Advising as Teaching
Creating an “Advising Syllabus”
Faculty workshop, summer 2009

S. Baumler, Institutional Research, 5/21/09
Youth

How youth feel about returning to school in the fall

- **Excited**: 56% Tweens (age 8-12) vs. 48% Teens (age 13-18)
- **Happy**: 48% vs. 33%
- **Nervous**: 31% vs. 36%
- **Calm**: 22% vs. 36%
- **Sad**: 12% vs. 17%
- **Afraid**: 10% vs. 12%


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

- Asked teacher for advice after class*: 36.0% (Grinnell), 28.0% (Natl. (all bacc.))
- Was guest in teacher's home: 32.2% (Grinnell), 21.5% (Natl. (all bacc.))
- Tutored another student: 70.6% (Grinnell), 56.4% (Natl. (all bacc.))
- Participated in political demonstration: 33.8% (Grinnell), 25.7% (Natl. (all bacc.))
- Performed community service for class: 51.9% (Grinnell), 58.4% (Natl. (all bacc.))
- Was bored in class*: 32.9% (Grinnell), 39.5% (Natl. (all bacc.))

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.)

CIRP Freshman Survey
Racial composition of high schools & neighborhoods of origin
Fall 2008 entering students

- **High school**
  - Completely non-white: 4.1%
  - Mostly non-white: 7.5%
  - Roughly half non-white: 19.5%
  - Mostly white: 58.9%
  - Completely white: 10.0%

- **Neighborhood**
  - Completely non-white: 6.8%
  - Mostly non-white: 8.1%
  - Roughly half non-white: 6.8%
  - Mostly white: 52.6%
  - Completely white: 25.6%

*CIRP Freshman Survey 2008*
Demographics: Disabilities
Fall 2008 entering students

- Hearing: 0.8%
- Speech: 0.8%
- Orthopedic: 0.4%
- Learning Disability: 3.3%
- Partially Sighted or Blind: 2.1%
- Health-Related: 0.8%
- Other: 0.8%

CIRP Freshman Survey 2008
How many miles is this college from your permanent home?

Fall 2008 entering students

- 5 or fewer: 0.8%
- 6 to 10: 0.0%
- 11 to 50: 1.2%
- 51 to 100: 5.4%
- 101 to 500: 40.2%
- 500+: 52.3%

CIRP Freshman Survey 2008
# Frequency of selected activities during the past year as high school senior

Fall 2008 entering students

<table>
<thead>
<tr>
<th>Activity</th>
<th>Occasionally</th>
<th>Frequently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blogged</td>
<td>19.6%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Used internet to read blogs</td>
<td>34.6%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Used internet for research or homework</td>
<td>15.0%</td>
<td>26.7%</td>
</tr>
<tr>
<td>Felt overwhelmed</td>
<td>57.1%</td>
<td>32.9%</td>
</tr>
<tr>
<td>Felt depressed</td>
<td>46.3%</td>
<td>7.9%</td>
</tr>
<tr>
<td>Attended a religious service</td>
<td>36.4%</td>
<td>28.0%</td>
</tr>
<tr>
<td>Performed volunteer work</td>
<td>52.7%</td>
<td>37.2%</td>
</tr>
<tr>
<td>Played musical instrument</td>
<td>39.6%</td>
<td>18.8%</td>
</tr>
<tr>
<td>Socialized with another racial/ethnic group</td>
<td>66.7%</td>
<td>29.2%</td>
</tr>
</tbody>
</table>

CIRP Freshman Survey 2008
College Choice
How important was each reason in your decision to come here?

- Parents wanted me to come here: 43.3% Somewhat Important, 8.6% Very Important
- Relatives wanted me to come here: 15.5% Somewhat Important, 0.9% Very Important
- My teacher advised me: 27.1% Somewhat Important, 5.2% Very Important
- Advice of high school counselor: 25.5% Somewhat Important, 8.2% Very Important
- Private college counselor advice: 8.8% Somewhat Important, 4.8% Very Important
- Very good academic reputation: 14.0% Somewhat Important, 85.5% Very Important
- Graduates go to good grad schools: 40.4% Somewhat Important, 46.1% Very Important
- Graduates get good jobs: 44.5% Somewhat Important, 40.2% Very Important

CIRP Freshman Survey 2008
College Choice
How important was each reason in your decision to come here?
(continued)

- **Cost to attend**: 35.9% Somewhat Important, 35.9% Very Important
- **Offered financial assistance**: 9.3% Somewhat Important, 20.2% Very Important
- **Not offered aid by first-choice**: 9.8% Somewhat Important, 11.2% Very Important
- **Couldn't afford 1st choice**: 8.9% Somewhat Important, 11.2% Very Important
- **Athletic dept. recruited me**: 10.6% Somewhat Important, 8.4% Very Important
- **Rankings in national magazines**: 21.0% Somewhat Important, 55.4% Very Important
- **Information from a website**: 15.4% Somewhat Important, 54.6% Very Important
- **Reputation for social activities**: 41.1% Somewhat Important, 42.9% Very Important

*CIRP Freshman Survey 2008*
Pluralistic Orientation
Compared to the average person your age, rate yourself on your...

- Ability to work cooperatively with diverse people
  - Above Average: 55.4%
  - Highest 10%: 29.6%

- Ability to discuss and negotiate controversial issues
  - Above Average: 46.1%
  - Highest 10%: 24.9%

- Openness to having my own views challenged
  - Above Average: 42.3%
  - Highest 10%: 22.4%

- Tolerance of others with different beliefs
  - Above Average: 51.3%
  - Highest 10%: 36.3%

- Ability to see the world from someone else's perspective
  - Above Average: 56.3%
  - Highest 10%: 17.5%

CIRP Freshman Survey 2008
# Habits of Mind

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

<table>
<thead>
<tr>
<th>Habit</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accept mistakes as part of the learning process</td>
<td>51.7%</td>
</tr>
<tr>
<td>Seek alternative solutions to a problem</td>
<td>44.2%</td>
</tr>
<tr>
<td>Take a risk because you felt you had more to gain</td>
<td>32.5%</td>
</tr>
<tr>
<td>Evaluate the quality or reliability of information you received</td>
<td>48.5%</td>
</tr>
<tr>
<td>Explore topics on your own, even though it was not required for a class</td>
<td>43.8%</td>
</tr>
<tr>
<td>Look up scientific research articles and resources</td>
<td>25.7%</td>
</tr>
</tbody>
</table>

CIRP Freshman Survey 2008
Expectations
“Very Good Chance” Student Will...

- Communicate regularly with professors: 59.7%
- Work on a professor's research project: 27.1%
- Need extra time to complete degree: 1.8%
- Transfer to another college before graduating: 1.8%
- Get tutoring help in specific courses: 28.4%
- Make at least a "B" average: 69.8%
- Participate in study abroad: 56.4%
- Change major: 27.3%
- Change career choice: 35.8%
## Information literacy

### Benchmark scores for entering students

<table>
<thead>
<tr>
<th>Experience</th>
<th>Grinnell</th>
<th>All colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilization of sources</td>
<td>58%</td>
<td>59%</td>
</tr>
<tr>
<td>Consultation with instructors &amp; librarians</td>
<td>43%</td>
<td>47%</td>
</tr>
</tbody>
</table>

### Attitudes & approach

<table>
<thead>
<tr>
<th></th>
<th>Grinnell</th>
<th>All colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time management in pacing research*</td>
<td>62%</td>
<td>65%</td>
</tr>
<tr>
<td>Enjoyment of research*</td>
<td>44%</td>
<td>40%</td>
</tr>
<tr>
<td>Conceptual sophistication of research beliefs</td>
<td>37%</td>
<td>36%</td>
</tr>
</tbody>
</table>

### Application

<table>
<thead>
<tr>
<th></th>
<th>Grinnell</th>
<th>All colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competence in applying research skills*</td>
<td>59%</td>
<td>53%</td>
</tr>
</tbody>
</table>

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

**Adviser: IM Advising**

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

<table>
<thead>
<tr>
<th>This professor was my...</th>
<th>Less than 6 months</th>
<th>6 to 12 months</th>
<th>More than a year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutorial adviser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Major adviser</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructor/advisor</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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?

<table>
<thead>
<tr>
<th>Educational goals</th>
<th>Very helpful</th>
<th>Somewhat helpful</th>
<th>Not helpful</th>
<th>Not discussed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic program</td>
<td>(major, concentration, off-campus study, etc.)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Course selection</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post-graduate options</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduation requirements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College policies and procedures</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)

- 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?

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

- Yes: 68%
- No: 1%
- Not applicable: 31%
Q: How often did you have contact with your adviser?

- Weekly: 48.7%
- Every two weeks: 10.8%
- Monthly: 13.7%
- Two or three times a semester: 21.8%
- Once a semester: 4.6%
- Never: 0.3%
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.

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

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.

<table>
<thead>
<tr>
<th></th>
<th>First-Year Students</th>
<th>Seniors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level of Academic Challenge</td>
<td>117%</td>
<td>118%</td>
</tr>
<tr>
<td>Active &amp; Collaborative Learning</td>
<td>108%</td>
<td>106%</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>100%</td>
<td>105%</td>
</tr>
<tr>
<td>Enriching Educational Experiences</td>
<td>117%</td>
<td>126%</td>
</tr>
<tr>
<td>Supportive Campus Environment</td>
<td>113%</td>
<td>118%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Level of Academic Challenge</th>
<th>Active &amp; Collaborative Learning</th>
<th>Student-Faculty Interaction</th>
<th>Enriching Educational Experiences</th>
<th>Supportive Campus Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>117%</td>
<td>100%</td>
<td>117%</td>
<td>113%</td>
</tr>
<tr>
<td>2008</td>
<td>118%</td>
<td>108%</td>
<td>105%</td>
<td>118%</td>
</tr>
</tbody>
</table>

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
• 282 responses from 776 contacts → 36% response rate
<table>
<thead>
<tr>
<th>Perception</th>
<th>3 years out</th>
<th>5 years out</th>
<th>10 years out</th>
<th>Average on a five-point scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Among the very best of liberal arts colleges</td>
<td>4.3</td>
<td>4.2</td>
<td>4.4</td>
<td></td>
</tr>
<tr>
<td>Growing stronger among college-aged students</td>
<td>3.4</td>
<td>3.1</td>
<td>3.3</td>
<td></td>
</tr>
<tr>
<td>Stronger today than when I was a student</td>
<td>3.3</td>
<td>3.1</td>
<td>3.5</td>
<td></td>
</tr>
<tr>
<td>Well known among my friends and colleagues</td>
<td>2.9</td>
<td>2.9</td>
<td>3.1</td>
<td></td>
</tr>
</tbody>
</table>

1 = Strongly Disagree <-----> 5 = Strongly Agree
Satisfaction with Grinnell education

<table>
<thead>
<tr>
<th></th>
<th>3 years out</th>
<th>5 years out</th>
<th>10 years out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Serving as a constructive world citizen</td>
<td>4.5</td>
<td>4.5</td>
<td>4.7</td>
</tr>
<tr>
<td>A rewarding personal and family life</td>
<td>4.0</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>A successful career</td>
<td>3.9</td>
<td>3.9</td>
<td>4.2</td>
</tr>
<tr>
<td>Successfully navigating today’s information-based society</td>
<td>4.0</td>
<td>4.1</td>
<td>3.9</td>
</tr>
</tbody>
</table>

1 = Strongly Disagree ←-----→ 5 = Strongly Agree

Average on a five-point scale
## Communications to and from the College

### Grinnell's communications...

<table>
<thead>
<tr>
<th>Statement</th>
<th>3 years out</th>
<th>5 years out</th>
<th>10 years out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allow me to know about the College’s activities that are of interest to me</td>
<td>3.9</td>
<td>3.9</td>
<td>4.1</td>
</tr>
<tr>
<td>Convey an image consistent with the College’s mission</td>
<td>3.9</td>
<td>3.7</td>
<td>4.1</td>
</tr>
<tr>
<td>Allow me to be knowledgeable in promoting the College</td>
<td>3.8</td>
<td>3.7</td>
<td>3.9</td>
</tr>
<tr>
<td>Are receptive to ideas or information that I wish to share</td>
<td>3.4</td>
<td>3.5</td>
<td>3.6</td>
</tr>
</tbody>
</table>

1 = Strongly Disagree &gt; &gt; 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?

<table>
<thead>
<tr>
<th>Completed a concentration</th>
<th>Division of Major</th>
<th>Not so much</th>
<th>Somewhat</th>
<th>Yes, highly coherent</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>Double major</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>Humanities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sciences</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

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

**Note:** Consistency among top themes across years.

**Growth of MAP program:**

- MAP in 3 years out
- MAP in 5 years out
- MAP in 10 years out
How frequently did you discuss the following with your adviser, & how important was each?

- They’re all “pretty important.”
- Seen as quite important and frequently spent time on it.
- Largest “gaps.”

Scales for Never to Often, (Frequency) and Not important to Very important (Importance), radiate from the center of the diagram outward.
Overall, how would you evaluate the quality of academic advising you received?

- Excellent: 29.5%
- Good: 50.4%
- Poor: 4.1%
- Fair: 16.0%
Most rewarding co-curricular activities at Grinnell

Top ten most frequently identified items, by class year

<table>
<thead>
<tr>
<th>#</th>
<th>Alumni 3 years out</th>
<th>Alumni 5 years out</th>
<th>Alumni 10 years out</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1</td>
<td>Residence life (residence halls)</td>
<td>Residence life (residence halls)</td>
<td>Residence life (residence halls)</td>
</tr>
<tr>
<td>#2</td>
<td>On-campus employment</td>
<td>On-campus employment</td>
<td>Politics, activism, or empowerment issues</td>
</tr>
<tr>
<td>#3</td>
<td>Varsity athletics</td>
<td>Varsity athletics</td>
<td>On-campus employment</td>
</tr>
<tr>
<td>#4</td>
<td>Theatre or dance</td>
<td>Mentoring, teaching, or tutoring</td>
<td>Varsity athletics</td>
</tr>
<tr>
<td>#5</td>
<td>Instrumental or vocal music</td>
<td>Theatre or dance</td>
<td>Mentoring, teaching, or tutoring</td>
</tr>
<tr>
<td>#6</td>
<td>Club or interest group</td>
<td>Community service or volunteerism</td>
<td>Community service or volunteerism</td>
</tr>
<tr>
<td>#7</td>
<td>Community service or volunteerism</td>
<td>Politics, activism, or empowerment issues</td>
<td>Instrumental or vocal music</td>
</tr>
<tr>
<td>#8</td>
<td>Intramural or club sports</td>
<td>Instrumental or vocal music</td>
<td>Publications or media</td>
</tr>
<tr>
<td>#9</td>
<td>Mentoring, teaching, or tutoring</td>
<td>Intramural or club sports</td>
<td>Theatre or dance</td>
</tr>
<tr>
<td>#10</td>
<td>Politics, activism, or empowerment issues</td>
<td>Language or project/theme house</td>
<td>Club or interest group</td>
</tr>
</tbody>
</table>
How likely is it that you would recommend Grinnell College to a prospective student?

Overall, 92 percent of young alums definitely or probably would recommend Grinnell College to a prospective student.

- **Definitely not (and/or no longer do so)**: 77.3% 68.4% 81.8%
- **Probably not**: 13.6% 17.7%
- **Maybe**: 9.1%
- **Definitely would (and/or currently do)**: 16.9%
Additional educational experiences

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

- 3 years out: 8.1% effective, 50.0% extremely effective
- 5 years out: 11.3% effective, 33.9% extremely effective
- 10 years out: 6.0% effective, 54.8% extremely effective

Overall, 91 percent of young alums indicated that Grinnell was effective or extremely effective in helping them gain access into the next level of their education.

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

- 3 years out: 8.3% effective, 31.1% extremely effective
- 5 years out: 30.8% effective, 62.3% extremely effective
- 10 years out: 30.8% effective, 67.7% extremely effective

94 percent said Grinnell College was effective or extremely effective in preparing them for the content of their 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

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

Likely to recommend Grinnell?

Less

More

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

Count of Records

1

10

20

30

40

≥ 50

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