

Committee on Advising and Student Life
Minutes of Meeting #1
September 17, 2015
Chairman's Room, Rubin Campus Center

Attendees: Lauren Mathews (Chair), Maggie Becker, Laureen Elgert, Sam Flibbert (student rep), Huong Higgins, Nima Rahbar, Paul Reilly, Kris Wobbe

Meeting called to order 3:05

1. New faculty introduced.
2. Charge to CASL from Faculty Constitution reviewed. Discussed role of CASL given that we have a number of professional staff responsible for much of what is in CASL's charge. Agreed that our role is largely as a conduit of information to and from faculty about issues in advising and student life.
3. We reviewed how academic advisors are assigned, and discussed the range of loads for faculty from different departments.
4. Paul Reilly presented data on student satisfaction of academic advisors gleaned from the past three sets of Noel-Levitz surveys (done in 2010, 2012, 2014). The student samples are small (461, 381, 501) but in each survey the satisfaction with academic advisors has declined so that we are now below the average for 4 year national privates. This has raised concerns with administration and Trustees. A number of issues were discussed:
 - Who are students thinking of when answering the survey – faculty academic advisors, project advisors, a professional from the Advising office?
 - At present we collect student feedback on teaching and project advising, but have no mechanism to collect feedback on this element of faculty responsibility, and so there is no accountability.
 - With no accountability, this element of teaching can easily get moved to the bottom of the priority list, given the number of other things faculty are held accountable for.
5. Agreed to meet again in A term to continue the discussion.
6. Meeting adjourned at 4:05.

Submitted by Kris Wobbe

Noel-Levitz is a national instrument that was established in 1994. WPI has participated in the survey since 2006. The survey is administered every 2 years and consists of 98 questions which describe various expectations that students have about their college experience. Students are asked to rate how important it is for WPI to meet the expectation, as well as how satisfied they are with how WPI has met the expectation.

Importance is rated on a 7 point Likert Scale, with 1 being “not important at all” and 7 being “very important.” Satisfaction is rated on a 7 point Likert Scale, with 1 being “not satisfied at all” and 7 being “very satisfied.”

The survey results also include comparative data from other Eastern Four-Year Private Universities/Colleges. The total number of national comparative records is over 275,167.

The tables below show Academic Advising related data (Undergraduates) for the last three times Noel-Levitz was administered at WPI. Composite scores for Academic Advising are provided along with specific data on advising related questions. The “Difference” measure pertains to the variation in student satisfaction score between WPI and National 4 Year Privates.

| Noel Levitz 2014 | WPI | | | | National 4 Year Privates | | | | |
|--|------------|--------------|------|------|--------------------------|--------------|------|------|------------|
| | Importance | Satisfaction | SD | GAP | Importance | Satisfaction | SD | GAP | Difference |
| Academic Advising | 6.19 | 5.18 | 1.35 | 1.01 | 6.36 | 5.56 | 1.28 | 0.80 | -0.38*** |
| 6. My academic advisor is approachable. | 6.22 | 5.33 | 1.75 | 0.89 | 6.43 | 5.74 | 1.55 | 0.69 | -0.41*** |
| 14. My academic advisor is concerned about my success as an individual. | 6.11 | 5.09 | 1.69 | 1.02 | 6.34 | 5.54 | 1.59 | 0.80 | -0.45*** |
| 19. My academic advisor helps me set goals to work toward. | 5.76 | 4.65 | 1.83 | 1.11 | 6.07 | 5.13 | 1.69 | 0.94 | -0.48*** |
| 33. My academic advisor is knowledgeable about requirements in my major. | 6.42 | 5.38 | 1.74 | 1.04 | 6.51 | 5.74 | 1.54 | 0.77 | -0.36*** |
| 55. Major requirements are clear and reasonable. | 6.43 | 5.44 | 1.44 | 0.99 | 6.45 | 5.63 | 1.39 | 0.82 | -0.19*** |

| Noel Levitz 2012 | WPI | | | | National 4 Year Privates | | | | |
|--|------------|--------------|-----|------|--------------------------|--------------|-----|------|------------|
| | Importance | Satisfaction | SD | GAP | Importance | Satisfaction | SD | GAP | Difference |
| Academic Advising | 6.25 | 5.33 | 1.3 | 0.92 | 6.34 | 5.52 | 1.3 | 0.82 | -0.19*** |
| 6. My academic advisor is approachable. | 6.34 | 5.47 | 1.6 | 0.87 | 6.42 | 5.72 | 1.5 | 0.70 | -0.25*** |
| 14. My academic advisor is concerned about my success as an individual. | 6.22 | 5.18 | 1.6 | 1.04 | 6.32 | 5.48 | 1.6 | 0.84 | -0.30*** |
| 19. My academic advisor helps me set goals to work toward. | 5.87 | 4.80 | 1.7 | 1.07 | 6.06 | 5.07 | 1.7 | 0.99 | -0.27*** |
| 33. My academic advisor is knowledgeable about requirements in my major. | 6.42 | 5.62 | 1.5 | 0.80 | 6.50 | 5.72 | 1.5 | 0.78 | -0.10 |
| 55. Major requirements are clear and reasonable. | 6.39 | 5.57 | 1.3 | 0.82 | 6.42 | 5.59 | 1.4 | 0.83 | -0.02 |

| Noel Levitz 2010 | WPI | | | | National 4 Year Privates | | | | |
|--|------------|--------------|------|------|--------------------------|--------------|------|------|------------|
| | Importance | Satisfaction | SD | GAP | Importance | Satisfaction | SD | GAP | Difference |
| Academic Advising | 6.18 | 5.44 | 1.18 | 0.74 | 6.31 | 5.42 | 1.26 | 0.89 | 0.02 |
| 6. My academic advisor is approachable. | 6.22 | 5.58 | 1.55 | 0.64 | 6.39 | 5.62 | 1.55 | 0.77 | -0.04 |
| 14. My academic advisor is concerned about my success as an individual. | 6.13 | 5.37 | 1.53 | 0.76 | 6.28 | 5.38 | 1.60 | 0.90 | -0.01 |
| 19. My academic advisor helps me set goals to work toward. | 5.71 | 4.85 | 1.63 | 0.86 | 6.01 | 4.96 | 1.67 | 1.05 | -0.11 |
| 33. My academic advisor is knowledgeable about requirements in my major. | 6.40 | 5.69 | 1.47 | 0.71 | 6.48 | 5.61 | 1.55 | 0.87 | 0.08 |
| 55. Major requirements are clear and reasonable. | 6.42 | 5.69 | 1.20 | 0.73 | 6.39 | 5.51 | 1.38 | 0.88 | 0.18** |

* Difference statistically significant at the .05 level
** Difference statistically significant at the .01 level
*** Difference statistically significant at the .001 level