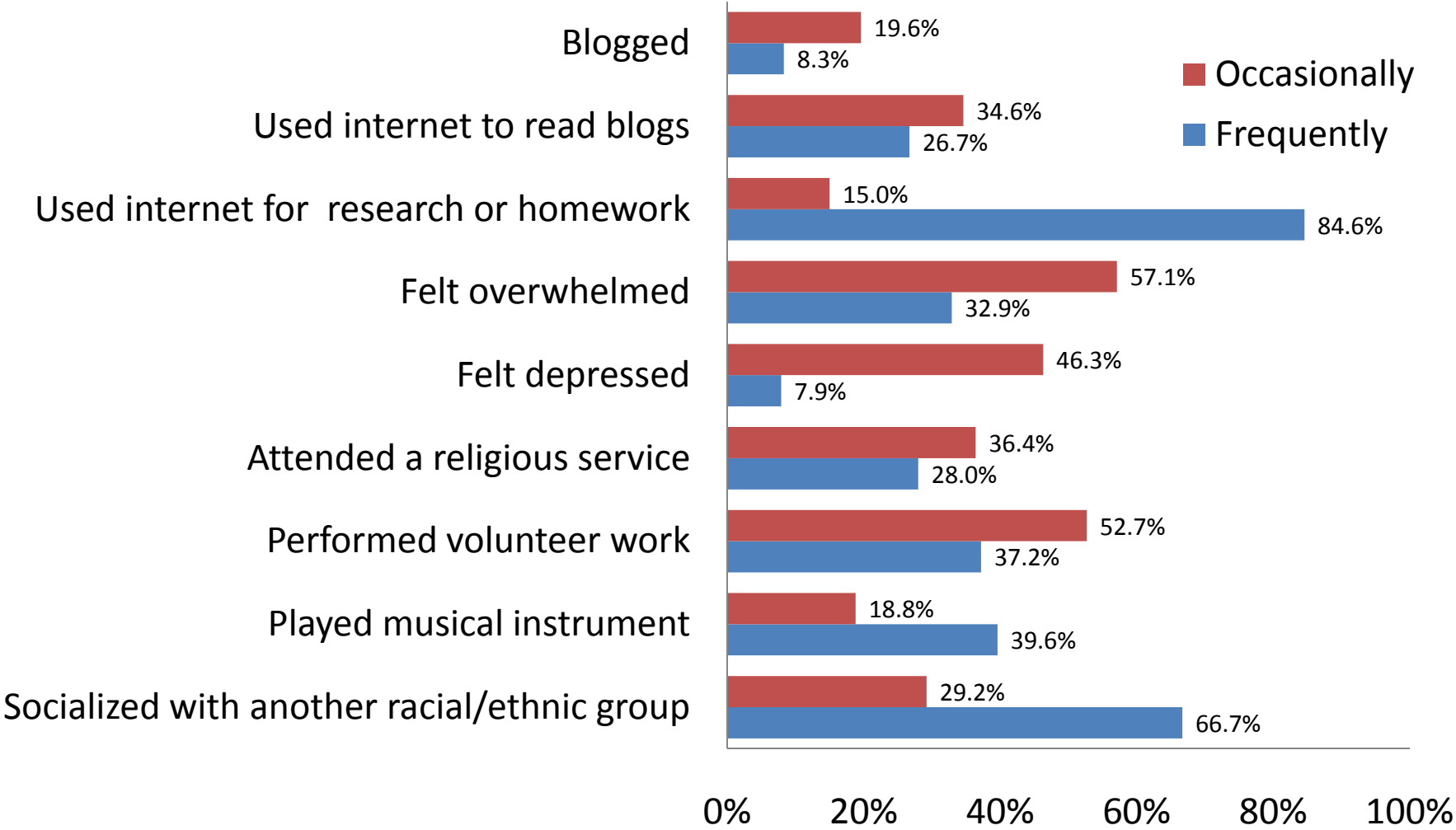
How many miles is this college from your permanent home?

Fall 2008 entering students



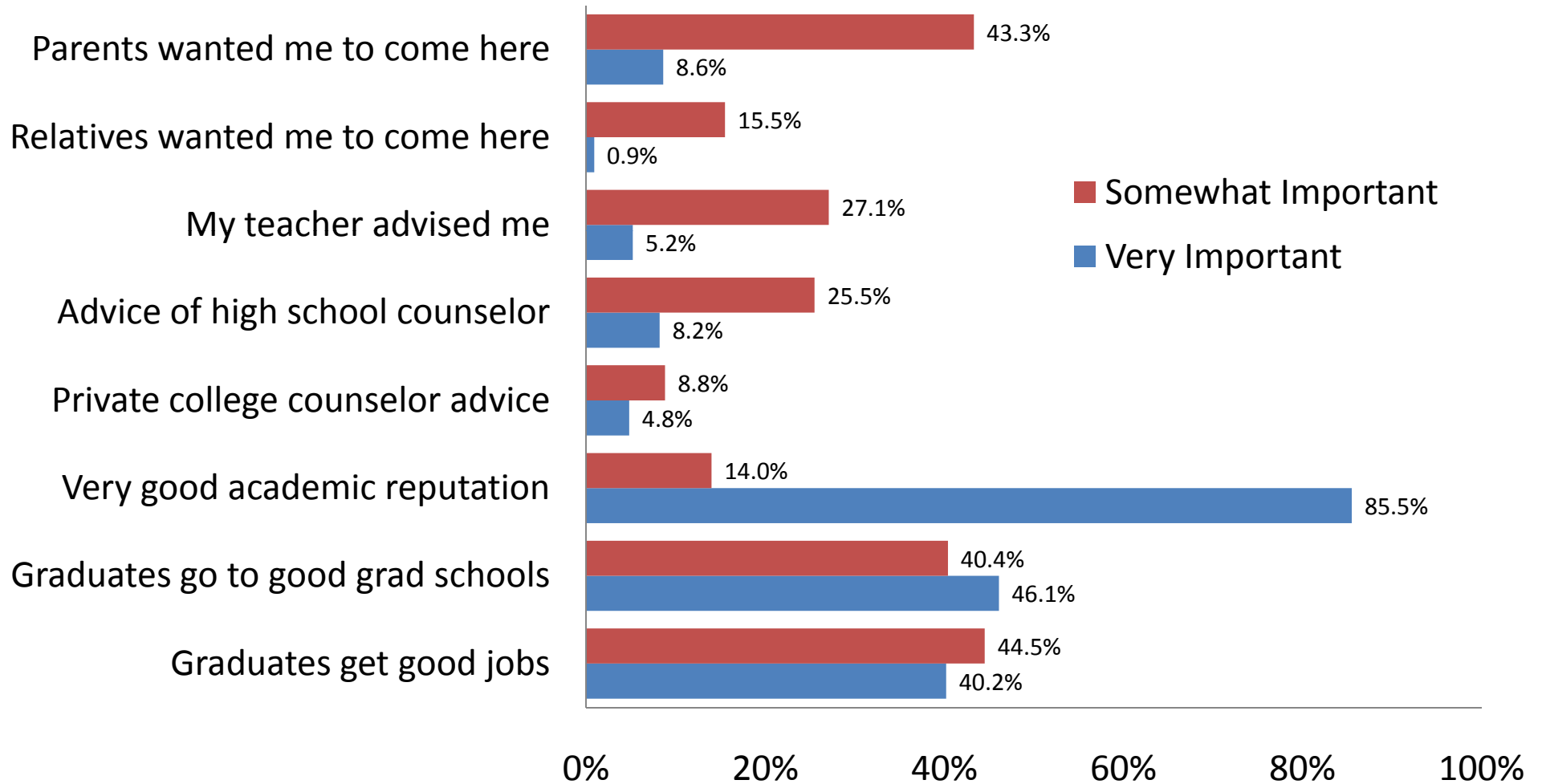
Frequency of selected activities during the past year as high school senior

Fall 2008 entering students



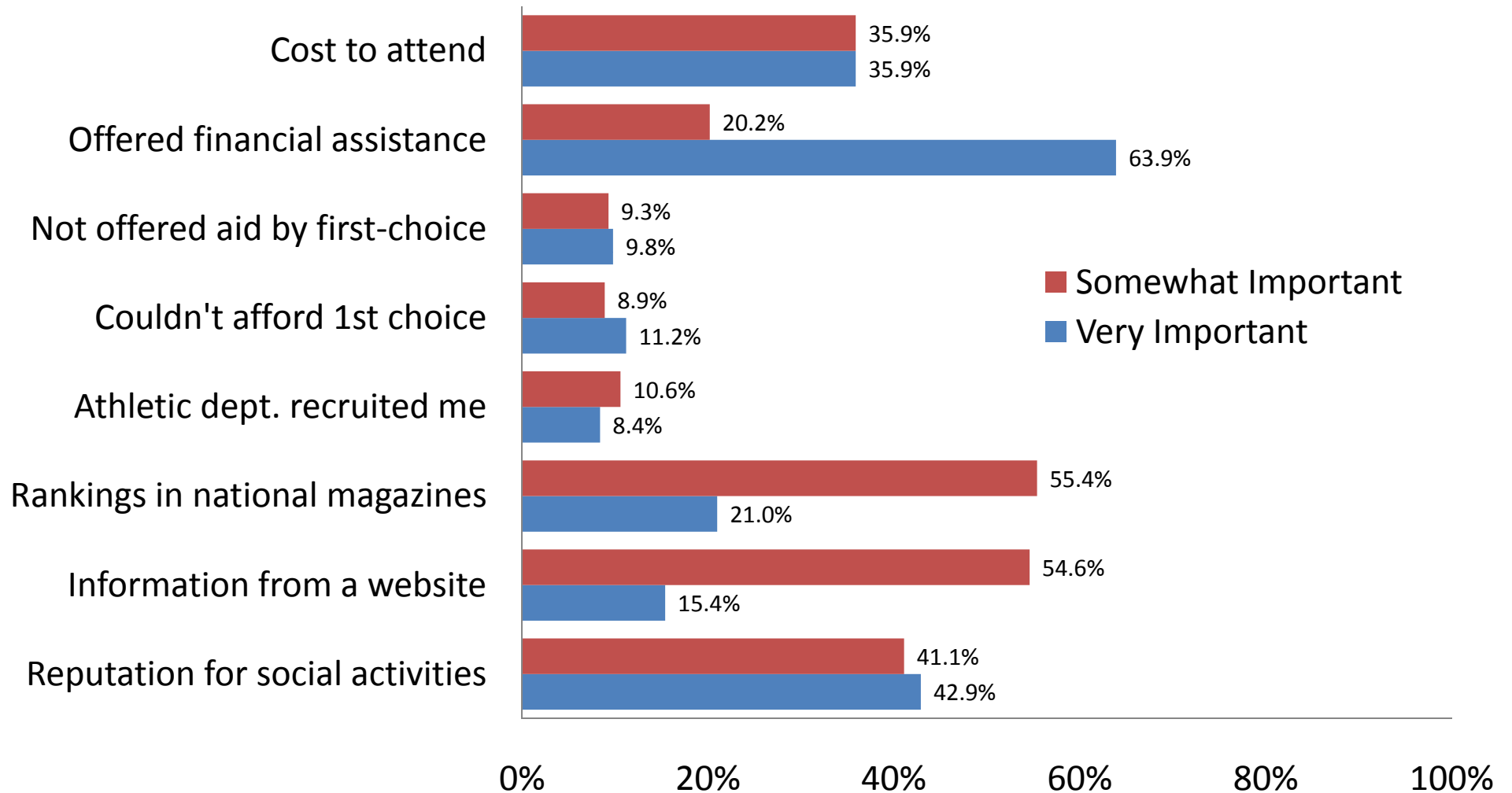
College Choice

How important was each reason in your decision to come here?



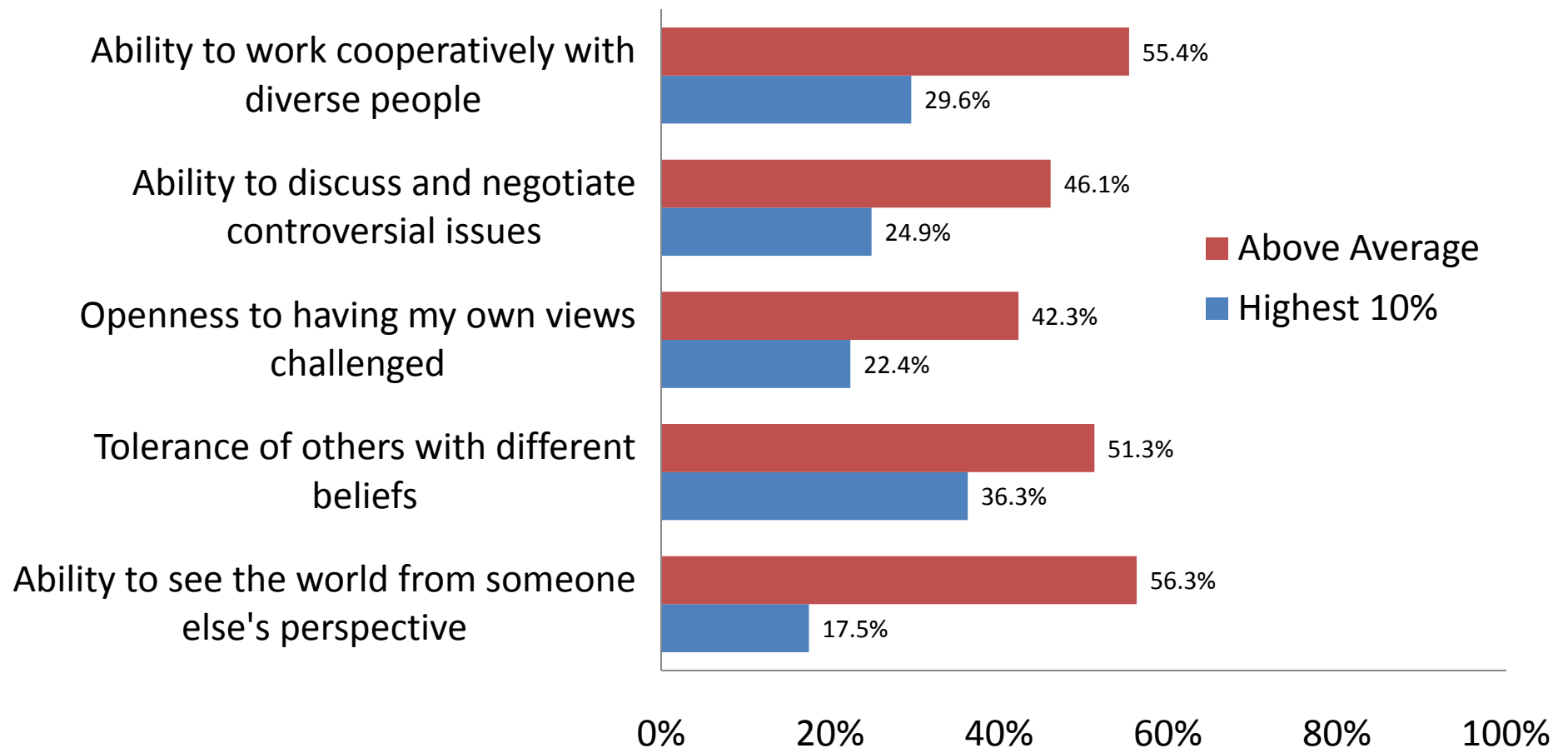
College Choice

How important was each reason in your decision to come here?
(continued)



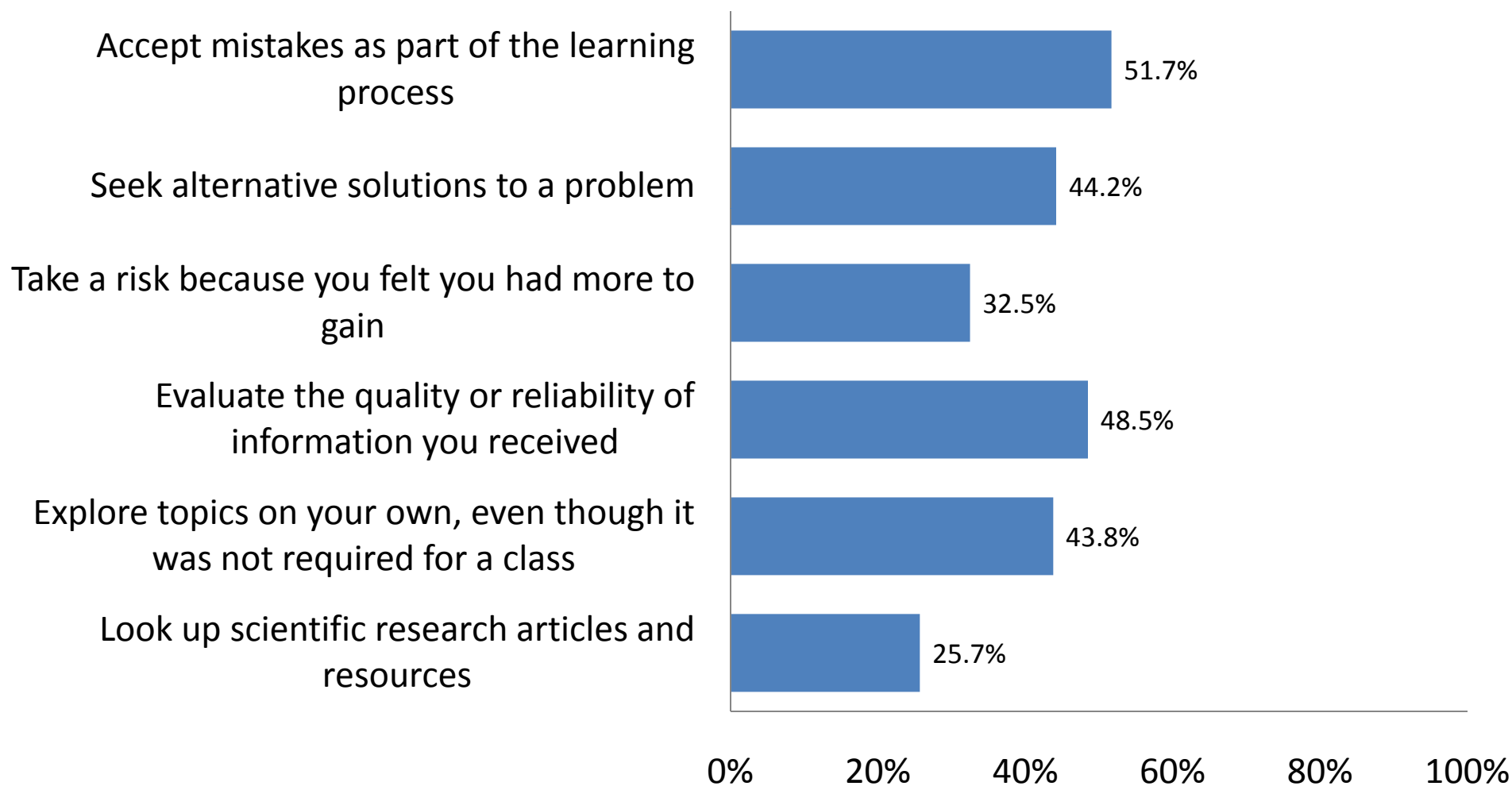
Pluralistic Orientation

Compared to the average person your age, rate yourself on your...



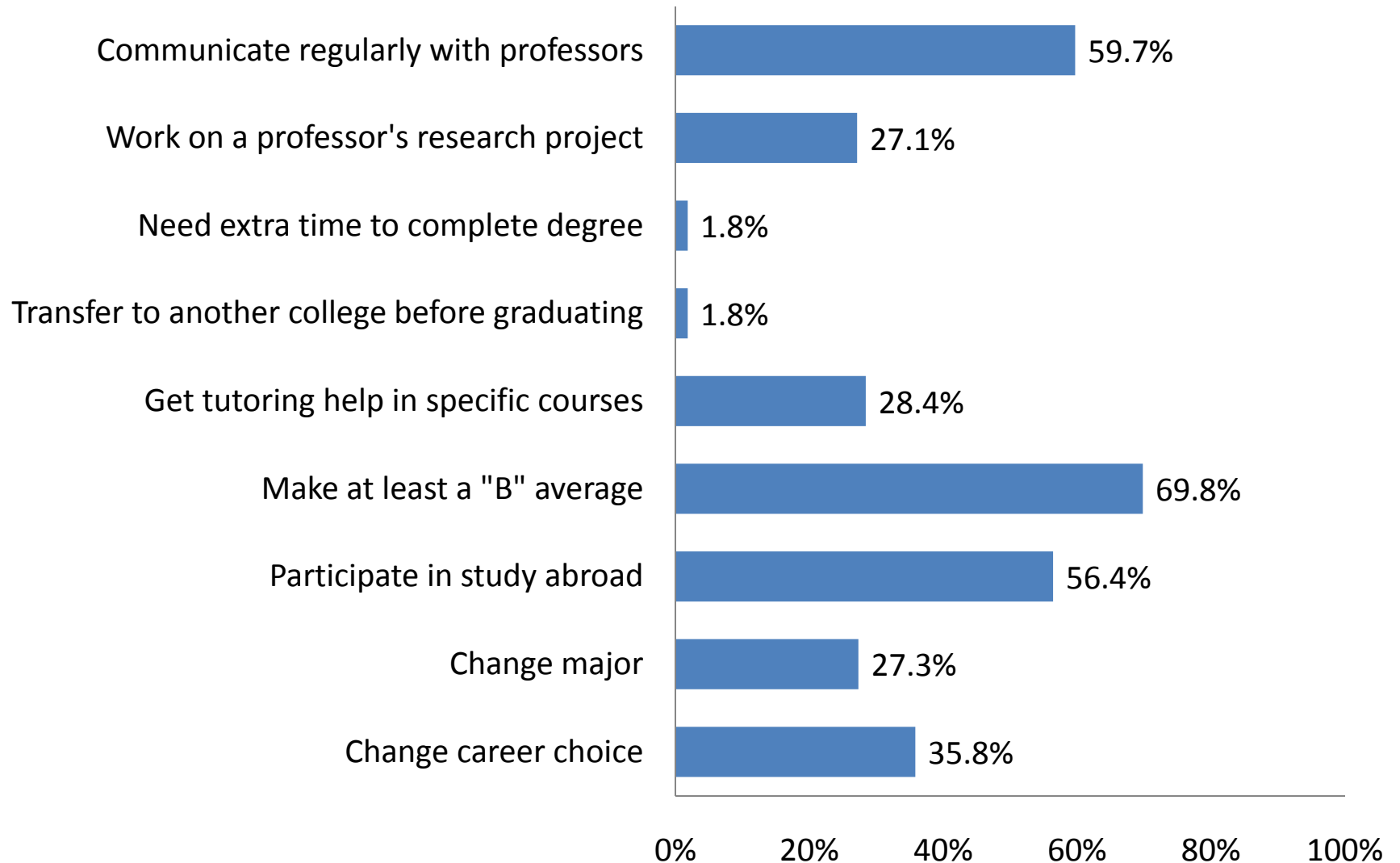
Habits of Mind

Learning Behavior: How often in past year did you...
(percent responding 'frequently')



Expectations

“Very Good Chance” Student Will...

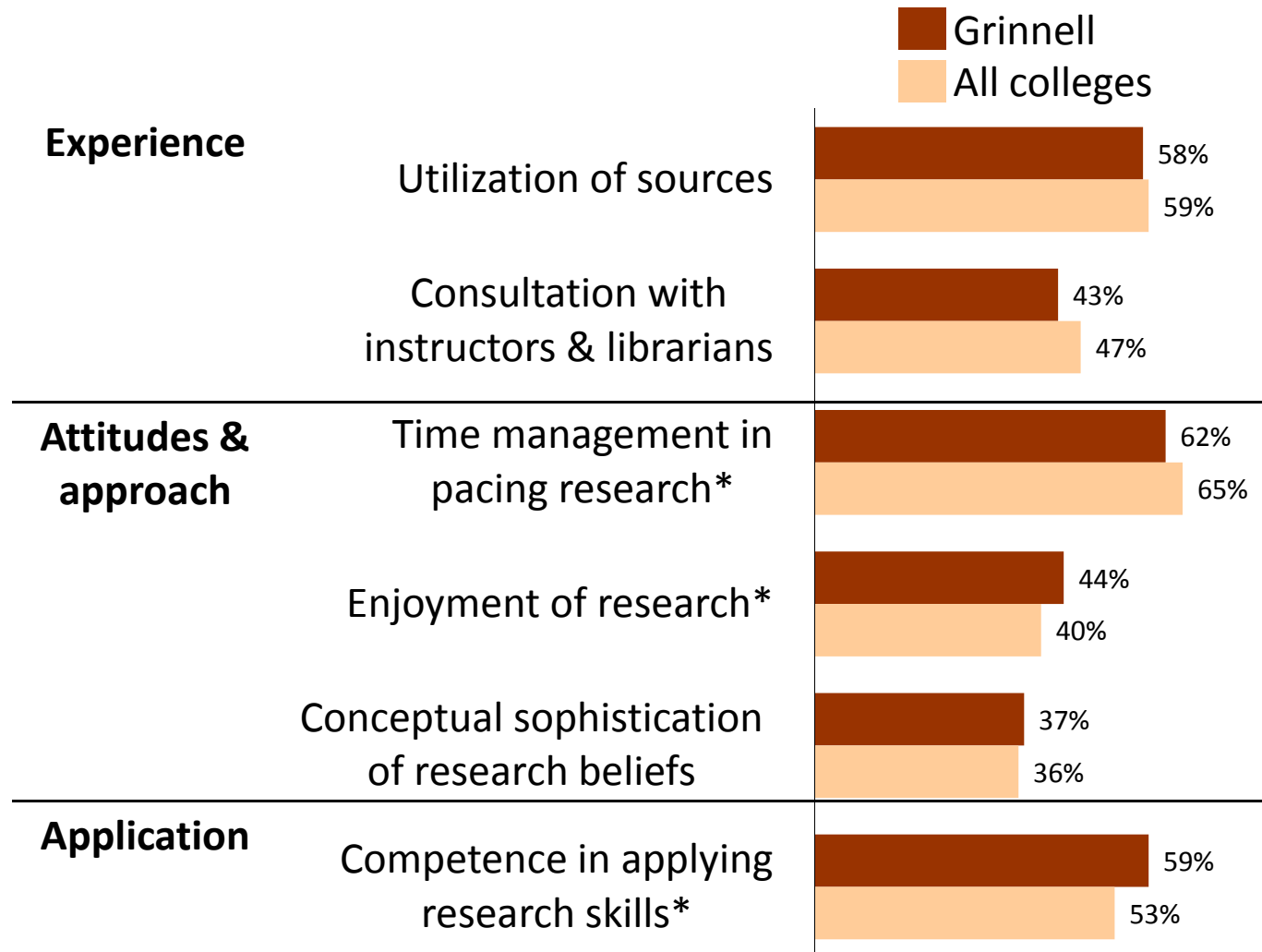


Information literacy

Benchmark scores for entering students

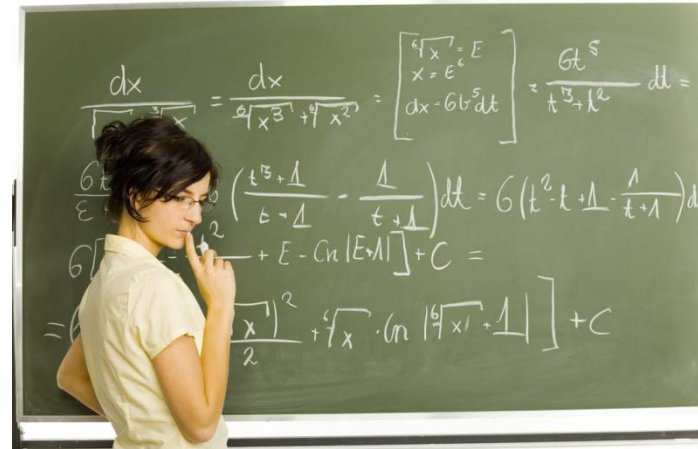
Information literacy scores are expressed as a percent of total possible points on a diagnostic research practices questionnaire.

Asterisks indicate significant differences from the comprehensive sample ($p < .05$). Fall 2006, $N = 181$. Twenty colleges participated in this developing program, now known as the Research Practices Survey.



Waypoint #1

- What experiences & expectations do entering students bring to Grinnell?
- What approaches do you use to develop advising relationships?




What do students share via the faculty review process?

ADVISEE SURVEY

Advisee Survey

Questionnaire used for faculty reviews

More info... 

Advisee Survey

Adviser: IM Advising

1. How long did Professor Advising serve as your adviser?

This professor was my...	Less than 6 months	6 to 12 months	More than a year
<input type="checkbox"/> Tutorial adviser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Major adviser	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="checkbox"/> Interim/other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Was Professor Advising available at appropriate times?

Yes, always
 Yes, usually
 No, there were frequent problems arranging appointments

3. During advising appointments, did you have adequate opportunity to raise your academic and other concerns?

Yes, always
 Yes, usually
 No, seldom
 No, never

4. How helpful has Professor Advising been in thinking about the following items?

	Very helpful	Somewhat helpful	Not helpful	Not discussed
Educational goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic program (major, concentration, off-campus study, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course selection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Post-graduate options	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduation requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College policies and procedures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5. If you consulted Professor Advising about something beyond her range of knowledge, has she been able to suggest somewhere else for you to obtain advice?

Yes
 No
 Not applicable

6. How often did you have contact with Professor Advising ?

Weekly
 Every two weeks
 Monthly
 Two or three times a semester
 Once a semester
 Never

Advisee Survey (continued)

7. What are the major strengths of Professor Advising ?

8. What could Professor Advising do to improve the quality of her advising?

9. I would recommend Professor Advising to other students.

Strongly agree
 Agree
 Not sure
 Disagree
 Strongly disagree

Please add any further comments you would like us to consider.

Submit Responses

- This is an Academic Affairs activity for faculty reviews, in support of the Personnel Committee. See *Guidelines for Faculty Reviews* for more information. <<http://www.grinnell.edu/offices/dean/facrevs/>>
- The sampling frame (the list of students to whom a survey is sent) consists of:
 - Current advisees for the candidate under review
 - Tutorial students from the two academic years previous to the review
 - Alumni who were advisees in the major or a concentration (including Education) and graduated within two academic years previous to the review.
- These surveys are conducted for complete, promotion, and tenure reviews.

Q: Was your adviser available at appropriate times?

Yes, always..... 78.2%

Yes, usually..... 20.4%

No, there were frequent problems.... 1.4%

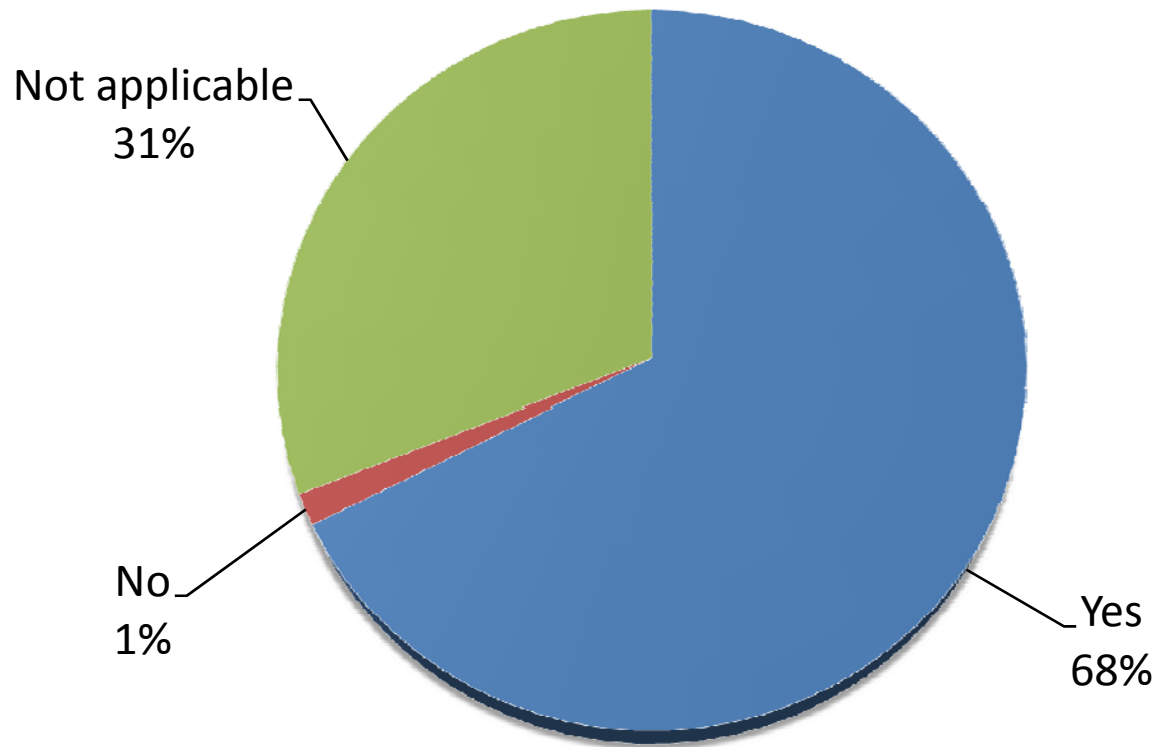
# Reviews.....	66
# Surveys returned (responses).....	695
Pooled response rate.....	50%
Time period.....	F05 - F08

Figures calculated as the percentage of students who provided responses.

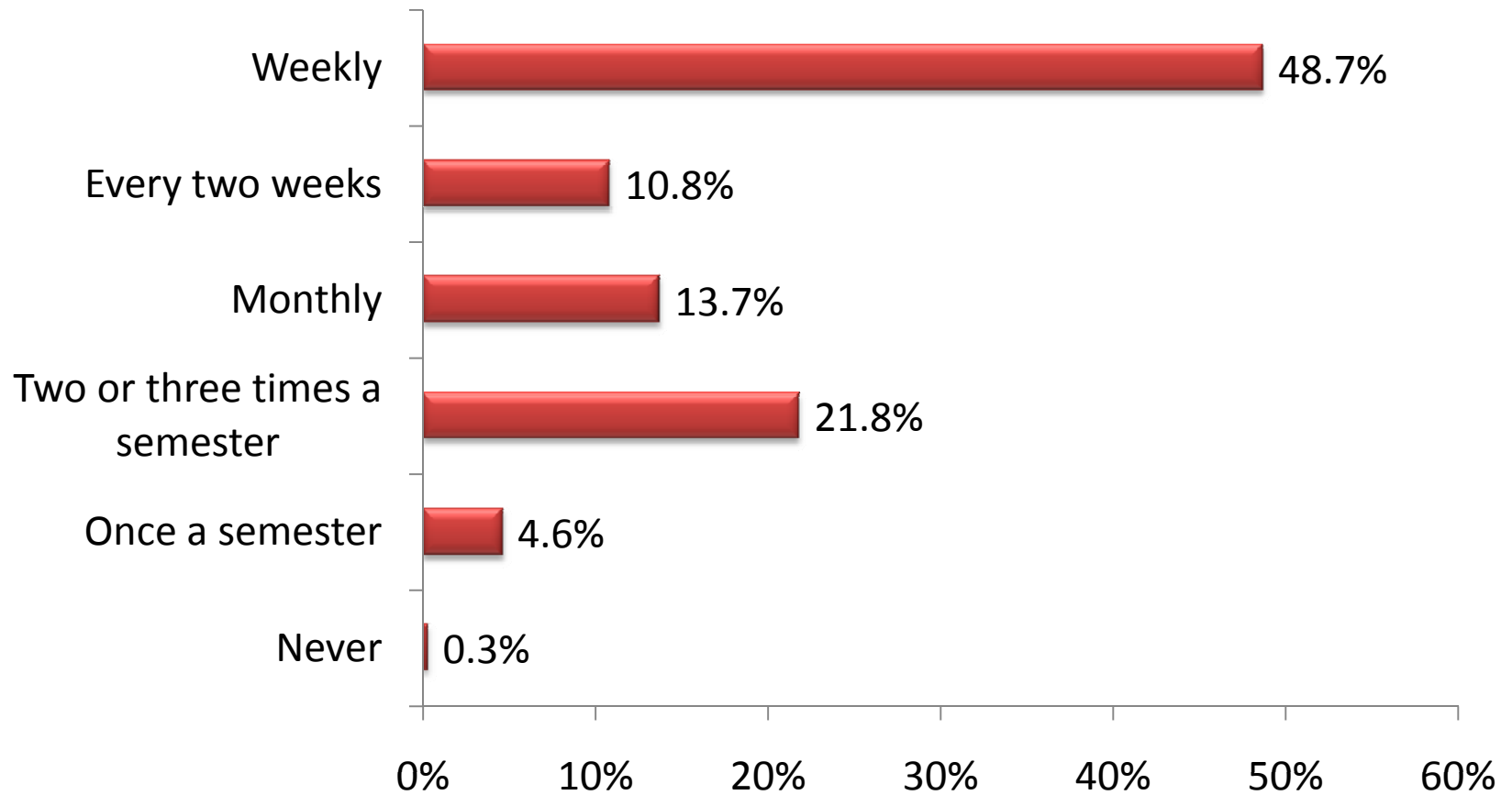
Q: How helpful has your adviser been in thinking about the following items?

	Very helpful	Somewhat helpful	Not helpful	Not discussed
Educational goals	68.4%	24.5%	2.3%	4.8%
Academic program (major, concentration, off-campus study, etc.)	63.6%	25.7%	3.5%	7.2%
Course selection	66.0%	28.2%	3.2%	2.6%
Post-graduate options	28.0%	22.7%	4.3%	45.0%
Graduation requirements	57.4%	18.1%	1.7%	22.8%
College policies and procedures	53.7%	25.3%	1.7%	19.3%

Q: If you have consulted your adviser about something beyond his or her range of knowledge, has your adviser been able to suggest somewhere else for you to obtain advice?



Q: How often did you have contact with your adviser?



Q: What are the major strengths of your adviser?
(verbatim sample responses)

- She trusts in the decision-making capabilities of her students. If I had a question, she would answer it, but in general I was encouraged to make my own academic decisions without being made to feel that an adviser's purpose was to hold each student's hand.
- He understands the value of a liberal arts education, and how to get one while still receiving an adequate science education as well. He is able to connect with his students, and is always approachable and friendly.
- She knows the system, and hoops that new students have to jump through very well, and is always open and personable when conversing with me.
- He knows what to recommend, and has good appreciation of what classes should be taken when. He also knows the difficulty level of most classes, it seems. His apparent memorization of the course catalogue makes him very good at suggesting four year plans.

Q: What are the major strengths of your adviser?
(verbatim sample responses, continued)

- My adviser probably puts more effort into making sure he's a part of his advisee's and student's lives than any other professor I've dealt with. He's also very active in the entire Grinnell community, so you don't have to wait until office hours or something to be able to find him!
- She would sometimes inquire as to how I was doing outside of school (e.g., if I was going home for break, etc.). I know she cared for her students.
- My adviser takes the time to make sure his advisees are doing what is best for them, and makes sure they feel comfortable with every decision to add / drop a class, add / drop a major, or choose graduate work.
- He does a fantastic job of letting students (entering freshmen, anyway) explore what interests them while at the same time encouraging them to diversify their academic horizons through enrollment in a wide range of courses of varying subject material. He also works very hard at ensuring his students have the best possible options in terms of available classes and advantageous enrollments.

**Q: What could your adviser do to improve
the quality of his/her advising?
(verbatim sample responses)**

- Leave talk of other students out of the meeting! When she discussed some of her other students and advisees with me, I felt uncomfortable and wondered whether she would go on to share my personal information with others.
- She is often pushy about taking classes (especially hers), sometimes so much to the point where it is difficult to disagree or suggest an alternative.
- It would be nice if she was more accessible. Right now I feel like it is best if I have something to talk about in order to make an appointment to talk with her, but it would be nice if I could just stop in to chat without needing a form signed or a decision to be made.
- Perhaps brush up on his knowledge of course registration deadlines/policies.
- He could advise on post-grad opportunities better.

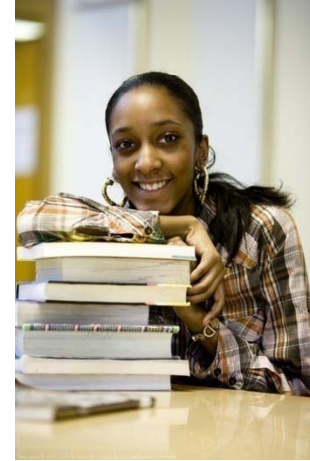
**Q: What could your adviser do to improve
the quality of his/her advising?**

(verbatim sample responses, continued)

- Sometimes the students just want to take easy classes....don't put pressure of them!
- He's pretty consistently overcommitted. Most of what he does is worth doing, so I don't know how you fix that, but doing so would improve the quality of his advising. That said, he manages to be very available and helpful, and I've never felt like he is too busy to have a conversation with me.
- My adviser has been in the field of academia since his college days. For students who wish to work after undergraduate, I must say that he has limited knowledge and experience in the field of industry. I did not feel like I got appropriate guidance when it came to choosing a branch of my major I wanted to pursue as my career.
- I felt discouraged by her when it came to my post-Grinnell pursuits. I wanted to go into clinical and she often pushed for her area of interest instead.
- Space out less.

Waypoint #2

- What expectations do we have for advising at Grinnell?
- What are the goals of advising?
- Which pieces & parts of different paradigms or approaches do we utilize?



What do our students say about Grinnell and its environs?

SURVEY OF STUDENT ENGAGEMENT

Overview

- What do we know about college student engagement?
- Why is student engagement important?
- The National Survey of Student Engagement (NSSE) at Grinnell
- Implications
- Limitations

What *Really* Matters in College Student Engagement



The research is unequivocal-

Impact of college is largely determined by individual effort.

Students are not passive recipients of institutional efforts to “educate” or “change” them.

Important to focus on ways in which an institution can shape its academic, interpersonal, and extracurricular offerings to encourage student engagement.

Pascarella & Terenzini. (2005). How college affects students: A third decade of research

Effective Educational Practices

- Student-faculty contact
- Active learning
- Prompt feedback
- Time on task
- High expectations
- Cooperation among students
- Respect for diverse talents and ways of learning



Chickering and Gamson. (1987). *Seven principles of good practice in undergraduate education.*

What is NSSE?

- A survey that evaluates the extent to which students engage in educational practices associated with high levels of learning and development
- Information from first-year and senior students about the quality of the undergraduate experience – *education that reflects on its own process*

NSSE results

Five key clusters of activities that research studies show are linked to desired outcomes of college

Level of Academic Challenge

Active & Collaborative Learning

Student-Faculty Interaction

Enriching Educational Experiences

Supportive Campus Environment

Points of Pride

- Academic/intellectual experiences
- Higher levels of thinking
- Emphasis on key institutional values
- High institutional expectations
- Overall satisfaction

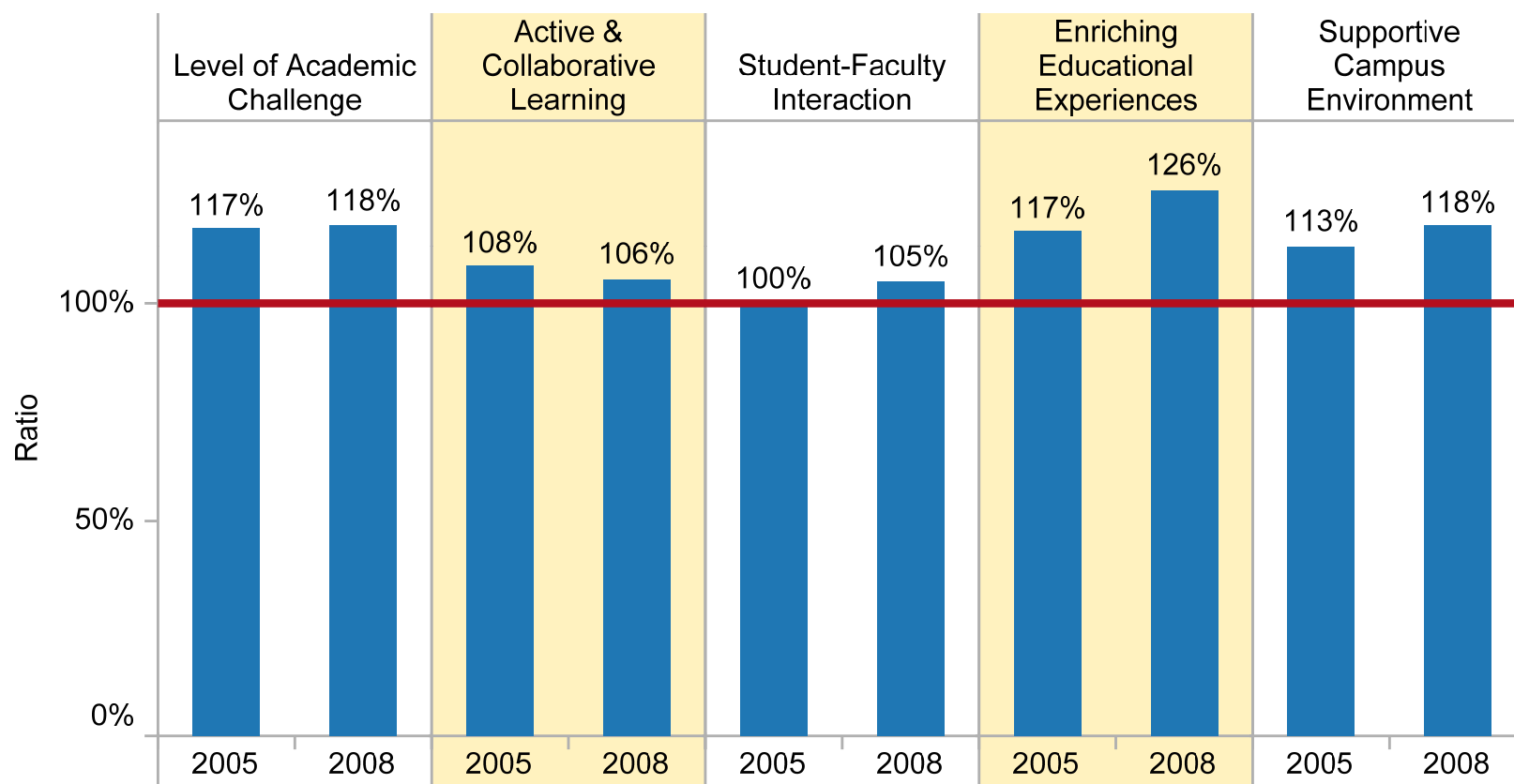
Grinnell's NSSE results

Expressing the benchmark scores as a percent of the national mean and providing a statistical comparison to the national results.

	First-Year Students		Seniors	
	<u>2005</u>	<u>2008</u>	<u>2005</u>	<u>2008</u>
Level of Academic Challenge	117% ■■■	118% ■■■■	114% ■■■	113% ■■■
Active & Collaborative Learning	108% ■	106% ■■	100%	101%
Student-Faculty Interaction	100%	105%	113% ■	113% ■
Enriching Educational Experiences	117% ■■	126% ■■■■	118% ■■	127% ■■■■
Supportive Campus Environment	113% ■■	118% ■■■	106% ■	106% ■

Figures here are expressed as a percent of the national mean. The ■ mark indicates the practical significance of the difference between Grinnell's score and the national benchmark. One block = *small* practical difference, two = *medium*, three = *large*, & four blocks = *very large* effect size. Absence of a mark indicates that Grinnell's results were not different from the national results in a statistically significant way. The NSSE organization does not provide data to rank institutions; it only provides certain group benchmarks to help schools determine if the engagement of their students differs from these reference values in significant, meaningful ways.

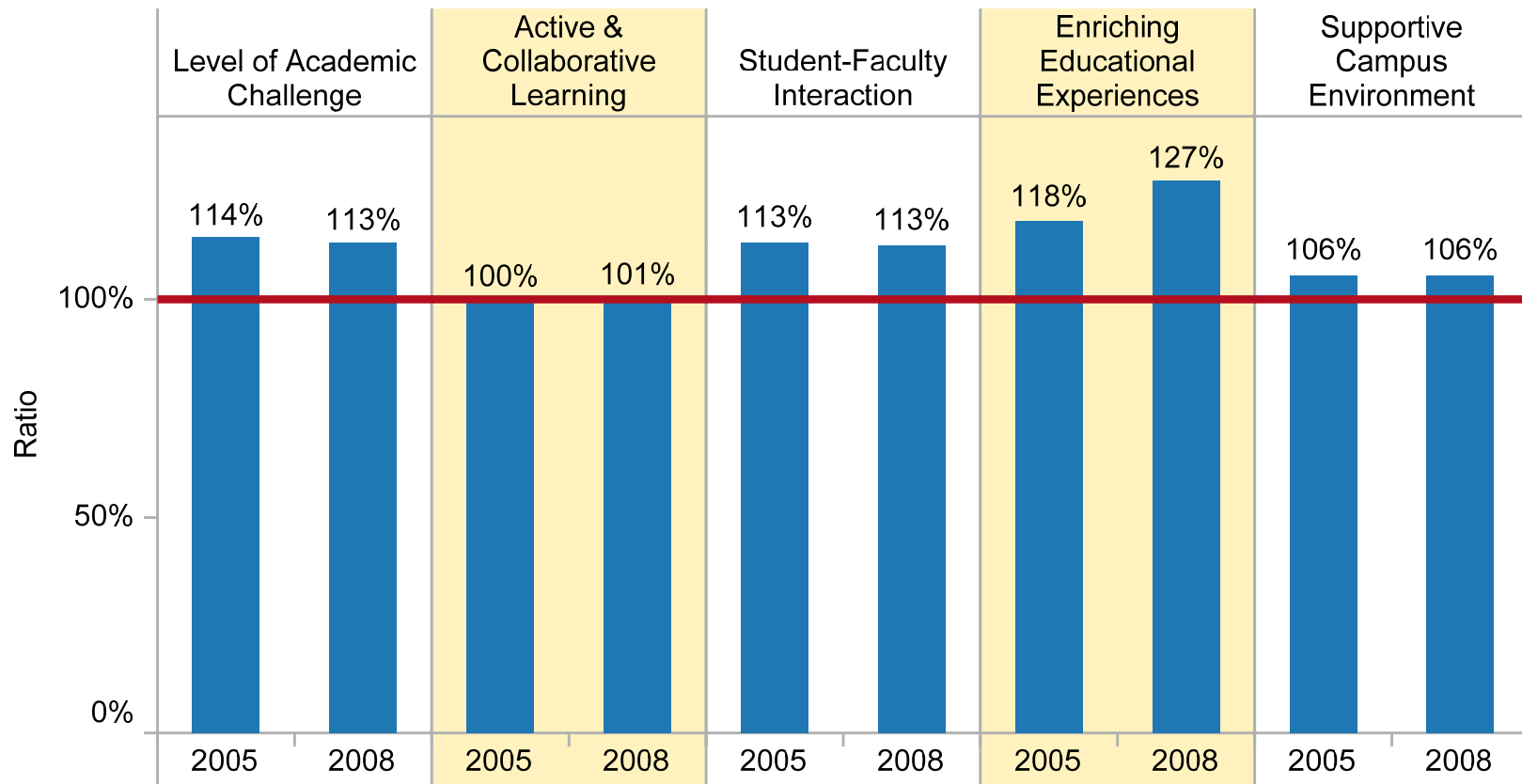
First-year student mean benchmark scores as a percent of the national averages



Horizontal red bar is a reference line set at 100%.

Averages were weighted by gender, enrollment status, and institutional size to estimate overall population proportions.

Senior student mean benchmark scores as a percent of the national averages



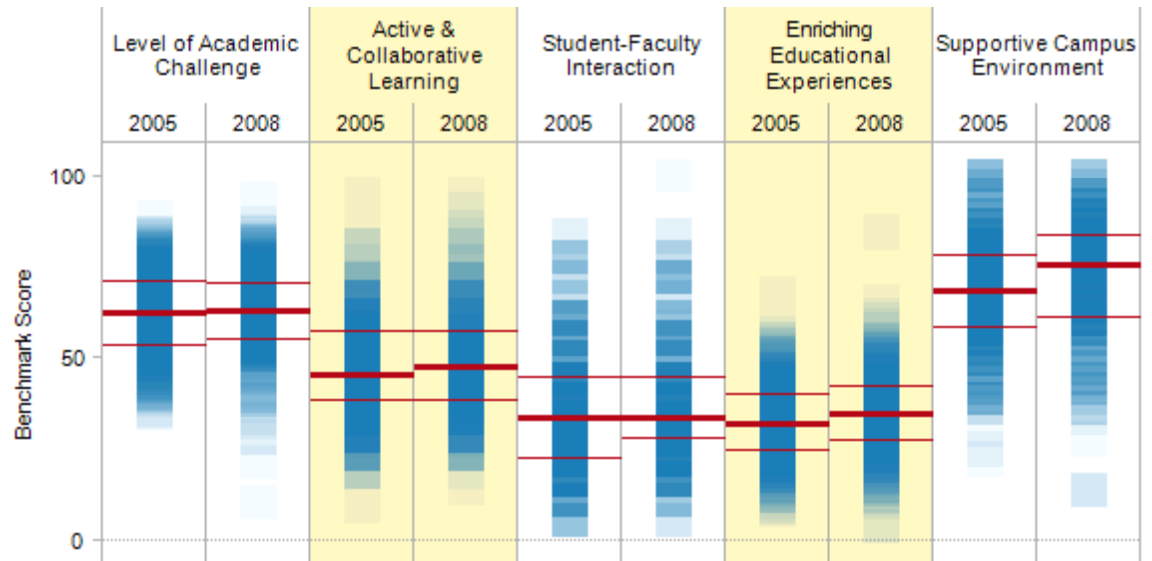
Horizontal red bar is a reference line set at 100%.

Averages were weighted by gender, enrollment status, and institutional size to estimate overall population proportions.

Distribution of NSSE benchmark scores

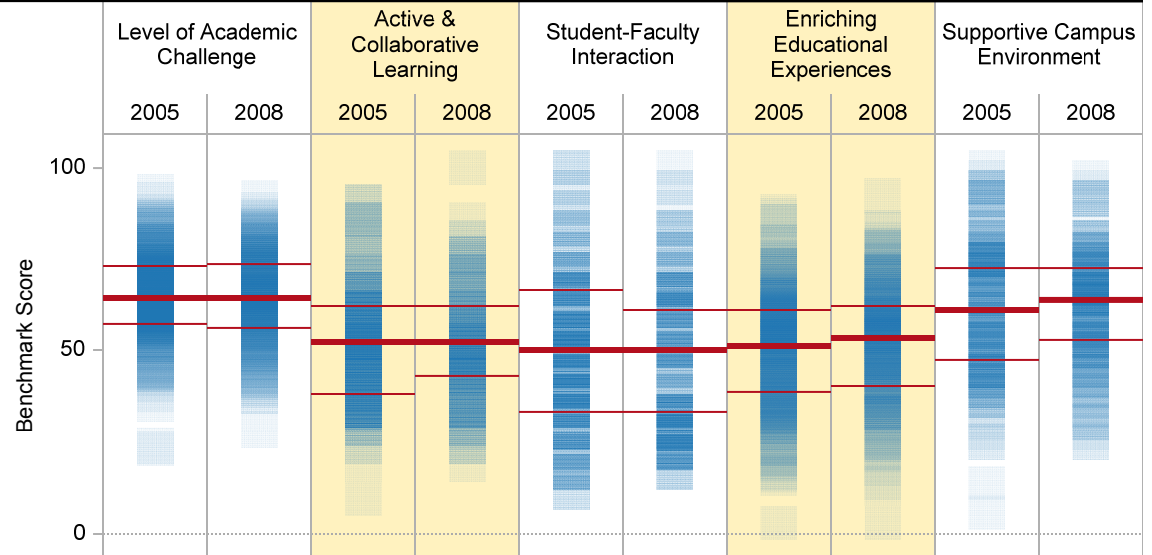
Each square represents an individual student's response (composite rating) by benchmark theme. The scores are expressed on a 100-point scale.

First-Year Students



Denser colors indicate where more observations lie, demonstrating the distribution of scores.

Seniors



The top horizontal red bar in each pane represents the 75th percentile, the middle bar is the median, and the lower bar is the 25th percentile.

Waypoint #3

- How do we engage *all* students?
- How does advising relate to active learning?
- How do we communicate high expectations in advising relationships?

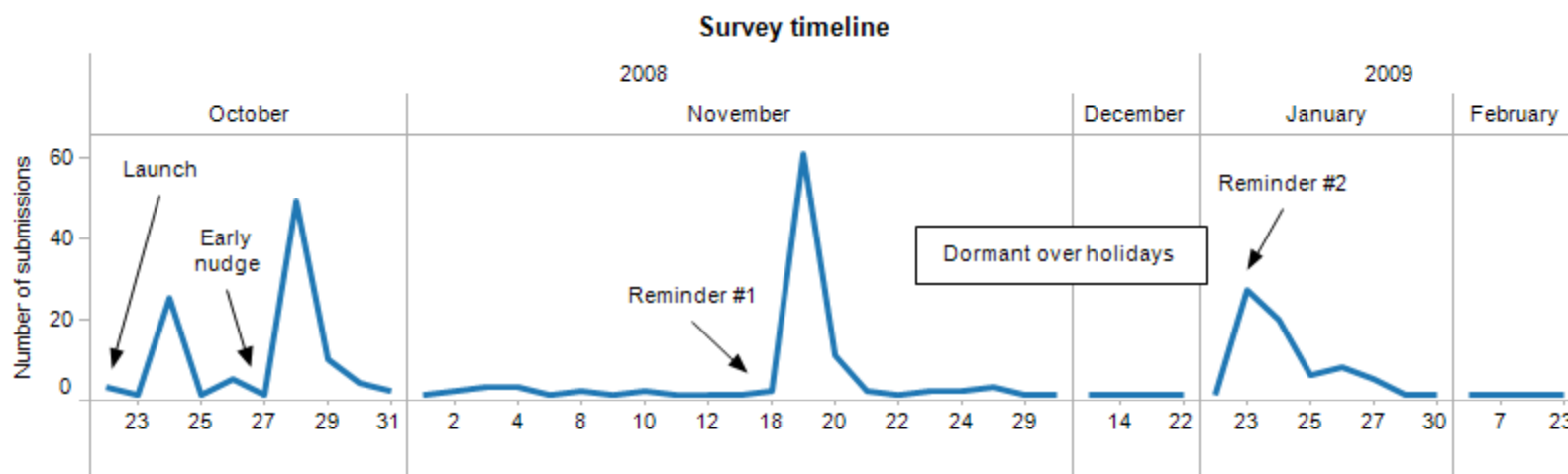


What do our young alumnae/i say?

ALUMNI OUTLOOK SURVEY

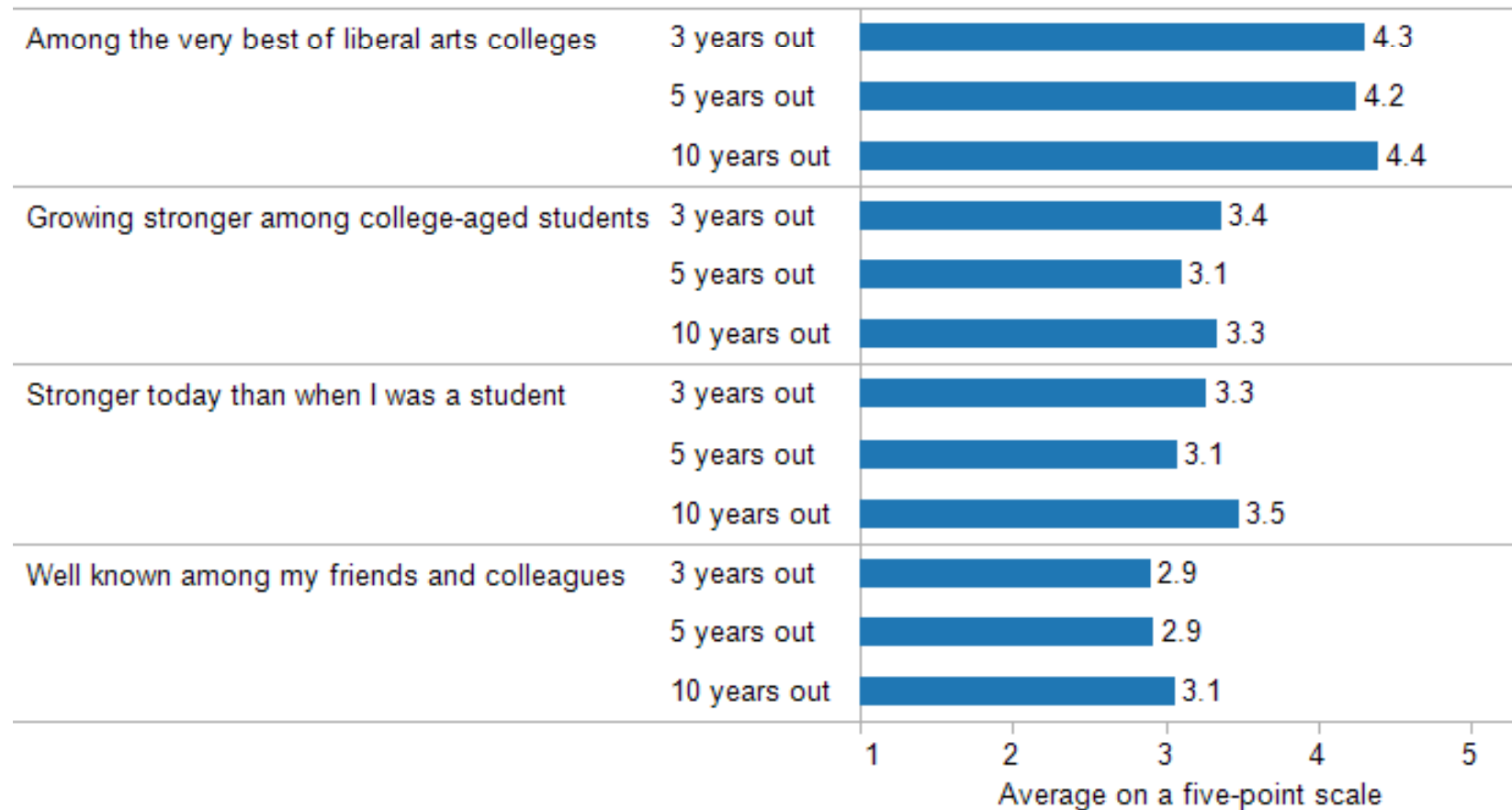
Overview

- Survey of young Grinnell College alumnae/i
- Contacted 3-, 5-, and 10-year-out classes
 - In this administrative cycle, included graduates from 1998, 2003, & 2005
- Collected responses between Oct. 2008 & Feb. 2009
- 282 responses from 776 contacts → 36% response rate



Perception of Grinnell College

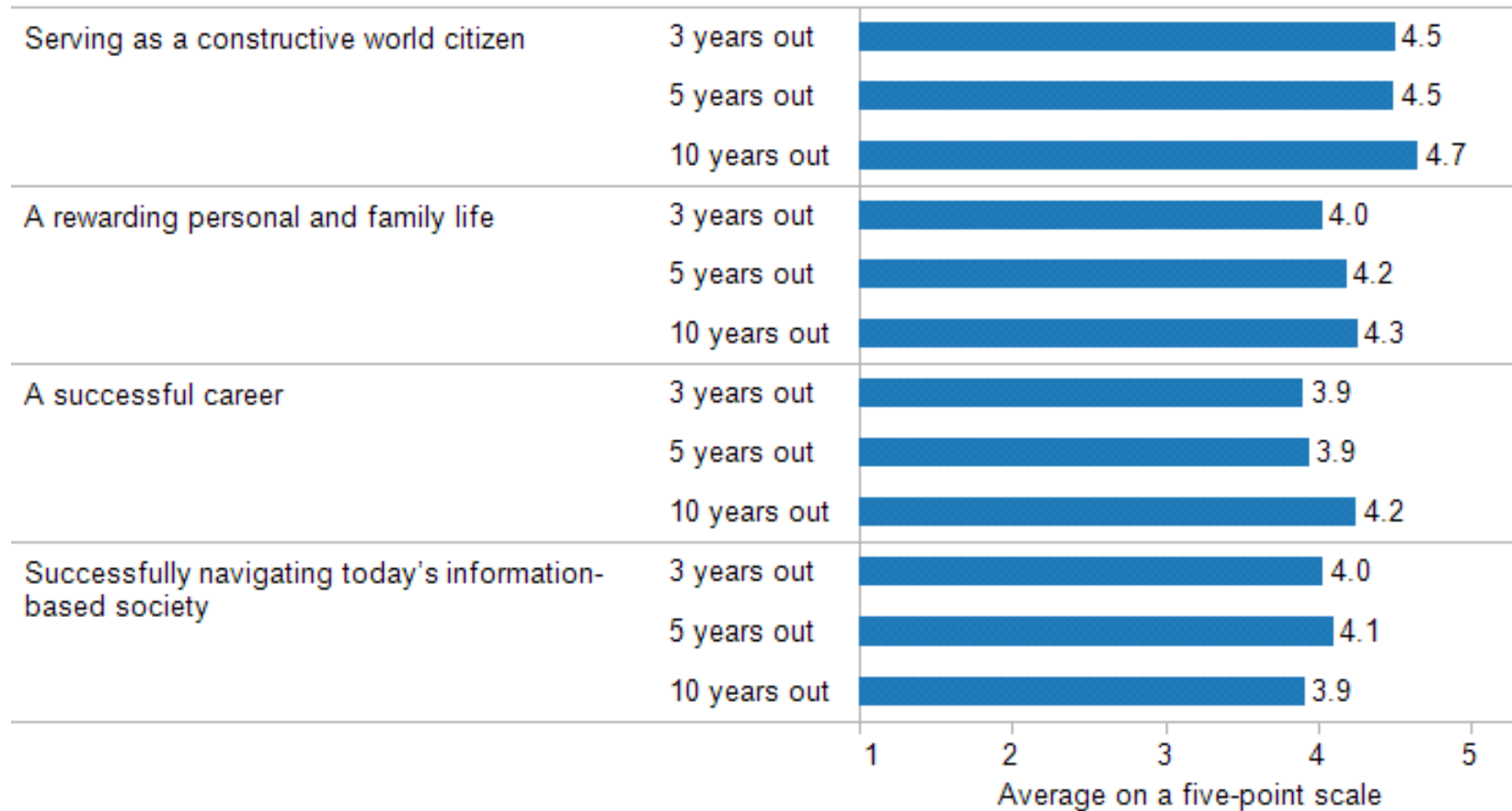
Grinnell's reputation is...



1 = Strongly Disagree <-----> 5 = Strongly Agree

Satisfaction with Grinnell education

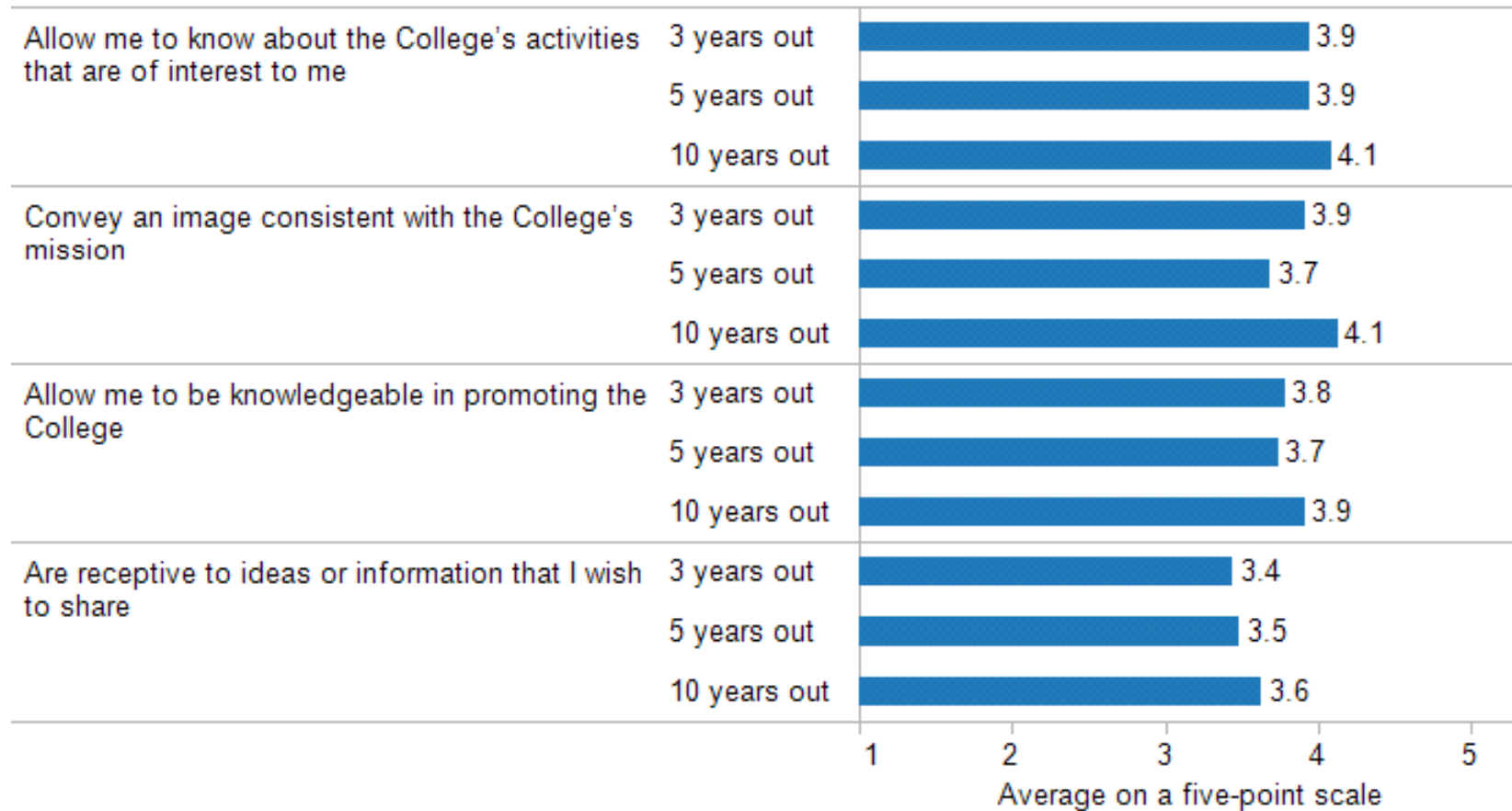
My Grinnell education prepared me for...



1 = Strongly Disagree <-----> 5 = Strongly Agree

Communications to and from the College

Grinnell's communications...

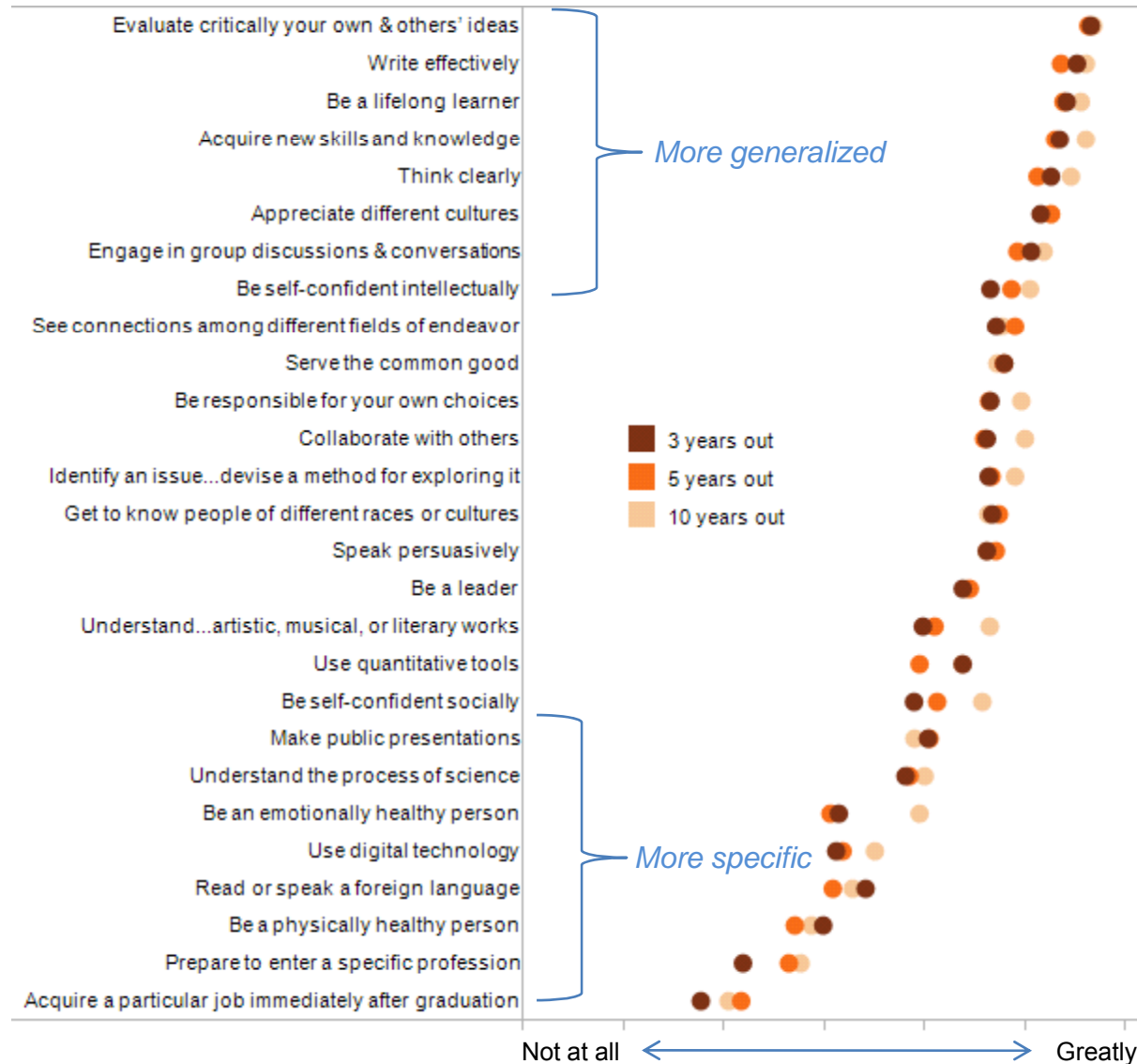


1 = Strongly Disagree <-----> 5 = Strongly Agree

Alumni ratings of skills, knowledge, & abilities enhanced by Grinnell College

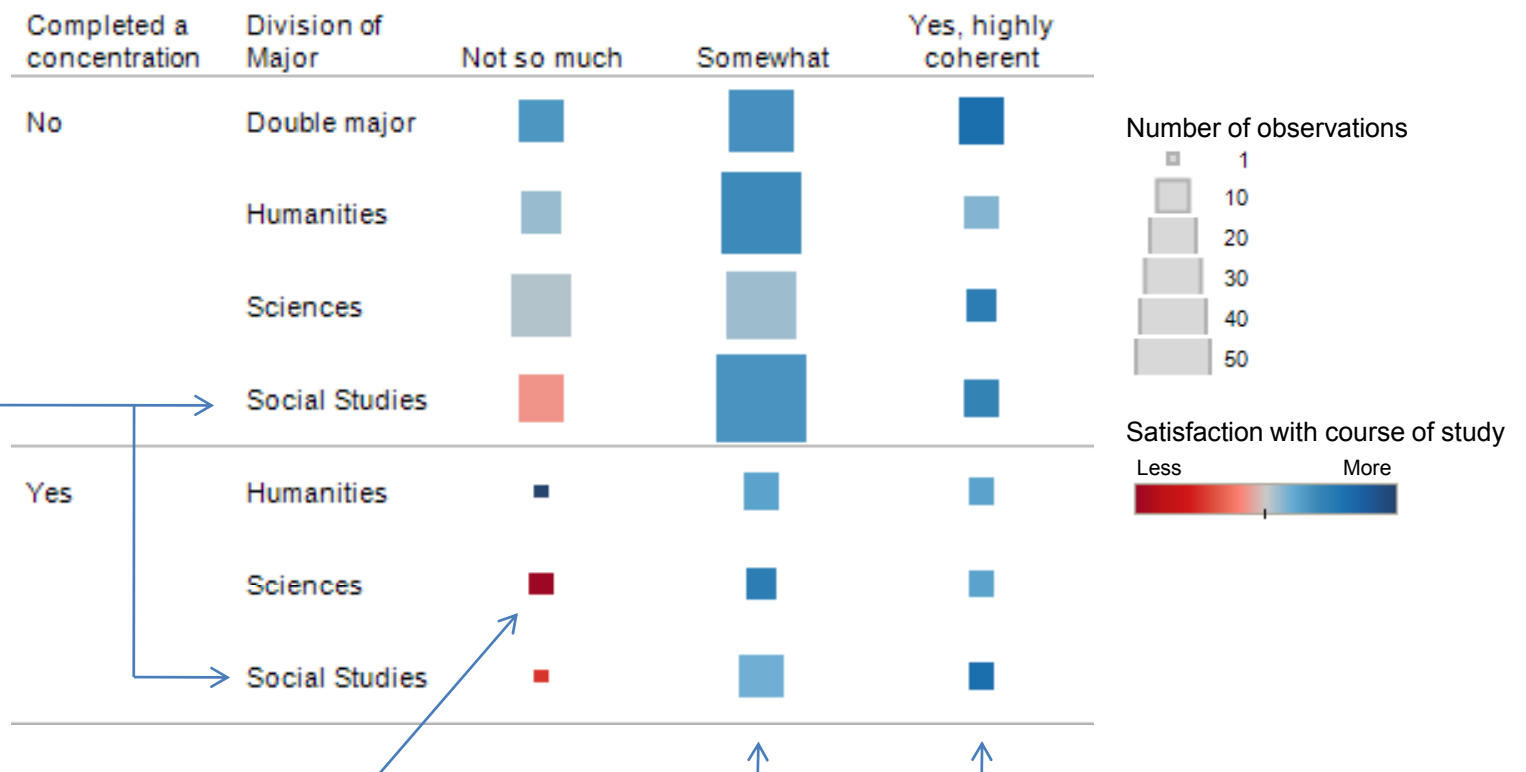
Graduates identify most strongly with aspects describing habits of mind such as *evaluating ideas, acquiring new knowledge, & thinking clearly*. These are cornerstone goals of a Grinnell education as articulated in the Mission Statement.

Occupational training, in terms of *acquiring a particular job after graduation or preparing for a particular occupation*, does not characterize a Grinnell education in the eyes of respondents. While the habits of mind (above) help describe what a Grinnell education *is*, the occupational items help describe what a Grinnell education is *not*.



Coherence of studies outside of the major & satisfaction with this course of study

Do you feel there was coherence to your studies outside of your major?



For example, Social Studies graduates who completed a disparate selection of course outside the major were less likely to voice as much satisfaction that their course of study contained what they needed for an appropriate liberal arts education.

Science majors with less coherence but with a concentration were less satisfied with their course of study.

Students who felt they had coherence were generally more satisfied that their course of study was appropriate for a liberal arts education.

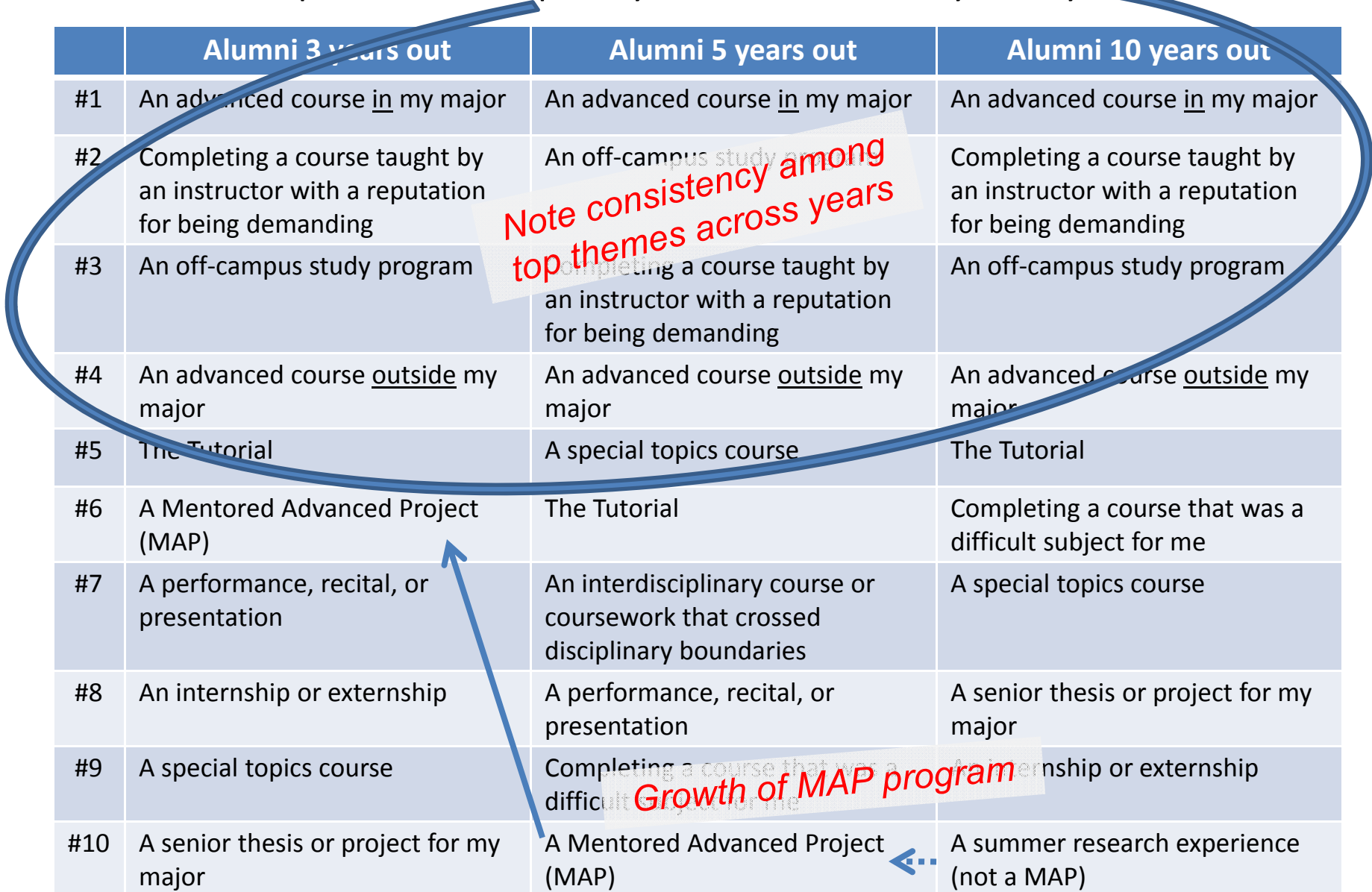
Most rewarding academic experiences at Grinnell

Top ten most frequently identified items, by class year

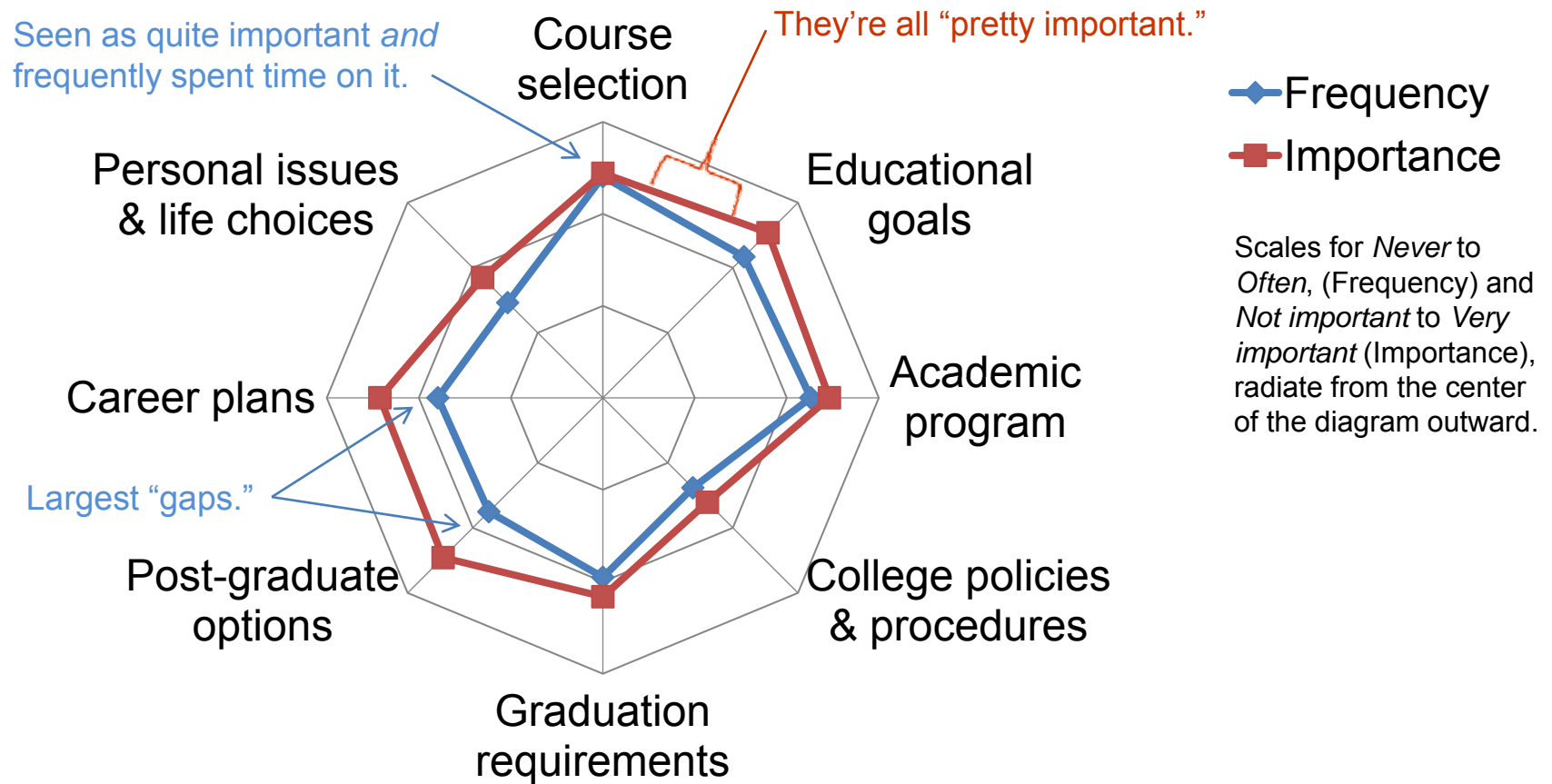
	Alumni 3 years out	Alumni 5 years out	Alumni 10 years out
#1	An advanced course <u>in</u> my major	An advanced course <u>in</u> my major	An advanced course <u>in</u> my major
#2	Completing a course taught by an instructor with a reputation for being demanding	An off-campus study program	Completing a course taught by an instructor with a reputation for being demanding
#3	An off-campus study program	Completing a course taught by an instructor with a reputation for being demanding	An off-campus study program
#4	An advanced course <u>outside</u> my major	An advanced course <u>outside</u> my major	An advanced course <u>outside</u> my major
#5	The Tutorial	A special topics course	The Tutorial
#6	A Mentored Advanced Project (MAP)	The Tutorial	Completing a course that was a difficult subject for me
#7	A performance, recital, or presentation	An interdisciplinary course or coursework that crossed disciplinary boundaries	A special topics course
#8	An internship or externship	A performance, recital, or presentation	A senior thesis or project for my major
#9	A special topics course	Completing a course that was a difficult subject for me	An internship or externship
#10	A senior thesis or project for my major	A Mentored Advanced Project (MAP)	A summer research experience (not a MAP)

Note consistency among top themes across years

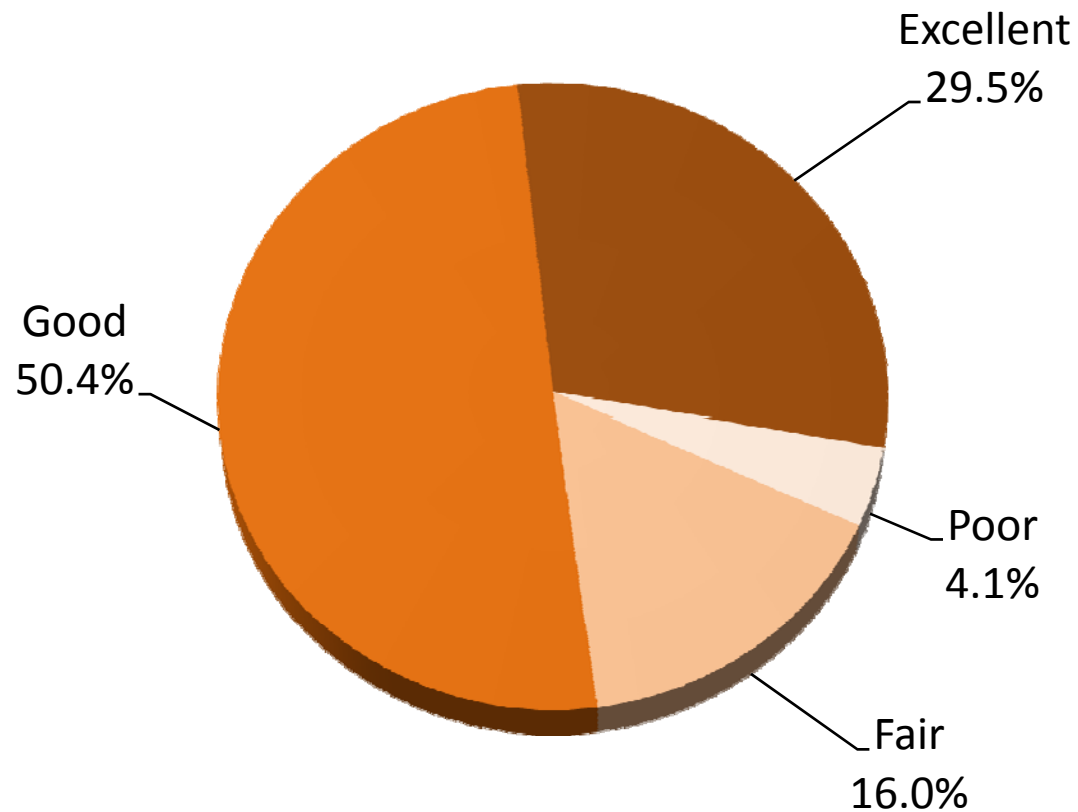
Growth of MAP program



How frequently did you discuss the following with your adviser, & how important was each?



Overall, how would you evaluate the quality of academic advising you received?

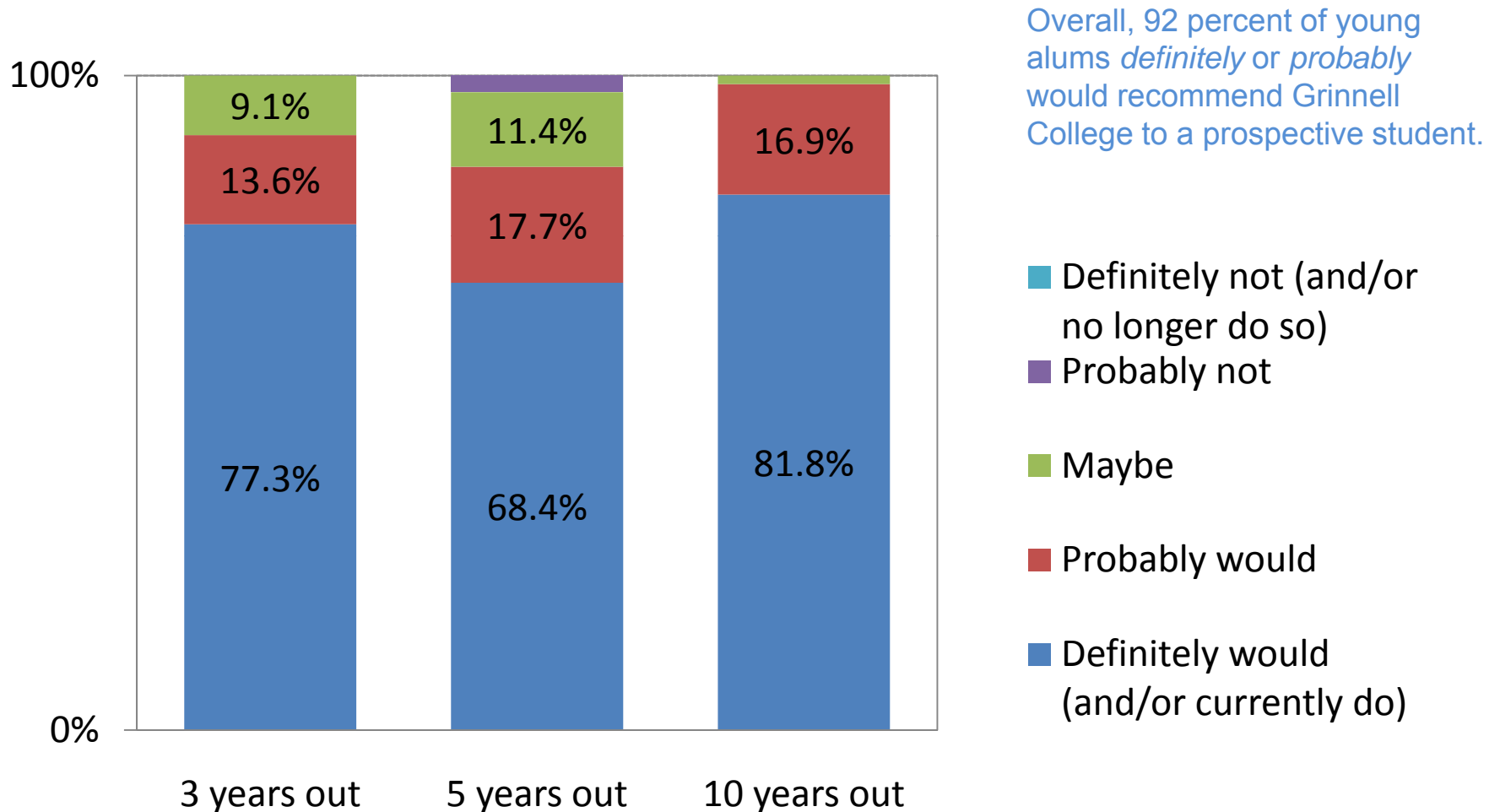


Most rewarding co-curricular activities at Grinnell

Top ten most frequently identified items, by class year

	Alumni 3 years out	Alumni 5 years out	Alumni 10 years out
#1	Residence life (residence halls)	Residence life (residence halls)	Residence life (residence halls)
#2	On-campus employment	On-campus employment	Politics, activism, or empowerment issues
#3	Varsity athletics	Varsity athletics	On-campus employment
#4	Theatre or dance	Mentoring, teaching, or tutoring	Varsity athletics
#5	Instrumental or vocal music	Theatre or dance	Mentoring, teaching, or tutoring
#6	Club or interest group	Community service or volunteerism	Community service or volunteerism
#7	Community service or volunteerism	Politics, activism, or empowerment issues	Instrumental or vocal music
#8	Intramural or club sports	Instrumental or vocal music	Publications or media
#9	Mentoring, teaching, or tutoring	Intramural or club sports	Theatre or dance
#10	Politics, activism, or empowerment issues	Language or project/theme house	Club or interest group

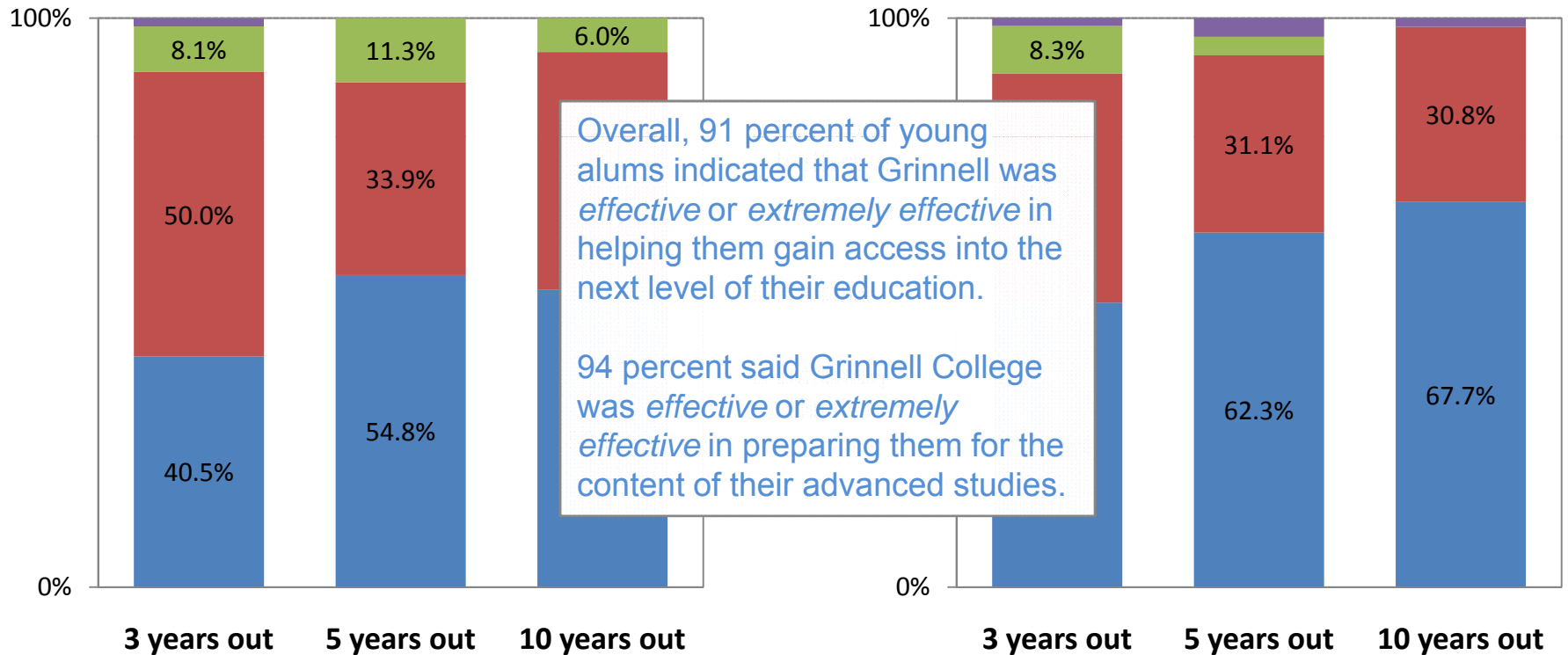
How likely is it that you would recommend Grinnell College to a prospective student?



Additional educational experiences

How effective was Grinnell in helping you gain access into the next level of your education?

How effective was Grinnell in preparing you for the content of your advanced studies?

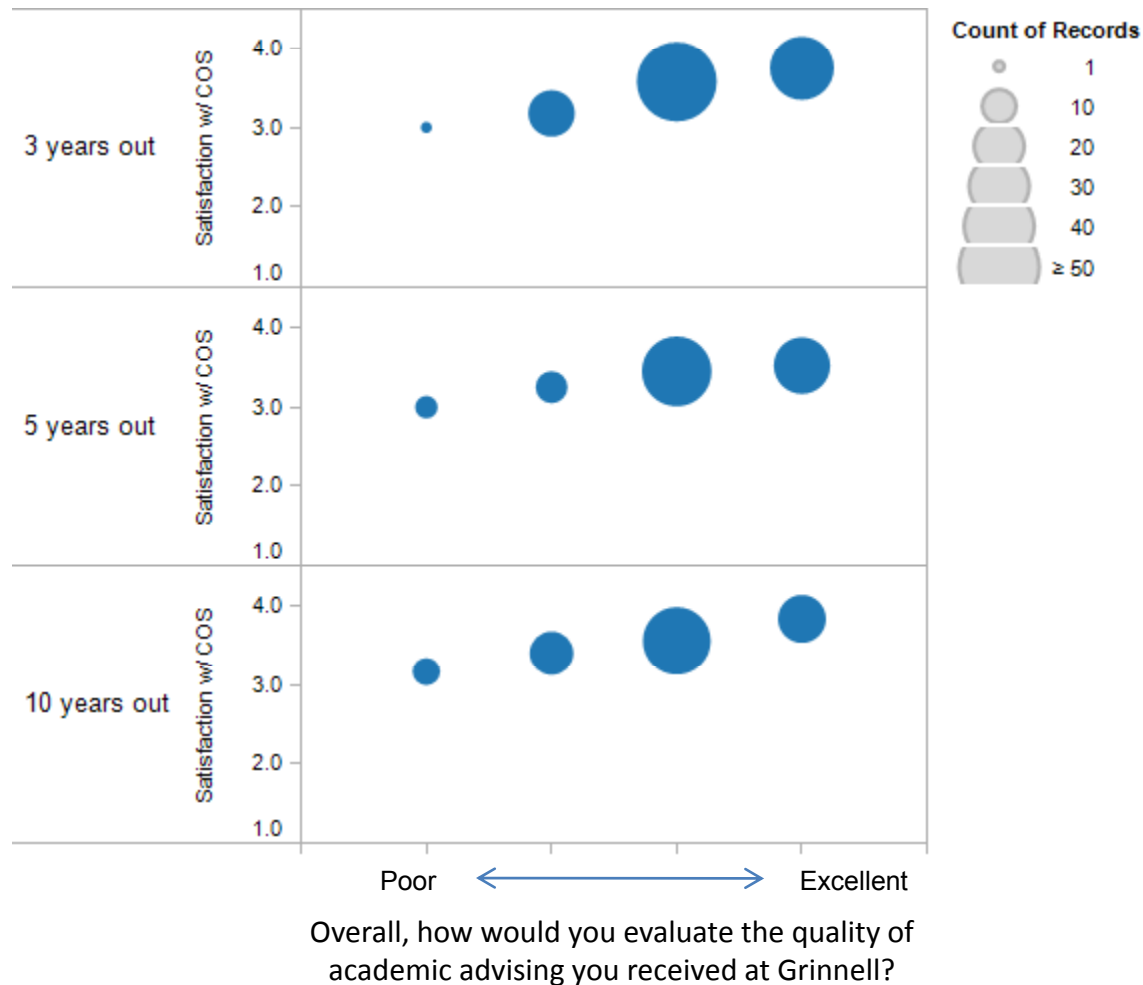


Responses from 203 alumni who reported on accessing additional educational experiences beyond Grinnell (training, degrees, or certifications).
282 survey responses overall ⇒ 72% pursued further education.

Quality of academic advising & satisfaction with overall course of study

Are you satisfied that your course of study contained what you needed for an appropriate liberal arts education?

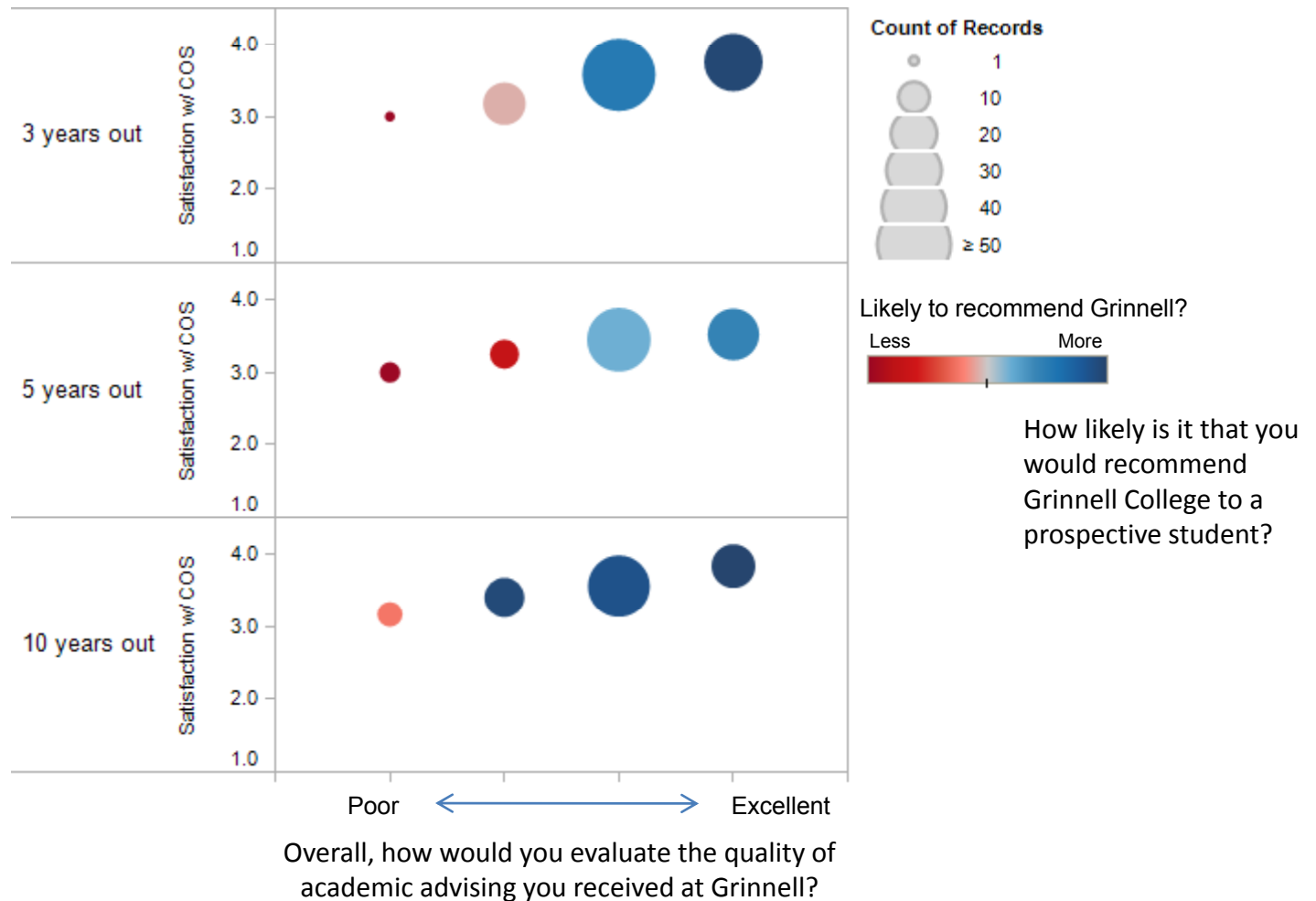
Satisfied
 ↑
 ↓
 Dissatisfied



Quality of academic advising & satisfaction with overall course of study

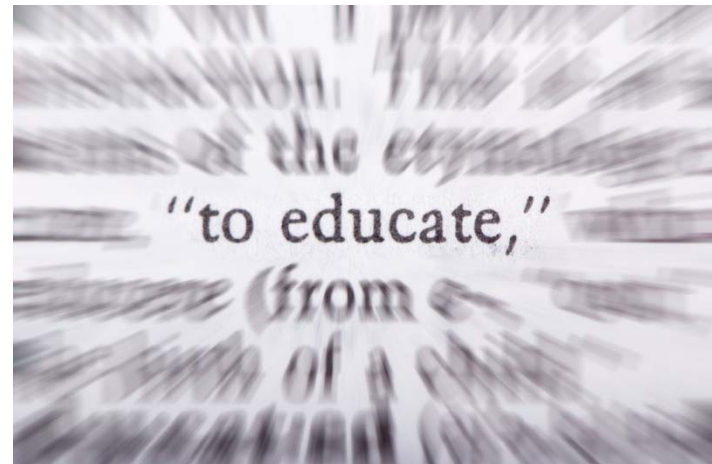
Are you satisfied that your course of study contained what you needed for an appropriate liberal arts education?

Satisfied
↕
Dissatisfied



Waypoint #4

- How is advising an extension of teaching?
- Are there “teachable moments” we can identify?
- How does the relationship change over time?



Additional questions

- How might background, family, peers, media, prior experiences, etc. affect advising?
 - Shaping expectations, how new info is processed & understood
 - Social & emotional context
 - cf. CIRP & RPS
- Learning styles
- Teaching (advising) styles
- Style v. substance

Additional questions (continued)

- Style
 - Two-way dialogue / “inquiry-based” / collaborative Transactions → Transformations?
 - Student-centered, active learning
 - cf. NSSE
- Substance
 - What, and when?
 - Disequilibrium? Confronting / stretching / examining preconceptions
 - Personal growth, development, counseling and/or/vs. academically-centered, extension of teaching?
 - cf. Advisee Survey

Additional questions (continued)

- Does critical self-reflection and active curricular planning foster critical thinking skills? How?
- How does Grinnell's approach to advising align with the Mission of the College?
 - cf. AOS