

Inventory of Academic Advising Functions: Data Summary  
University of Oregon

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## Section I Student Responses to Advising Survey

### Part A. Profile of Student Participants

Table 1.  
Demographic Profile of Student Participants:  
University of Oregon and Other Public Four-Year Institution Students

	University of Oregon		Other 4-Year	
	<i>n</i>	%	<i>n</i>	%
Gender				
Male	1334	36.6	3484	36.4
Female	2313	63.4	5946	63.6
Ethnicity				
Asian American	362	9.9	722	7.6
African American	45	1.2	122	1.3
Hispanic	150	4.1	630	6.7
Native American	29	0.8	120	1.3
White	2671	73.2	6887	72.8
Unknown	390	10.7	724	7.7
Multi-Ethnic			257	2.7
Class Level				
Freshman	494	13.7	1061	11.3
Sophomore	791	21.9	1671	17.2
Junior	873	24.2	2311	24.6
Senior	1454	40.3	4402	45.0
Enrollment Status				
New Student	1133	31.1	2935	31.1
Continuing	2514	68.9	6527	69.0
First Generation College Student				
First Generation	1153	32.4	4557	50
Not First Generation	2404	67.6	4560	50
Financial Need				
No Pell Grant	2712	74.4	5343	56.4
Pell Grant	935	25.6	4130	43.6
Mean Age	21.7 Years		25.5 Years	

Part B. Student Overall Educational Attitudes and Experiences

Table 2.  
 Student Participants' Overall Educational Attitudes and Experiences:  
 University of Oregon Students Compared to Students at Other Public 4-Year Institutions

"Indicate your level of agreement with" <sup>1</sup>		<i>n</i>	Mean	<i>SD</i>	Sig. <sup>2</sup>
Overall, I am satisfied with the academic advising I receive at <i>name of institution</i> .	UO	3578	3.93	1.41	***
	Other 4-yr	9143	4.08	1.53	
It is important for me to graduate from college.	UO	3577	5.80	.68	*
	Other 4-yr	9142	5.83	.61	
I am confident that I made the right decision in choosing to attend <i>name of institution</i> .	UO	3569	4.75	1.24	*
	Other 4-yr	9130	4.81	1.27	
I have a plan to achieve my educational goals. <sup>3</sup>	UO	3569	5.30	.97	***
	Other 4-yr	9124	5.42	.90	
I have had at least one relationship with a faculty or staff member at <i>name of institution</i> that has had a significant and positive influence on me. <sup>3</sup>	UO	3573	4.27	1.55	<i>ns</i>
	Other 4-yr	9114	4.26	1.61	
I plan to graduate from <i>name of institution</i> .	UO	3571	5.61	.95	**
	Other 4-yr	9118	5.56	1.04	
Overall, I am satisfied with my educational experience at <i>name of institution</i> .	UO	3573	4.63	1.11	<i>ns</i>
	Other 4-yr	9137	4.64	1.19	

<sup>1</sup>1 = Strongly Disagree, 6 = Strongly Agree

<sup>2</sup>Results of independent samples *t*-tests. Asterisks show the level of significance at which UO students and other public 4-yr institution students differed: \**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference

<sup>3</sup>Also an Advising Learning Outcome

Part C. Student Advising Attitudes

Table 3.  
 Student Participants' Importance Ratings of Advising Functions:  
 University of Oregon Students Compared to Students at Other Public 4-Year Institutions

"How important is this advising function to you?" <sup>1</sup>		<i>n</i>	Mean	<i>SD</i>	Sig. <sup>2</sup>
Advising that helps students connect their academic, career, and life goals	UO	3562	4.84	1.15	***
	Other 4-yr	9077	5.02	1.12	
Advising that helps students choose among courses in the major that connect their academic, career, and life goals	UO	3553	4.96	1.09	***
	Other 4-yr	9046	5.14	1.05	
Advising that assists students with choosing among the various general education options that connect their academic, career, and life goals	UO	3526	4.57	1.27	*
	Other 4-yr	8967	4.63	1.36	
Advising that assists students with deciding what kind of degree to pursue in order to connect their academic, career, and life goals	UO	3531	4.50	1.41	***
	Other 4-yr	8928	4.63	1.47	
Advising that assists students with choosing out-of-class activities that connect their academic, career, and life goals	UO	3519	4.39	1.41	<i>ns</i>
	Other 4-yr	8884	4.36	1.57	
When students need it, referral to campus resources that address academic problems	UO	3513	4.41	1.42	***
	Other 4-yr	8836	4.51	1.48	
When students need it, referral to campus resources that address non-academic problems	UO	3499	4.14	1.55	<i>ns</i>
	Other 4-yr	8794	4.17	1.66	
Assisting students with understanding how things work at <i>name of institution</i> with regard to timelines, policies, and procedures	UO	3504	4.80	1.24	***
	Other 4-yr	8788	4.96	1.24	
Ability to give students accurate information about degree requirements	UO	3510	5.44	.92	***
	Other 4-yr	8812	5.62	.75	
Taking into account students' skills, abilities, and interests in helping them choose courses	UO	3501	4.87	1.16	***
	Other 4-yr	8752	4.98	1.20	
Knowing the student as an individual	UO	3503	4.75	1.30	***
	Other 4-yr	8765	4.93	1.27	
Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills	UO	3483	4.68	1.29	***
	Other 4-yr	8716	4.80	1.32	

<sup>1</sup> 1 = Not Important, 6 = Very Important

<sup>2</sup> Results of independent samples *t*-tests. Asterisks show the level of significance at which UO students and other public 4-yr institution students differed:

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference

Part D. Student Advising Experiences

Table 4.

Student Participants' Frequency of Contact with Primary Source of Academic Advising:  
University of Oregon Students Compared to Students at Other Public 4-Year Institutions

		UO	Other 4-yr
No advising**/ No current advising***	<i>n</i>	612	996
	%	16.9%	10.8%
Once per year	<i>n</i>	708	1323
	%	19.6%	14.3%
More than once per year	<i>n</i>	2031	6910
	%	63.5%	74.8%
Total	<i>n</i>	3621	9229
	%	100.0%	100.0%

\*\*“On average, how often do you get advice from your primary source of advising (i.e., the advising you consider most central to your academic progress)?”

\*\*\*“I have not received academic advising from faculty or staff at *name of institution.*”

\*\*\*\*“I’m not currently getting academic advising from faculty or staff at *name of institution.*”

Table 5.

Where University of Oregon Student Participants get Their Primary Academic Advising

<i>"Which of the following best describes where at UO you get your PRIMARY academic advising, i.e., the advising you consider most central to your academic progress?"</i>	<i>n</i>	<i>%</i>
I have not received academic advising from faculty or staff	381	10.4
Advisor/Professor in my major department	1759	48.1
Peer advisor in my major department	247	6.7
College of Arts & Sciences Undeclared Advisor	76	2.1
Office of Academic Advising, 3rd floor, Oregon Hall	668	18.3
Disability Services, 1st floor, Oregon Hall	23	.6
Office of Multicultural Academic Success, 1st floor, Oregon Hall	70	1.9
Special Support Services, PLC	51	1.4
McNair Scholars Program, PLC	5	.1
Pathway Oregon, PLC	146	4.0
Support Services for Student-Athletes	33	.9
Honors College Advisor	66	1.8
Society of College Scholars advisor	7	.2
Other (Please Specify)	128	3.5
Total	3660	100

Table 6.  
University of Oregon Student Participants:  
Sources of Information about Classes to Take to Meet Requirements

<i>"Please select the circle that best describes where you get most of your information about classes to take to meet requirements."</i>	<i>n</i>	<i>%</i>
Advisor/Professor in my major department	1168	32.6
Peer Advisor in my major department	250	7.0
College of Arts & Sciences Undeclared Advisor	28	.8
Office of Academic Advising, 3rd floor, Oregon Hall	329	9.2
Disability Services, 1st floor, Oregon Hall	14	.4
Office of Multicultural Academic Success, 1st floor, Oregon	36	1.0
Special Support Services, PLC	31	.9
McNair Scholars Program, PLC	1	.0
Pathway Oregon, PLC	113	3.2
Support Services for Student-Athletes	34	.9
Honors College Advisor	26	.7
Society of College Scholars advisor	1	.0
University Catalog	467	13.0
Departmental/College Website	777	21.7
Friend(s)/Other Student(s)	277	7.7
Family Member(s)	35	1.0
Total	3587	100.0

Table 6a.  
Student Participants' Sources of Information about Classes to Take to Meet Requirements:  
University of Oregon Students Compared to Students at Other Public 4-Year Institutions

<i>"Please select the circle that best describes where you get most of your information about classes to take to meet requirements."</i>		UO	Other 4-Yr
Advisors*	<i>n</i>	2021	5748
	<i>%</i>	56.6%	62.9%
Advising Tools**	<i>n</i>	1240	2867
	<i>%</i>	34.7%	31.4%
Informal Social Network***	<i>n</i>	310	529
	<i>%</i>	8.7%	5.8%
Total	<i>n</i>	3571	9144
	<i>%</i>	100.0%	100.0%

\*Students selected, from the list of options, actual persons or places where they could interact with a faculty or staff member at the institution

\*\*Students selected, from the list of options, campus tools they might use to self-advise (e.g., bulletin, websites, advising guides)

\*\*\*Students selected, from the list of options, "friends/other students" or "family members"

Table 7.  
 Student Participants' Satisfaction Ratings of Advising Functions:<sup>1</sup>  
 University of Oregon Students Compared to Students at Other Public 4-Year Institutions

<i>"How satisfied are you with the advising you receive on this function?"<sup>1</sup></i>		<i>n</i>	Mean	<i>SD</i>	<i>Sig.</i> <sup>2</sup>
Advising that helps students connect their academic, career, and life goals	UO	3193	4.07	1.33	<i>ns</i>
	Other 4-yr	8569	4.12	1.49	
Advising that helps students choose among courses in the major that connect their academic, career, and life goals	UO	3188	4.05	1.33	***
	Other 4-yr	8531	4.14	1.48	
Advising that assists students with choosing among the various general education options that connect their academic, career, and life goals	UO	3157	3.92	1.34	<i>ns</i>
	Other 4-yr	8443	3.96	1.51	
Advising that assists students with deciding what kind of degree to pursue in order to connect their academic, career, and life goals	UO	3158	3.87	1.39	***
	Other 4-yr	8377	4.00	1.52	
Advising that assists students with choosing out-of-class activities that connect their academic, career, and life goals	UO	3143	3.45	1.41	<i>ns</i>
	Other 4-yr	8276	3.50	1.57	
When students need it, referral to campus resources that address academic problems	UO	3124	3.83	1.37	***
	Other 4-yr	8221	4.01	1.45	
When students need it, referral to campus resources that address non-academic problems	UO	3080	3.75	1.36	***
	Other 4-yr	8114	3.85	1.47	
Assisting students with understanding how things work at <i>name of institution</i> with regard to timelines, policies, and procedures	UO	3130	3.78	1.40	***
	Other 4-yr	8252	3.89	1.53	
Ability to give students accurate information about degree requirements	UO	3151	4.28	1.37	<i>ns</i>
	Other 4-yr	8323	4.32	1.52	
Taking into account students' skills, abilities, and interests in helping them choose courses	UO	3124	3.86	1.38	***
	Other 4-yr	8205	3.98	1.50	
Knowing the student as an individual	UO	3133	3.59	1.53	***
	Other 4-yr	8237	3.87	1.64	
Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills	UO	3110	3.89	1.34	***
	Other 4-yr	8129	4.07	1.45	

<sup>1</sup>1 = Not Satisfied, 6 = Very Satisfied

<sup>2</sup>Results of independent samples *t*-tests. Asterisks show the level of significance at which UO students and other public 4-yr institution students differed:

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference

Table 8.  
 Student Participants' Perceptions of Advising Accuracy:  
 University of Oregon Students Compared to Students at Other Public 4-Year Institutions

		UO	Other 4-yr
"I believe I have been accurately advised by faculty or staff at <i>Name of Institution.</i> "	Yes <i>n</i>	2876	7007
	%	82.7%	80.9%
	No <i>n</i>	600	1655
	%	17.3%	19.1%
Total	<i>n</i>	3476	8662
	%	100.0%	100.0%

Table 9.  
 Student Participants' Advising Learning Outcomes Ratings:  
 University of Oregon Students Compared to Students at Other Public 4-Year Institutions

"Indicate your level of agreement with <sup>1</sup> "		<i>n</i>	Mean	<i>SD</i>	Sig. <sup>2</sup>
I know what requirements I must fulfill in order to earn my degree.	UO	3479	5.02	1.13	<i>ns</i>
	Other 4-yr	8699	5.06	1.14	
When I have a problem, I know where at <i>name of institution</i> I can go to get help.	UO	3478	4.12	1.42	***
	Other 4-yr	8682	4.22	1.46	
I understand how things work at <i>name of institution</i> .	UO	3479	4.32	1.28	***
	Other 4-yr	8689	4.46	1.29	
I understand how my academic choices at <i>name of institution</i> connect to my career and life goals.	UO	3473	4.70	1.18	***
	Other 4-yr	8676	4.90	1.15	
I have a plan to achieve my educational goals. <sup>2</sup>	UO	3569	5.30	.97	***
	Other 4-yr	9124	5.42	.90	
I have had at least one relationship with a faculty or staff member at <i>name of institution</i> that has had a significant and positive influence on me. <sup>2</sup>	UO	3573	4.27	1.55	<i>ns</i>
	Other 4-yr	9114	4.26	1.61	
It is important to develop an advisor/advisee relationship with someone on campus.	UO	3475	4.92	1.14	***
	Other 4-yr	8711	5.13	1.07	
There should be mandatory academic advising for students.	UO	3476	4.16	1.55	***
	Other 4-yr	8699	4.45	1.51	

<sup>1</sup>1 = Strongly Disagree, 6 = Strongly Agree

<sup>2</sup>Results of independent samples *t*-tests. Asterisks show the level of significance at which UO students and other public 4-yr institution students differed:

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference

## Section II

### Faculty and Professional Advisor Participants' Responses to Advising Survey

#### Part A. Profile of Faculty and Professional Advisor Participants

Table 10.  
Demographic Profile of University of Oregon  
Faculty and Professional Advisor Participants

	Faculty		Advisors	
	n	%	n	%
Gender				
Male	154	55.0	11	29.7
Female	123	43.9	26	70.3
Unknown	3	1.1		
Ethnicity				
Asian American	26	9.3	2	5.4
African American	2	.7	2	5.4
Hispanic	6	2.1		
Native American	3	1.1		
White	217	77.5	30	81.1
Multi-ethnic	1	.4	1	2.7
Unknown	3	1.1	2	5.4
Tenure Status				
Emeritus	1	.4		
Indefinite Tenure	145	51.8		
Tenure Track	52	18.6		
Fixed Term	79	28.2	37	100
Unknown	3	1.1		
Rank				
Professor	78	27.9		
Associate Professor	68	24.3	1	2.7
Assistant Professor	53	18.9	1	2.7
Instructor/Senior Instructor	70	25.0	4	10.8
Research Assistant/Associate	6	2.2		
No Rank	2	.7	31	83.8
Unknown	3	1.1		
Length of Service	12.02 Years		9.23 Years	
Mean Age	48.11 Years		42.36 Years	

Table 11.  
 University of Oregon Faculty and Professional Advisor Participants'  
 Hours per Week Spent Advising Undergraduate or Post-Baccalaureate Students<sup>1</sup>

Hours per week	Faculty		Advisors	
	<i>n</i>	%	<i>n</i>	%
0	67	25.0	2	5.6
1-4	150	56	4	11.1
5-8	31	11.6	5	13.9
9-20	17	6.4	9	25.0
>20	3	1.1	16	44.4

<sup>1</sup>“During the present term, how many hours per week on average do you actually spend on Academic Advising of majors in your unit, program, or department?”

Part B. University of Oregon Faculty and Professional Advisor Participants' Advising Attitudes and Experiences

Table 12.  
Faculty Participants' Importance Ratings of Advising Functions:  
University of Oregon Faculty Compared to Faculty at Other Public 4-Year Institutions

"How important is it for undergraduate students to get this kind of advising?" <sup>1</sup>	University of Oregon			Other Public 4-Yr			Sig. <sup>2</sup>
	<i>n</i>	<i>Mean</i>	<i>SD</i>	<i>n</i>	<i>Mean</i>	<i>SD</i>	
Integration							
• Overall Connect	247	5.22	.97	801	5.35	.98	<i>ns</i>
• Major Connect	241	5.17	1.10	785	5.41	.90	**
• Gen Ed Connect	234	4.69	1.32	770	4.88	1.24	<i>ns</i>
• Degree Connect	231	4.80	1.26	754	5.01	1.19	*
• Out-of-Class Connect	232	4.20	1.40	754	4.54	1.30	***
Referral							
• Academic	228	5.37	.89	754	5.33	.97	<i>ns</i>
• Non-Academic	226	4.87	1.16	741	5.05	1.11	*
Information							
• How Things Work	227	5.03	1.07	742	5.14	1.07	<i>ns</i>
• Accurate Information	227	5.58	.77	745	5.65	.75	<i>ns</i>
Individuation							
• Skills, Abilities, Interests	224	4.67	1.26	739	4.89	1.14	*
• Know as Individual	225	4.54	1.34	739	4.82	1.21	**
Shared Responsibility							
• Shared Responsibility	222	4.86	1.27	728	5.11	1.17	**

<sup>1</sup>1 = Not Important, 6 = Very Important

<sup>2</sup>Results of independent samples *t*-tests. Asterisks show the level of significance at which UO faculty and other public 4-yr institution faculty differed: \**p* < .05, \*\**p* < .01, \*\*\**p* < .001; *ns* = no significant difference.

Faculty Participants' Satisfaction Ratings of Advising Functions (*How satisfied are you with the advising you provide in this area? 1 = Not Satisfied, 6 = Very Satisfied*):

University of Oregon Faculty Compared to Faculty at Other Public 4-Year Institutions

No significant difference on 11 of the 12 advising functions. The exception was *Skills Abilities Interests*: University of Oregon (*n* = 139, *Mean* = 4.24, *SD* = 1.23), other public 4-year institutions (*n* = 451, *Mean* = 4.51, *SD* = 1.26), *p* < .03

Professional Advisor Participant's Importance Ratings of Advising Functions:  
University of Oregon Advisors Compared to Advisors at Other Public 4-Year Institutions

No significant difference on any of the 12 advising functions.

Professional Advisor Participant's Satisfaction Ratings of Advising Functions:  
University of Oregon Advisors Compared to Advisors at Other Public 4-Year Institutions

No significant difference on any of the 12 advising functions.

Table 13.  
Faculty Participants' Other Advising Attitudes:  
University of Oregon Faculty Compared to Faculty at Other Public 4-Year Institutions

"Based on your experience at Name of Institution, indicate your level of agreement with the following statements" <sup>1</sup>	University of Oregon			Other Public 4-Yr			Sig <sup>2</sup>
	<i>n</i>	Mean	<i>SD</i>	<i>n</i>	Mean	<i>SD</i>	
It is important for undergraduate students to develop an advisor/advisee relationship with someone on campus.	224	5.06	1.13	746	5.31	1.01	**
There should be mandatory academic advising for undergraduate students.	223	4.35	1.57	749	4.83	1.45	***
Providing academic advising to undergraduate students is valued by senior administrators at <i>Name of Institution</i> (i.e., the President, Provost, and Vice Presidents/Provosts).	212	3.15	1.36	710	3.49	1.49	**
Providing academic advising to undergraduate students is valued by my department chairperson or director.	208	4.29	1.51	681	4.70	1.43	***
Providing academic advising to undergraduate students is valued by colleagues in my department or program.	212	3.80	1.52	687	4.31	1.54	***
Providing academic advising to undergraduate students is valued by the Dean of my school, college or program.	202	3.66	1.47	669	4.01	1.58	**

<sup>1</sup> 1 = Strongly Disagree, 6 = Strongly Agree

<sup>2</sup> Results of independent samples *t*-tests. Asterisks show the level of significance at which UO faculty and other public 4-yr institution faculty differed:

\**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference

Table 14.  
Professional Advisor Participants' Other Advising Attitudes:  
University of Oregon Advisors Compared to Advisors at Other Public 4-Year Institutions

"Based on your experience at Name of Institution, indicate your level of agreement with the following statements <sup>1</sup> "	University of Oregon			Other Public 4-Yr			Sig <sup>2</sup>
	<i>n</i>	Mean	<i>SD</i>	<i>n</i>	Mean	<i>SD</i>	
It is important for undergraduate students to develop an advisor/advisee relationship with someone on campus.	36	5.83	.38	103	5.79	.62	<i>ns</i>
There should be mandatory academic advising for undergraduate students.	36	4.83	1.32	102	5.30	1.07	*
Providing academic advising to undergraduate students is valued by senior administrators at the <i>Name of Institution</i> (i.e., the President, Provost, and Vice Presidents/Provosts).	36	3.97	1.40	102	4.14	1.47	<i>ns</i>
Providing academic advising to undergraduate students is valued by my department chairperson or director.	36	5.67	.59	97	5.28	1.27	*
Providing academic advising to undergraduate students is valued by colleagues in my department or program.	36	5.17	1.11	100	5.27	1.22	<i>ns</i>
Providing academic advising to undergraduate students is valued by the Dean of my school, college or program.	33	4.94	1.35	97	4.96	1.38	<i>ns</i>

<sup>1</sup>1 = Strongly Disagree, 6 = Strongly Agree

<sup>2</sup>Results of independent samples *t*-tests. Asterisks show the level of significance at which UO advisors and other public 4-yr institution advisors differed: \**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference.

Table 15.  
University of Oregon Participants' Other Advising Attitudes: Faculty Compared to Professional Advisors

"Based on your experience at Name of Institution, indicate your level of agreement with the following statements" <sup>1</sup>	Faculty			Advisors			Sig <sup>2</sup>
	<i>n</i>	Mean	<i>SD</i>	<i>n</i>	Mean	<i>SD</i>	
It is important for undergraduate students to develop an advisor/advisee relationship with someone on campus.	224	5.06	1.13	36	5.83	.38	***
There should be mandatory academic advising for undergraduate students.	223	4.35	1.57	36	4.83	1.32	<i>ns</i>
Providing academic advising to undergraduate students is valued by senior administrators at the University of Oregon (i.e., the President, Provost, and Vice Presidents/Provosts).	212	3.15	1.36	36	3.97	1.40	***
Providing academic advising to undergraduate students is valued by my department chairperson or director.	208	4.29	1.51	36	5.67	.59	***
Providing academic advising to undergraduate students is valued by colleagues in my department or program.	212	3.80	1.52	36	5.17	1.11	***
Providing academic advising to undergraduate students is valued by the Dean of my school, college or program.	202	3.66	1.47	33	4.94	1.35	***

<sup>1</sup>1 = Strongly Disagree, 6 = Strongly Agree

<sup>2</sup>Results of independent samples *t*-tests. Asterisks show the level of significance at which the two groups differed:  
\**p* < .05, \*\**p* < .01, \*\*\**p* < .001, *ns* = no significant difference

**Section III Comparison of Oregon Student, Faculty, and Professional Advisor Participants' Advising Attitudes and Experiences**

Table 16.

Results of ANOVAs Comparing University of Oregon Student, Faculty, and Advisor Participants' Importance Ratings

	Importance Ratings					
	Students		Faculty		Advisors	
	<i>n</i>	Mean ( <i>SD</i> )	<i>n</i>	Mean ( <i>SD</i> )	<i>n</i>	Mean ( <i>SD</i> )
Integration						
• Overall Connect	3546	4.84 <sub>c</sub> (1.15)	247	5.22 <sub>b</sub> (.97)	36	5.83 <sub>a</sub> (0.38)
• Major Connect	3537	4.96 <sub>c</sub> (1.09)	241	5.17 <sub>b</sub> (1.10)	36	5.75 <sub>a</sub> (0.55)
• Gen Ed Connect	3510	4.57 <sub>b</sub> (1.30)	234	4.69 <sub>b</sub> (1.32)	36	5.50 <sub>a</sub> (0.74)
• Degree Connect	3516	4.50 <sub>c</sub> (1.41)	231	4.80 <sub>b</sub> (1.30)	36	5.42 <sub>a</sub> (1.00)
• Out-of-Class Connect	3503	4.39 <sub>b</sub> (1.41)	232	4.20 <sub>b</sub> (1.40)	36	5.31 <sub>a</sub> (0.89)
Referral						
• Academic	3497	4.41 <sub>c</sub> (1.42)	228	5.37 <sub>b</sub> (.89)	35	5.91 <sub>a</sub> (.28)
• Non-Academic	3483	4.13 <sub>c</sub> (1.55)	226	4.87 <sub>b</sub> (1.16)	36	5.64 <sub>a</sub> (.59)
Information						
• How Things Work	3488	4.80 <sub>c</sub> (1.24)	227	5.03 <sub>b</sub> (1.07)	36	5.75 <sub>a</sub> (.55)
• Accurate Information	3494	5.44 <sub>c</sub> (.92)	227	5.58 <sub>b</sub> (.77)	36	5.92 <sub>a</sub> (.28)
Individuation						
• Skills, Abilities, Interests	3485	4.87 <sub>c</sub> (1.16)	224	4.67 <sub>b</sub> (1.26)	36	5.64 <sub>a</sub> (.59)
• Know as Individual	3487	4.75 <sub>b</sub> (1.30)	225	4.54 <sub>b</sub> (1.34)	36	5.36 <sub>a</sub> (.72)
Shared Responsibility						
• Shared Responsibility	3467	4.69 <sub>b</sub> (1.29)	222	4.86 <sub>b</sub> (1.27)	36	5.67 <sub>a</sub> (.63)

Note. Ratings were made on 6-point scales (1 = *not important*, 6 = *very important*). Within each row, means with different subscripts differ at  $p < .05$  minimally, with subscript "a" signifying the group that rated the function highest and subscript "c" signifying the group that rated the function lowest.

Table 17.  
Results of ANOVAs Comparing University of Oregon Student, Faculty, and Advisor Participants' Satisfaction Ratings

	Satisfaction Ratings					
	Students		Faculty		Advisors	
	<i>n</i>	Mean ( <i>SD</i> )	<i>n</i>	Mean ( <i>SD</i> )	<i>n</i>	Mean ( <i>SD</i> )
Integration						
• Overall Connect	3180	4.07 <sub>c</sub> (1.33)	175	4.32 <sub>b</sub> (1.16)	33	4.73 <sub>a</sub> (1.07)
• Major Connect	3175	4.05 <sub>c</sub> (1.33)	164	4.57 <sub>b</sub> (1.11)	28	4.82 <sub>a</sub> (0.82)
• Gen Ed Connect	3144	3.91 <sub>b</sub> (1.34)	135	3.97 <sub>b</sub> (1.30)	32	4.97 <sub>a</sub> (0.90)
• Degree Connect	3145	3.86 <sub>c</sub> (1.39)	117	4.32 <sub>b</sub> (1.30)	30	5.20 <sub>a</sub> (0.89)
• Out-of-Class Connect	3130	3.45 <sub>c</sub> (1.41)	138	4.02 <sub>b</sub> (1.29)	33	4.36 <sub>a</sub> (1.06)
Referral						
• Academic	3111	3.83 <sub>c</sub> (1.37)	152	4.17 <sub>b</sub> (1.37)	33	5.36 <sub>a</sub> (0.74)
• Non-Academic	3067	3.75 <sub>b</sub> (1.36)	131	3.98 <sub>b</sub> (1.30)	33	4.67 <sub>a</sub> (0.78)
Information						
• How Things Work	3117	3.78 <sub>c</sub> (1.41)	118	4.03 <sub>b</sub> (1.32)	33	4.94 <sub>a</sub> (0.83)
• Accurate Information	3138	4.28 <sub>c</sub> (1.37)	136	4.82 <sub>b</sub> (1.16)	33	5.42 <sub>a</sub> (0.83)
Individuation						
• Skills, Abilities, Interests	3111	3.85 <sub>c</sub> (1.38)	139	4.24 <sub>b</sub> (1.23)	32	4.88 <sub>a</sub> (0.91)
• Know as Individual	3120	3.59 <sub>c</sub> (1.54)	147	4.27 <sub>b</sub> (1.33)	31	4.77 <sub>a</sub> (0.85)
Shared Responsibility						
• Shared Responsibility	3097	3.89 <sub>c</sub> (1.34)	129	4.24 <sub>b</sub> (1.26)	32	4.88 <sub>a</sub> (0.94)

Note. Ratings were made on 6-point scales (1 = not satisfied, 6 = very satisfied). Within each row, means with different subscripts differ at  $p < .05$  minimally, with subscript "a" signifying the group that rated the function highest and subscript "c" signifying the group that rated the function lowest.

Table 18.  
Results of Within-Subjects ANOVAs of Importance Ratings of University of Oregon Student,  
Faculty, and Advisor Participants

	Students Mean ( <i>SD</i> )	Faculty Mean ( <i>SD</i> )	Advisors Mean ( <i>SD</i> )
<b>Integration</b>			
• Overall Connect	4.84 <sub>cd</sub> (1.15)	5.22 <sub>bc</sub> (0.97)	5.83 <sub>ab</sub> (0.38)
• Major Connect	4.96 <sub>b</sub> (1.09)	5.17 <sub>bc</sub> (1.10)	5.75 <sub>abc</sub> (0.55)
• Gen Ed Connect	4.57 <sub>f</sub> (1.30)	4.69 <sub>de</sub> (1.32)	5.50 <sub>abc</sub> (0.74)
• Degree Connect	4.50 <sub>f</sub> (1.41)	4.80 <sub>de</sub> (1.30)	5.42 <sub>abc</sub> (1.00)
• Out-of-Class Connect	4.39 <sub>g</sub> (1.41)	4.20 <sub>f</sub> (1.40)	5.31 <sub>bc</sub> (0.89)
<b>Referral</b>			
• Academic	4.41 <sub>g</sub> (1.42)	5.37 <sub>b</sub> (0.89)	5.91 <sub>ab</sub> (0.28)
• Non-Academic	4.13 <sub>h</sub> (1.55)	4.87 <sub>de</sub> (1.16)	5.64 <sub>abc</sub> (0.59)
<b>Information</b>			
• How Things Work	4.80 <sub>d</sub> (1.24)	5.03 <sub>cd</sub> (1.07)	5.75 <sub>abc</sub> (0.55)
• Accurate Information	5.44 <sub>a</sub> (.92)	5.58 <sub>a</sub> (.77)	5.92 <sub>ab</sub> (0.28)
<b>Individuation</b>			
• Skills, Abilities, Interests	4.87 <sub>c</sub> (1.16)	4.67 <sub>e</sub> (1.26)	5.64 <sub>abc</sub> (0.59)
• Know as Individual	4.75 <sub>de</sub> (1.30)	4.54 <sub>ef</sub> (1.34)	5.36 <sub>bc</sub> (0.72)
<b>Shared Responsibility</b>			
• Shared Responsibility	4.69 <sub>e</sub> (1.29)	4.86 <sub>de</sub> (1.27)	5.67 <sub>abc</sub> (0.63)

*Note.* Ratings were made on 6-point scales (1 = *not important*, 6 = *very important*). Within each column, means with different subscripts differ at  $p < .05$  minimally, with subscript "a" signifying the highest rated function, and h (for students), f (for faculty), or c (for advisors) signifying the lowest rated function(s).

