

Summary of Early-Fall Colloquium – 13 September 2010

The focus of the 2010 Early-Fall Colloquium was a presentation by Anne Dueweke and Paul Sotherland on information about Kalamazoo College gleaned from the Collegiate Learning Assessment (CLA), the National Survey of Student Engagement (NSSE), the Cooperative Institutional Research Program – College Senior Survey (CIRP-CSS), and student-led student focus groups. Those attending the Colloquium, primarily 'K' faculty, then engaged in conversations about the information presented. This document provides copies of slides used in the presentation, and then, on pages 26-28, a summary of insights gained from those conversations about the following four questions:

1. In what ways does the information presented resonate with your perceptions of 'K'?
2. What surprises you?
3. What additional information do you want/need to know?
4. What recommendations do you have for 'K'?

We hope that the presentation, conversations, and now this document will help engender more data gathering, discussion, and informed action.

Thanks for joining in.

Note: in response to questions asked about what institutions participated in the CLA during the years for which data were presented at the Fall Colloquium, lists on the following two pages are provided. We hope these lists provide a sense of "comparison groups" in the studies.

The following is a list, from our CLA Institutional Report, of institutions that participated in the 2006-2007 cross-sectional study of learning outcomes using the CLA. No such list was provided for the 2005-2006 study, which was the focus of the data presented at the Fall Colloquium.

List of Participating Institutions (2006–2007) *

Alaska Pacific University, AK	Indiana Wesleyan University, IN	University of Arkansas - Fort Smith, AR
Allegheny College, PA	Jackson State University, MS	University of California, Riverside, CA
Arizona State University, AZ	Juniata College, PA	University of Charleston, WV
Arkansas State University, AR	Kalamazoo College, MI	University of Evansville, IN
Auburn University, AL	Knox College, IL	University of Great Falls, MT
Aurora University, IL	Lesley University, MA	University of Hartford, CT
Austin College, TX	Louisiana State University, LA	University of Maine, Ft. Kent, ME
Averett University, VA	Loyola University of Chicago, IL	University of Montana - Missoula, MT
Barton College, NC	Loyola University, New Orleans, LA	University of North Carolina at Charlotte, NC
Belmont University, TN	Lynchburg College, VA	University of North Texas, TX
Beloit College, WI	Macalester College, MN	University of Pittsburgh, PA
Bethel University, MN	Marian College of Fond du Lac, WI	University of Saint Thomas, TX
Bluefield State College, WV	Marshall University, WV	University of San Diego, CA
Bowling Green State University, OH	McMurry University, TX	University of Texas - Pan American, TX
Cabrini College, PA	Metropolitan College of New York, NY	University of Texas at Arlington, TX
California State Polytechnic University - Pomona, CA	Michigan Technological University, MI	University of Texas at Austin, TX
California State University - Los Angeles, CA	Missouri Southern State University - Joplin, MO	University of Texas at Brownsville, TX
California State University - Stanislaus, CA	Missouri Western State University, MO	University of Texas at Dallas, TX
California State University - Northridge, CA	Monmouth College, IL	University of Texas at El Paso, TX
California State University - San Marcos, CA	Monmouth University, NJ	University of Texas at San Antonio, TX
Carleton College, MN	Morehead State University, KY	University of Texas at Tyler, TX
Centenary College, NJ	Mount Saint Mary College, NY	University of Texas of the Permian Basin, TX
Central Michigan University, MI	North Carolina A&T State University, NC	University of the Pacific, CA
Champlain College, VT	North Carolina Central University, NC	University of the Virgin Islands, VI
Charleston Southern University, SC	Northern Arizona University, AZ	University of Wyoming, WY
Cleveland State University, OH	Ohio Northern University, OH	Upper Iowa University, IA
College of Saint Benedict/Saint John's University, MN	Pace University, NY	Ursinus College, PA
Colorado College, CO	Pacific University, OR	Ursuline College, OH
Concord University, WV	Rhodes College, TN	Utica College, NY
Concordia College, MN	Richard Stockton College of New Jersey, NJ	Wagner College, NY
CUNY City College, NY	Ripon College, WI	Wartburg College, IA
CUNY Herbert H. Lehman College, NY	Rockford College, IL	Washington & Lee University, VA
Delaware State University, DE	Saint Olaf College, MN	Webb Institute, NY
Dominican University of California, CA	Saint Xavier University, IL	Weber State University, UT
Fairmont State University, WV	Seton Hill University, PA	Wesley College, DE
Fayetteville State University, NC	Shepherd University, WV	West Liberty State College, WV
Florida State University, FL	Slippery Rock University, PA	West Virginia University, WV
Fort Hays State University, KS	Southwestern University, TX	West Virginia University Institute of Technology, WV
Franklin Pierce College, NH	Spelman College, GA	Westminster College, MO
Furman University, SC	Stonehill College, MA	Westminster College, UT
Glenville State College, WV	SUNY College at Buffalo, NY	Westmont College, CA
Gordon College, MA	Syracuse University, NY	Wheaton College, IL
Grand Valley State University, MI	Texas Lutheran University, TX	Whitman College, WA
Green Mountain College, VT	The College of St. Scholastica, MN	Wichita State University, KS
Harris-Stowe State University, MO	The George Washington University, DC	William Woods University, MO
Hastings College, NE	The Ohio State University, OH	Wilson College, PA
Heritage University, WA	The Pennsylvania State University, PA	Winston-Salem State University, NC
Houghton College, NY	Toccoa Falls College, GA	Winthrop University, SC
	Truman State University, MO	Wofford College, SC

* This listing represents 99 percent of participating four-year schools and is restricted to those that agreed to release their name publicly.

The following is a list, from our CLA Institutional Report, of institutions that participated in the 2005-2009 longitudinal study of learning outcomes using the CLA.

3: Longitudinal Cohort

The institutions listed here in alphabetical order agreed to be identified as participating schools. All participated in Phase 3 of the longitudinal assessment, but some may not have tested enough students to be included in all comparative analyses.

Auburn University
Belmont University
Bowling Green State University
California State Polytechnic University-Pomona
California State University-Northridge
Carleton College
Central Michigan University
City University of New York City College
City University of New York Herbert H. Lehman College
Cleveland State University
Colorado College
Earlham College
Fayetteville State University
Grand Valley State University
Kalamazoo College
Loyola University of Chicago
Macalester College
Morgan State University
North Carolina Agricultural and Technical State University
Northern Arizona University
Pace University
Saint Xavier University
Spelman College
St. Olaf College
Syracuse University
The George Washington University
The Ohio State University
University of California, Riverside
University of Charleston
University of North Carolina at Charlotte
University of Saint Thomas
University of the Pacific
University of Wyoming
Wagner College
Winston-Salem State University
Wofford College

Kalamazoo College 2010 Fall Colloquium

Outcomes and Experiences: CLA, NSSE, & CIRP-CSS

Supported by grants from The Teagle Foundation

Kalamazoo College 2004 to 2010

The Collegiate Learning Assessment (CLA) revealed consistently outstanding learning outcomes at Kalamazoo College.

Gains in CLA scores are consistently outstanding at Kalamazoo College.

The National Survey of Student Engagement (NSSE) revealed persistent “best practices” that yield desired learning outcomes at ‘K’.

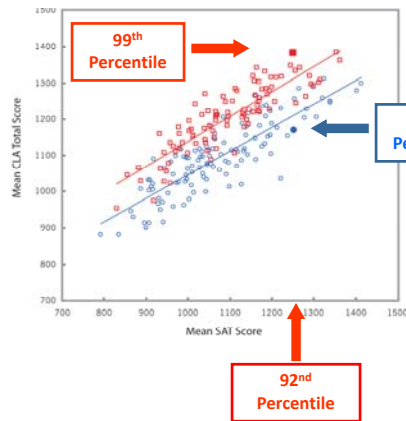
NSSE has also revealed a need to improve the “lived experience” of ‘K’ students.

The CIRP College Senior Survey corroborated the NSSE, uncovered high levels of satisfaction, and revealed gender differences in the college experience.

Kalamazoo College 2005-2006

CLA Performance at 'K'

2005 First-Year Students and 2006 Seniors

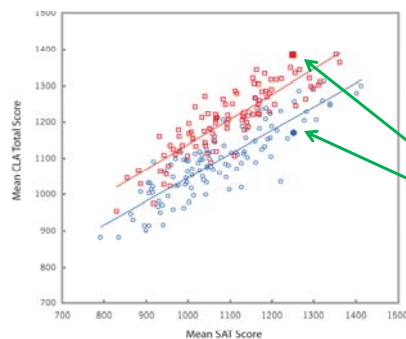


- First-Year CLA scores were at the low end of "at expected"
- Senior CLA scores were at the high end of "above expected"

Kalamazoo College 2005-2006

CLA Performance at 'K'

2005 First-Year Students and 2006 Seniors



- First-Year CLA scores were at the low end of "at expected"
- Senior CLA scores were at the high end of "above expected"
- Gain on the CLA at 'K' was "well above expected."

Bottom line...

'K' students do remarkably well on the CLA and show remarkably high gains over four years.

Kalamazoo College 2005 to 2009

Longitudinal Effect Size

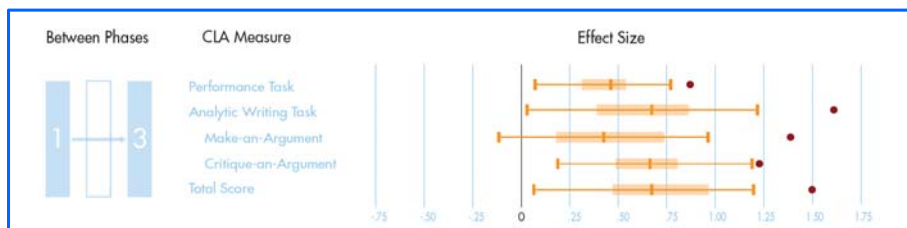
Effect sizes are one way to measure change between time points, and indicate the “practical significance” of the mean (or average) difference between those time points.

In practice, an effect size of 0.2 is often considered small, 0.5 moderate, and 0.8 large.

Kalamazoo College 2005 to 2009

Longitudinal Effect Size

Measuring CLA “gains” over four years:
An effect of a college education



Kalamazoo College 2004 to 2009 NSSE Benchmarks

What does the NSSE
(**N**ational **S**urvey of **S**tudent **E**ngagement)
tell us about the 'K' environment that might
yield those learning outcomes, and
gains in those outcomes over four years?

NSSE and The CLA

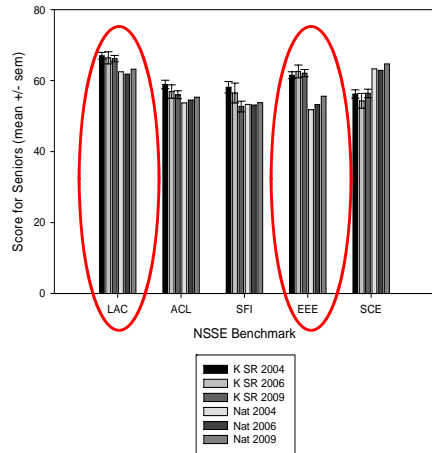
A number of national studies have identified practices that correlate strongly with learning gains.

Our NSSE data show that K students experience these practices more than students at our peer institutions, perhaps explaining in part our students' exceptionally strong performance on the CLA.

These practices include:

- Prompt feedback from faculty
- Number of written pages together with number of pages of assigned reading
- Time students report preparing for class and on academic work
- High expectations from faculty

Kalamazoo College 2004 to 2009 NSSE Benchmarks



Level of Academic Challenge (LAC) is high and has been that way.

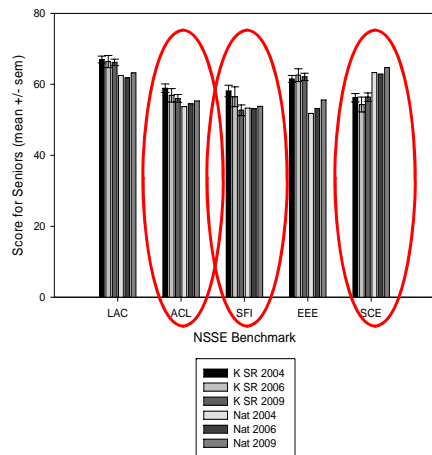
Enriching Educational Experiences (EEE) also remain high and are a prominent feature of the K-Plan.

Together, these make a rich and challenging learning environment.

WELL DONE 'K'!!

Nat 2004 – Nat 2009 data are from 36 baccalaureate arts and sciences institutions from across the country that participated in the NSSE in 2004, 2006, and 2009.

Kalamazoo College 2004 to 2009 NSSE Benchmarks



Active and Collaborative Learning (ACL) and Student-Faculty Interactions (SFI) are waning.

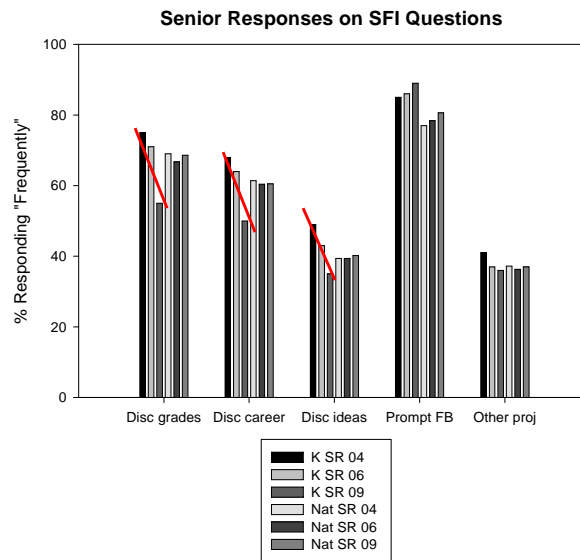
And ... while Supportive Campus Environment (SCE) continues to be lower than desired, improvements at 'K' in some areas are yielding positive results.

Nat 2004 – Nat 2009 data are from 36 baccalaureate arts and sciences institutions from across the country that participated in the NSSE in 2004, 2006, and 2009.

Kalamazoo College 2004 to 2009 NSSE Benchmarks

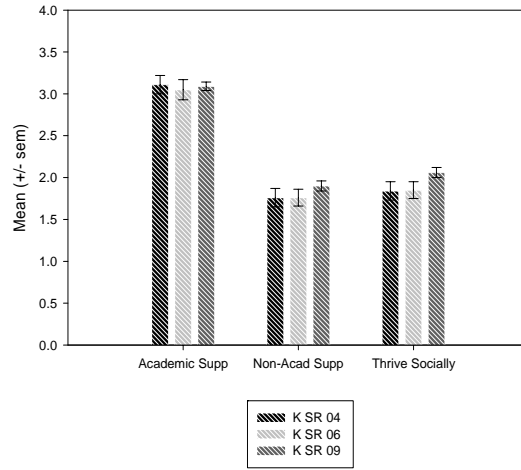
Student-Faculty Interactions (SFI) and Supportive Campus Environment (SCE)

Kalamazoo College 2004 to 2009



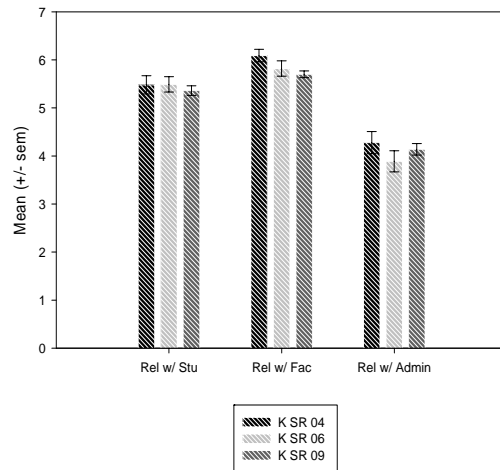
Kalamazoo College 2004 to 2009

Supportive Campus Environment
Senior Responses on Support Questions
2004 - 2009



Kalamazoo College 2004 to 2009

Supportive Campus Environment
Senior Responses on Relationship Questions
2004 - 2009



Kalamazoo College 2010 CIRP College Senior Survey

What does the CIRP
(**C**ooperative **I**nstitutional **R**esearch **P**rogram)

College Senior Survey

tell us about experiences 'K' students have
that might affect learning outcomes, and
gains in those outcomes over four years?

Comparison Group



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM
OF THE HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

2009-2010 College Senior Survey Report
Custom Peer Report

		CIRP Construct Reports		
ACE	Institutions	Men	Women	Total
1272	Kalamazoo College	44	100	144
Peer Institutions				
147	Claremont McKenna College	126	115	241
180	Harvey Mudd College	121	34	155
652	Knox College	114	177	291
789	Wabash College	188	0	188
841	Luther College	72	143	215
1338	Gustavus Adolphus College	28	76	104
1344	Macalester College	68	137	205
1776	Hamilton College	132	185	317
1942	Davidson College	55	61	116
2215	Willamette University	70	135	205
2237	Bucknell University	393	429	822
2272	Juniata College	124	154	278
2829	Washington and Lee University	76	125	201
2867	Whitman College	104	185	289
Total Peer Institutions		1,671	1,956	3,627

CIRP Constructs

CIRP Constructs are designed to capture the experiences and outcomes institutions are often interested in understanding, but that present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, folks at CIRP use Item Response Theory (IRT) to combine individual survey items into global measures that capture these areas. CIRP Constructs are more than a summation of related items; IRT uses response patterns to derive construct score estimates while simultaneously giving greater weight in the estimation process to survey items that tap into the construct more directly. This results in more accurate construct scores.

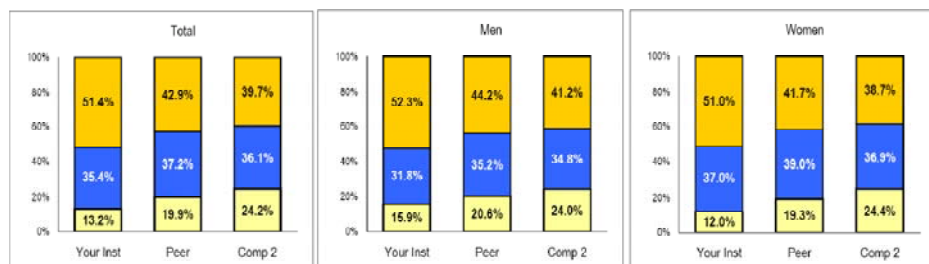
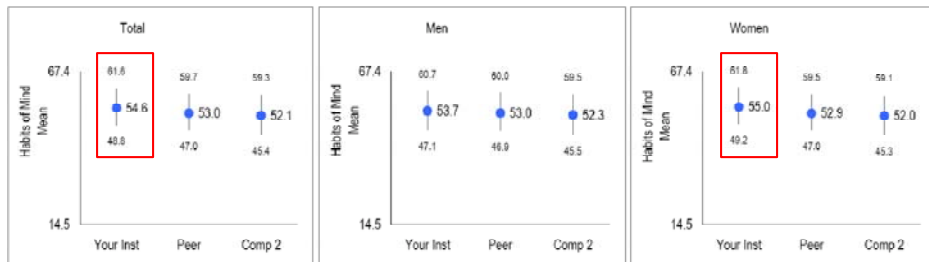
Habits of Mind

Survey items

How often in the past year did you:

- * Seek solutions to problems and explain them to others
- * Seek alternative solutions to a problem
- * Support your opinions with a logical argument
- * Evaluate the quality or reliability of information you received
- * Take a risk because you felt you had more to gain
- * Ask questions in class
- * Seek feedback on your academic work
- * Explore topics on your own, even though it was not required for a class
- * Revise your papers to improve your writing
- * Accept mistakes as part of the learning process
- * Look up scientific research articles and resources

Habits of Mind



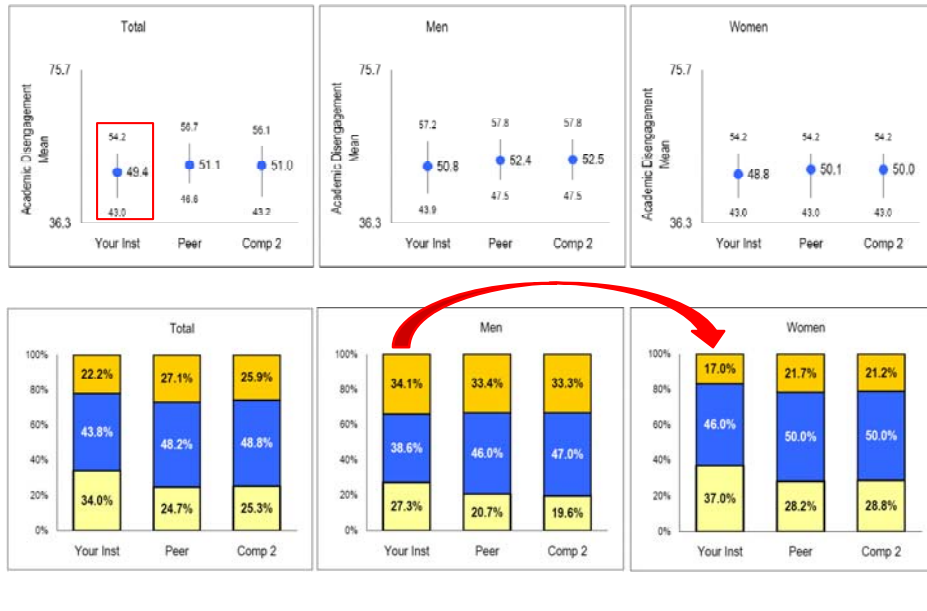
Academic Disengagement

Survey items

Since entering college, indicate how often you:

- * Came late to class
- * Missed class for other reasons
- * Failed to complete homework on time
- * Fell asleep in class

Academic Disengagement

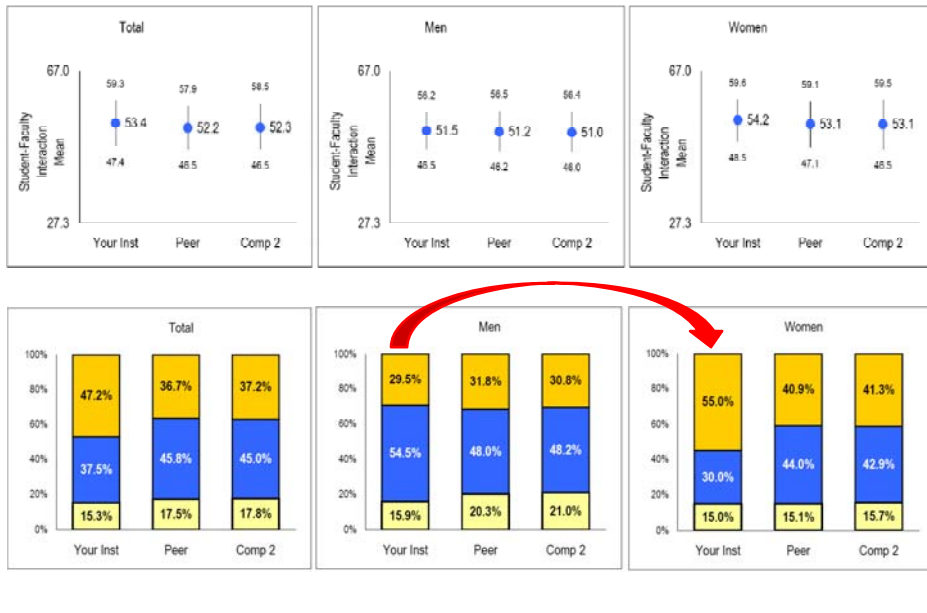


Student-Faculty Interaction

Survey items

- * *Help in achieving your professional goals*
- * *Advice and guidance about your educational program*
- * *Emotional support and encouragement*
- * *Feedback on your academic work (outside of grades)*
- * *An opportunity to discuss coursework outside of class*
- * *Encouragement to pursue graduate/professional study*
- * *Help to improve your study skills*
- * *A letter of recommendation*
- * *An opportunity to work on a research project*

Student-Faculty Interaction



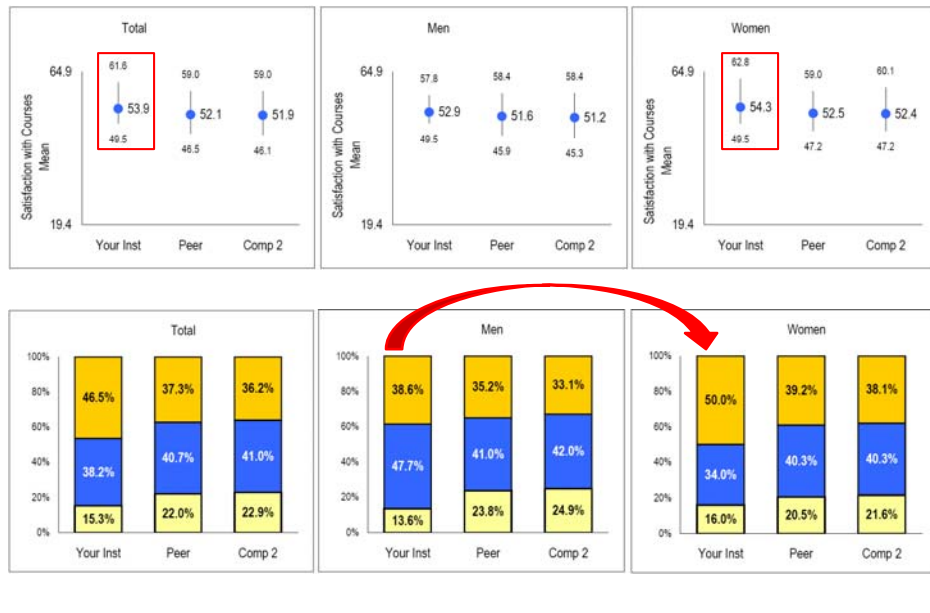
Satisfaction with Coursework

Survey items

Please rate your satisfaction with this institution on each of the aspects of college life listed below:

- * Relevance of coursework to future career plans
- * Relevance of coursework to everyday life
- * Courses in your major field
- * General education and core curriculum courses

Satisfaction with Coursework

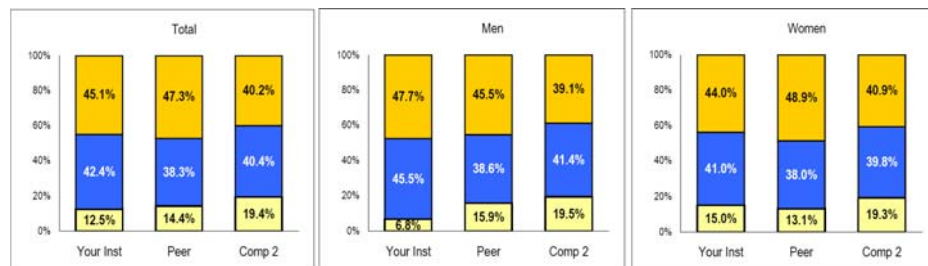
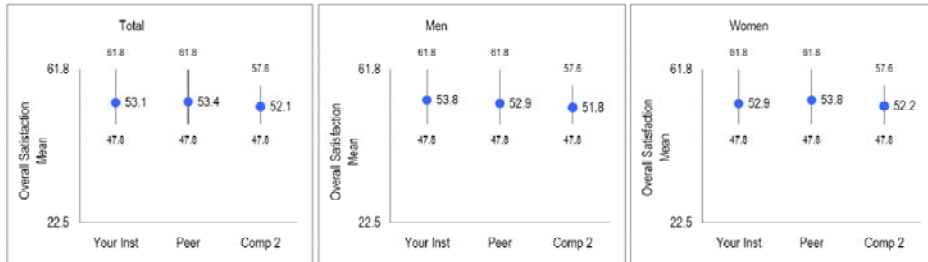


Overall Satisfaction

Survey items

- * Satisfaction with overall college experience
- * If you could make your college choice over, would you still choose to enroll at your current college?
- * Satisfaction with overall quality of instruction

Overall Satisfaction



Frequency of Interaction with Faculty

- Talking with faculty during office hours for one hour or more per week 41% *50
- Talking with faculty outside of class or office hours for one hour or more per week 30% *40
M 25% *39 ; W 32% 41
- Communicated regularly with professors
99% frequently/occasionally
- Have been a guest in a professor's home
73% frequently/occasionally (M 57% *75; W 80% 78)
- Amount of contact with faculty
97% very satisfied/satisfied

Interactions with Faculty

- Faculty here are interested in students' academic problems – 93% strongly agree/agree
- Professors provided honest feedback about your skills and abilities – 97% frequently/occasionally
- Professors provided intellectual challenge and stimulation – 100% frequently/occasionally
- Challenged professor's ideas in class –
64% frequently/occasionally (M 59% *74; W 66%)
- Felt intimidated by professors –
68% frequently/occasionally (M 57%; W 73% 66)
- I have heard faculty express stereotypes about race/ethnic groups in class – 24% strongly agr/agr

Academic Enhancement Experiences

- Worked with classmates on group projects during class – 97% frequently/occasionally
- Worked with classmates on group projects outside of class – 98% frequently/occasionally
- Took a class that required one or more 10+ page papers – 99% frequently/occasionally
- Completed a culminating experience for your degree (e.g. capstone course/project...) – 96% **86**
- Participated in an internship program – 55% **62**
(M 41%; W 61%)
- Participated in a study abroad program – 79% **52**
(M 68%; W 83%)

Active & Collaborative Learning

- Integrated skills/knowledge from different sources and experiences – 99% frequently/occasionally
- Professors provided an opportunity to apply class learning to “real life” issues – 92% freq/occasionally
- Discussed course content with students outside of class – 97% frequently/occasionally
- Performed community service as part of a class
78% ***48** frequently/occasionally
(M 66% ***48**; W 83% ***53**)

Satisfaction with Academic Support and Courses

- Overall quality of instruction
98% very satisfied/satisfied
- Ability to find faculty or staff mentor
87% very satisfied/satisfied
- Academic advising
70% very satisfied/satisfied

Satisfaction with Services and Community

- Overall sense of community among students
77% *81 very satisfied/satisfied
- Availability of campus social activities
76% *80 very satisfied/satisfied
- Racial/ethnic diversity of student body
32% 43 very satisfied/satisfied

Civic Engagement

- Applied concepts from courses to everyday life
92% Frequently/Occasionally
(M80% *93 W97% *96)
- Helped raise money for a cause or campaign
46% *59 Frequently/Occasionally
(M34% *54 W52% *64)
- Performed volunteer or community service work
66% Frequently/Occasionally
(M50% 62 W73% 77)
- Working for social change
58% *45 Essential/Very Important
(M39% 35 W66% *50)

Changes to Academic Skills during college

- General knowledge – 96% much stronger/stronger
- Knowledge of a particular field or discipline – 99% much stronger/stronger
- Critical thinking – 94% much stronger/stronger
- Problem-solving – 92% much stronger/stronger
- Writing ability – 74% highest 10%/above average

Kalamazoo College 2010 Student-led Focus Groups for Students

What insights do we gain about
'K' by talking with and listening
to students in focus groups?

Student Focus Groups – Overall Findings

Positive interactions with faculty far outweigh negative interactions.

There is a developmental progression from the first-year to senior year in how students interact with faculty.

"I remember seeing an email about taking your professor to lunch, but I'm afraid of making a fool of myself. What would I talk to them about for 30 minutes?" – *first-year student*

"Some professors seem super-busy, grading papers, family, kids. I'm just one student in one class, so I probably wouldn't ask them [to lunch]." – *first-year student*

"Students can feel intimidated about speaking to a prof. They're so intelligent; I don't want to sound stupid." – *sophomore*

"It took a lot for me to go see a professor when I was a first-year and sophomore. If they were not supportive it was really hard. I didn't go back if I felt not heard or judged." – *senior*

"It's easier to interact with faculty as a senior; you feel more comfortable." – *senior*

Examples of things faculty do that foster positive student-faculty relationships

Being passionate about the subject; makes students want to work harder even if they're not very interested in the course material ("When a prof gets excited about a class, it means a lot to me; it makes me want to listen and work harder." – *sophomore*)

Providing prompt and constructive feedback on academic work... student's see this as critical to their learning

Encouraging/even requiring students to come to office hours (this is especially important for first-years and sophomores)

Having office hours in an informal, neutral place like Biggby's... less intimidating, more on equal terms

Fostering dialogue in class

Showing that they are "regular people"

Examples of things faculty do that foster positive student-faculty relationships (cont'd)

Interacting with students outside of class (e.g., having students over to the house, meeting for coffee, etc.)

Noticing when students are trying even when, or especially when, their effort is not reflected in their grades

Reaching out when students are struggling (especially important for first-years and sophomores)

Having the office door open outside of office hours

Showing respect for students

Expressing an interest in students' lives outside of class

Acknowledging students/advises when they see them on campus

Showing trust in students; giving students the benefit of the doubt

Examples of things faculty do that hinder positive student-faculty relationships

Sounding very critical of wrong answers in class

Belittling students in class

Talking down to students (*"We're people too; we're adults. Don't talk down to us."* – junior)

Being disorganized in the classroom

Not returning email reasonably promptly

Being rushed during office hours

Having obvious "favorites"

Leaving the office door open just a crack (*"This is a bad sign!"* - junior)

Not being challenging enough or giving out good grades too easily

Examples of things students can do to foster positive student-faculty relationships

Go to class prepared

Care – don't just take the class for the credit

Participate in class

Go to office hours

Take the initiative, especially in bigger classes

Does doing well in class foster better student-faculty relationships?

"I was wondering what the professors think of us after they grade our exams. Do they think less of us now? I think they shouldn't." – *first-year student*

"Doing poorly in class doesn't affect a teacher's view of you, but it definitely affects me. I feel more uncomfortable. It's so easy to talk to profs when you're getting an A in the class." – *first-year student*

"I wasn't doing well in the class, but the teacher helped me through it. She was just really understanding, and it meant a lot to me that she cared." – *first-year student*

"It's your own fault if you do poorly and don't reach out for help; the relationship goes both ways." – *junior*

"Impassioned struggle in a course is good." – *junior*

"I have a great relationship with a professor in whose class I've gotten C's. He knows I'm really trying and doing the work." – *senior*

Discussion Prompts

In what ways does the information presented resonate with your perception of 'K'?

What surprises you?

What additional information do you want/need to know?

What recommendations do you have for 'K'?

1. In what ways does the information presented resonate with your perceptions of 'K'?

- Over all, many participants noted that much of the information presented “feels” like 'K'.

The following are specific ways in which 'K' seems well represented in the data.

- Differences between genders, in general, seem accurate.
- Differences between men and women in engagement with their education and in professional development. (Men are less engaged than women.)
- 'K' feels like a highly engaging and intellectually challenging place.
- 'K' students work hard.
- High EEE scores are accurate depiction of the K-Plan.
- High satisfaction among students with academics.
- Students are more satisfied with academic life than with social life at 'K'.
- Drop in SFI seems consistent with increasing size of the student body.
- Less frequent face-to-face interactions with faculty is not surprising because more interactions occur through email.
- Relatively lower sense of community among students makes sense in light of the disruption of campus life caused by study abroad.

2. What surprises you?

- Gender differences
 - Men at 'K' less likely to challenge faculty in class
 - Women at 'K' are engaged more but feel more intimidated by faculty
 - Higher academic disengagement of 'K' men
 - High satisfaction of 'K' men with college experience (given their lower levels of engagement)
- Downward trends in SFI and ACL
- The “high” percentage (24%) of students who have heard faculty express racial/ethnic stereotypes in class
- That so many students reported spending at least one hour per week in office hours
- That 73% reported being a guest at a professor's home frequently/occasionally
- Magnitude of change on the CLA over four years...*i.e.* how effective we are
- Desire among students for off-campus interactions with faculty
- High satisfaction expressed by students for SFI even though level of SFI has declined
- That satisfaction with the college experience is so high despite low SCE scores
- That some students want faculty to require attending office hours as part of a course

3. What additional information do you want/need to know?

- What do colleges with high SCE scores do that 'K' does not do?
- Examine in more depth the drop in ACL on the NSSE.
- Disaggregate results presented by major, race/ethnicity, international/domestic, athlete/non-athlete, first generation, etc.
- How does our faculty's gender ratio compare with that at other institutions?
- How do results presented (*i.e.* NSSE scores) correlate with student/faculty ratio – at 'K' and at other institutions?
- What do students expect in the way of SFI? (Focus Group Question – FGQ?)
- What effect does faculty gender have on SFI? (FGQ?)
- How can we use data like those presented to recruit students?
- If men are less engaged in college, what are they doing?! (FGQ?)
- How can we “unpack” or make use of cultural richness in the classroom?
- In what ways do technology and academic centers (*e.g.* CCPD, SI, ARC, etc) affect SFI?
- Why does NSSE emphasize SFI outside of class as much as it does?
- Are female students intimidated by female faculty, male faculty, or both? (FGQ?)
- How do SFIs affect retention?
- How can we improve the campus environment? (FGQ?)
- Is staff “inflexibility” necessarily a problem with regard to SCE?
- What effect will the new Student Activities Fee have on, for example, SCE?
- Who do students include in “faculty”? (FGQ?)
- How “open” are our first-year students to the college experience? (CIRP-TFS?)
- What do, or will, changes in student/faculty ratio (as well as the presence of more adjunct faculty and/or more international students) have on SFI?
- What effect does faculty/staff “busyness,” and how it's portrayed, have on SFI?
- What effect do faculty research demands/expectations have on SFI?
- How will new curriculum affect (learning and engagement) outcomes?
- Where are students developing their analytical writing skills?
- Which students are noting racial/ethnic stereotypes in class?
- How are learning styles of students changing?

4. What recommendations do you have for 'K'?

- Bring back the "pizza money."
- Keep gathering data and sharing it with the college community.
- Find ways to increase student participation in surveys.
- At Hicks, have lists of students interested in kid-sitting, house-sitting, etc.
- Follow up on what's going on with dissatisfaction with administration. (FGQ?)
- Hire more faculty.
- Address faculty workload, with regard to SFI.
- Continue to investigate whether SFI is a problem (or not). (FGQ?)
- Encourage students (and faculty and staff?) to have fun.
- Encourage more participation in "take a prof to lunch" program.
- Figure out ways to increase engagement of men in the college experience.
- Get faculty/staff to show up at more events.
- Translate data into recruiting strategies.
- Be sure to consult more CIRP and CIRP-like data prior to making decisions at 'K'.
- Note potential effect of a more diverse student body on level of engagement.
- Build capacity (*e.g.* appropriate use of language) for addressing difficult issues in the classroom.
- Be cautious about over-analyzing out-of-class interactions.
- Be mindful that large learning gains may be associated with added stress for students.
- 'K' needs to be clear about expectations of faculty, with regard to SFI.
- Investigate causes for relatively low levels of satisfaction with advising. (FGQ?)