#### University of Oregon Student, Faculty, and Professional Advisor Perspectives on Advising May 4, 2012

- □ Cathleen L. Smith, Ph.D.
- Professor Emerita of Psychology
- Portland State University
- □ smithc@pdx.edu
- □ Janine M. Allen, Ph.D.
- ☐ Professor Emerita of Education
- Portland State University
- allenj@pdx.edu

### Today's Agenda

- Compare UO students with students at other public 4-year institutions in Oregon on
  - Overall educational attitudes and experiences
  - Advising attitudes and experiences
- Compare advising attitudes and experiences of UO faculty and professional advisors with those of faculty and professional advisors at other public 4-year institutions in Oregon

## Today's Agenda

- Compare advising attitudes and experiences of three groups at UO:
  - undergraduate students
  - faculty
  - professional advisors
- · Discuss implications for practice

## Multi-Institutional Study

Nine institutions in Oregon

Public 4-Year Institutions Eastern Oregon University Oregon State University Portland State University University of Oregon Western Oregon University

Private Universities Concordia University University of Portland

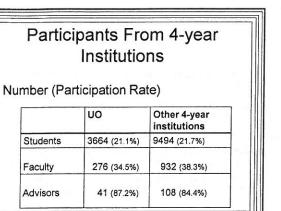
Community Colleges Chemeketa CC Portland CC

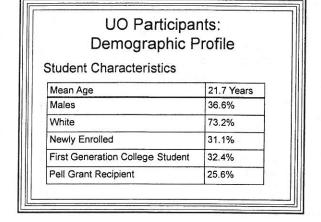
## Method Participants

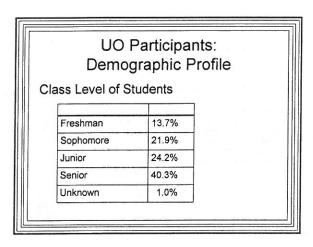
- Students: All fully admitted undergraduates
- Instructional faculty with FTE < .50
- Professional academic advisors FTE < .50
- Survey responses merged with data from Student and Personnel Information Systems

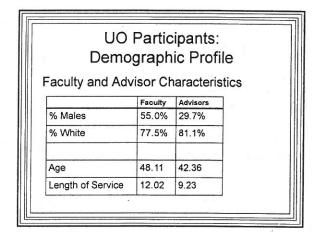
## Method Survey Instruments

- Spring 2010 (or 2011) web-based administration of
  - Inventory of Academic Advising Functions
     Student Version
  - Inventory of Academic Advising Functions
     Faculty/Professional Advisor Version









#### **UO Participants:** Demographic Profile Tenure Status of Faculty and Advisors Faculty Advisors Tenure **Emeritus** 0.4% Indefinite Tenure 51.8% Tenure Track 18.6% Fixed Term 28.2% 100% 1.1% Unknown

Demog Academic Rank	graphic P	
Rank	Faculty	Advisors
Professor	27.9%	
Associate Professor	24.3%	2.7%
Assistant Professor	18.9%	2.7%
Instructor	25.0%	10.8%
Research Assoc/Asst	2.2%	
Unranked	0.7%	83.8%
Unknown	1.1%	1 '

#### Research Question 1

 Do UO students and students at the other four public 4-year institutions in Oregon differ on overall educational attitudes and experiences?

# Overall Educational Attitudes and Experiences

- 6 items measured by 6 point Likerttype scales
- Indicate your level of agreement.

1 = Strongly Disagree

6 = Strongly Agree

# Overall Educational Attitudes and Experiences: Overall Advising Satisfaction

 Overall, I am satisfied with the academic advising I receive at Name of Institution (Overall Advising Satisfaction)

# Student Overall Educational Attitudes and Experiences:

Overall Advising Satisfaction

1 = strongly disagree \*p < .05

\*\*p < .01

6 = strongly agree
\*\*\*p < .001

	UO	Other 4-year institutions	
III I	Mean (SD)	Mean (SD)	Sig.
Overall Advising Satisfaction	3.93 (1.41)	4.08 (1.53)	***

agnitus of disagrament

# Overall Educational Attitudes and Experiences: Goal Commitment

- It's important for me to graduate from college (Graduate College)
- I have a plan to achieve my educational goals (Educational Plan)

Student Overall Educational Attitudes and Experiences Institutional Commitment 1 = strongly disagree 6 = strongly agree \*\*p < .01 \*p <. 05 \*\*\*p < .001 UO Other 4-Year Institutions Mean (SD) Mean (SD) Sig. Graduate College 5.80 (.68) 5.83 (.61) Educational Plan 5.30 (.97) 5.42 (.90)

# Overall Educational Attitudes and Experiences Institutional Commitment

- I plan to graduate from Name of Institution (Graduate Name of Institution)
- I am confident that I made the right decision in choosing to attend Name of Institution (Right Decision)

# Overall Educational Attitudes and Experiences:

Institutional Commitment

1 = strongly disagree

6 = strongly agree

\*p <. 05

\*\*p < .01

\*\*\*p < .001

	UO	Other 4-year institutions	
	Mean (SD)	Mean (SD)	Sig.
Graduate Name of Institution	5.61 (.95)	5.56 (1.04)	**
Right Decision	4.75 (1.24)	4.81 (1.27)	*

# Overall Educational Attitudes and Experiences: Other

- I have had at least one relationship with a faculty or staff member at Name of Institution that has had a significant and positive influence on me (Significant Relationship)
- Overall, I am satisfied with my educational experience at Name of Institution (Overall Satisfaction)

#### Overall Educational Attitudes and Experiences: Other

1 = strongly disagree

6 = strongly agree

\*p <. 05

\*\*p < .01

\*\*\*p < .001

	UO	Other 4-Year Institutions	
	Mean (SD)	Mean (SD)	Sig.
Significant Relationship	4.27 (1.55)	4.26 (1.61)	ns
Overall Satisfaction	4.63 (1.11)	4.64 (1.19)	ns

#### Research Question 2

Do UO students and students at other public universities in Oregon differ on:

- Advising attitudes
  - How important various kinds of advising are to them
- Advising experiences
  - How satisfied they are with various kinds of advising they receive
  - How much advising learning they report

#### Measures of Advising Functions

 12 advising functions measured by 6 point Likert-type scales

"How important is this advising function to you?"

1 = Not Important

6 = Very Important

"How satisfied are you with the advising you receive on this function?"

1 = Not Satisfied

6 = Very Satisfied

# Advising Functions Integration (Holistic Advising)

- Advising that helps students connect their academic, career, and life goals (Overall Connect)
- Advising that helps students choose among courses in the major that connect their academic, career, and life goals (Major Connect)
- Advising that assists students in choosing among the various general education courses that connect their academic, career, and life goals (Gen Ed Connect)

### Advising Functions

Integration (Holistic Advising) (continued)

- Advising that assists students with deciding what kind of degree to pursue (Bachelor of Science, Bachelor of Arts, etc.) in order to connect their academic, career, and life goals (Degree Connect)
- Advising that assists students with choosing out-of-class activities that connect their academic, career, and life goals (Out-of-Class Connect)

# Advising Attitudes: Importance of Integration Functions

1 = not important 6 = very important			
*p <. 05	**p < .01	***p < .001	
Function	University of Oregon Mean (SD)	Other 4-yr Mean (SD)	Sig
Overall Connect	4.84 (1.15)	5.02 (1.12)	***
Major Connect	4.96 (1.09)	5.14 (1.05)	***
Gen Ed Connect	4.57 (1.27)	4.63 (1.36)	•
Degree Connect	4.50 (1.41)	4.63 (1.47)	***
Out-of-Class Connect	4.39 (1.41)	4.36 (1.57)	ns

#### Advising Functions Referral

- When students need it, referral to campus resources that address academic problems (Referral Academic)
- When students need it, referral to campus resources that address non-academic problems (Referral Non-Academic)

## Advising Attitudes: Importance of Referral Functions

1 = not importa	nt 6	= very important	
*p <. 05	**p < .01	****p < .001	
Function	University of Oregon Mean (SD)	Other 4-Yr Mean (SD)	Sig.
Referral Academic	4.41 (1.42)	4.51 (1.48)	***
Referral Non-Academic	4.14 (1.55)	4.17 (1.66)	ns

#### Advising Functions Information

- 8. Assisting students with understanding how things work at their institution with regard to policies and procedures (How Things Work)
- Ability to give students accurate information about degree requirements (Accurate Information)

#### Advising Attitudes: Importance of Information Functions 6 = very important 1 = not important °\*\*p < .001 \*p <. 05 \*\*p < .01 Function University of Oregon Other 4-Yr Mean (SD) Mean (SD) 4.80 (1.24) 4.96 (1.24) How Things Work Accurate Information 5.44 (0.92) 5.62 (0.75)

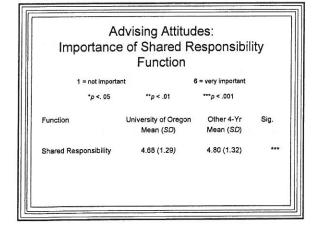
#### Advising Functions Individuation

- Taking into account students' skills, abilities, and interests in helping them choose courses (Skills, Abilities, Interests)
- Knowing the student as an individual (Know as Individual)

#### Advising Attitudes: Importance of Individuation Functions 1 = not important 6 = very important \*p <. 05 °\*p < .01 \*\*\*p < .001 University of Oregon Other 4-Yr Function Mean (SD) Mean (SD) Skills, Abilities, 4.87 (1.16) 4.98 (1.20) Know as Individual 4.75 (1.30) 4.93 (1.27)

#### Advising Functions Shared Responsibility

 Encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills (Shared Responsibility)



Α	dvising Attitu	ides:	
Imno	ortance of Fu	inctions	
1 = not import	ant	6 = very important	
Advising Function	Impo	rtance	
	University of UO	Other 4-vr	Sig.
Integration		Augrenomosti Sa	•
Overall Connect	4.84 (1.15)	5.02 (1.12)	**
Major Connect	4.96 (1.09)	5.14 (1.05)	**
Gen Ed Connect	4.57 (1.27)	4.63 (1.36)	
Degree Connect	4.50 (1.41)	4.63 (1.47)	**
Out-of-Class Connect	4.39 (1.41)	4.36 (1.57)	n
Referral		\$1000 A 1000 A 1	
Academic	4.41 (1.42)	4.51 (1.48)	**
Non-Academic	4.14 (1.55)	4.17 (1.66)	n.
Information		1 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2 2	
How Things Work	4.80 (1.24)	4.96 (1.24)	**
Accurate Information	5.44 (0.92)	5.62 (0.75)	***
Individuation			
Skills, Abilities, Interests	4.87 (1.16)	4.98 (1.20)	**
Know as Individual	4.75 (1.30)	4.93 (1.27)	**
Shared Responsibility			
Shared Responsibility	4.68 (1.29)	4.80 (1.32)	***

# Explanations for Differences in Student Importance Ratings

- Low income and first generation college students rate advising functions as more important
  - UO has fewer low income and first generation college students
- UO students access formal advising system less often
- UO students more likely to self-advise or rely on family or friends for advising

Studen	t Advising Ex	xperiences	:
Satisfaction	on with Advis	ing Possiv	od
			eu
1 = not satisfi	ied	6 = very satisfied	
	University of UO	Other 4-yr	Sig.
integration	CONT. IN CONT.		
Overall Connect	4.07 (1.33)	4.12 (1.49)	ns
Major Connect	4.05 (1.33)	4.14 (1.48)	***
Gen Ed Connect	3.92 (1.34)	3.96 (1.51)	ns
Degree Connect	3.87 (1.39)	4.00 (1.52)	***
Out-of-Class Connect	3.45 (1.41)	3.50 (1.57)	ns
Referral	446046040	200000000000000000000000000000000000000	
Academic	3.83 (1.37)	4.01 (1.45)	***
Non-Academic	3.75 (1.36)	3.85 (1.47)	***
Information	555555840584584 9845866596599	0000000 * 10000 * 1	
How Things Work	3.78 (1.40)	3.89 (1.53)	***
Accurate Information	4.28 (1.37)	4.32 (1.52)	ns
Individuation	552400-04540004500 0000-00000	1018/kg/d-1000001#6	
Skills, Abilities, Interests	3.86 (1.38)	3.98 (1.50)	***
Know as Individual	3.59 (1.53)	3.87 (1.64)	***
Shared Responsibility		\$5,450aa 100a 146	
Shared Responsibility	3.89 (1.34)	4.07 (1.45)	***

#### Measures of Student Advising Learning

- 8 advising learning outcomes measured by 6 point Likert-type scales
- "Indicate your level of agreement with the following statements."
  - 1 = Strongly Disagree 6 = Strongly Agree

#### Advising Learning Outcomes

- I know what requirements I must fulfill (e.g., major, general education, other university requirements) in order to earn my degree. (Know Requirements)
- When I have a problem, I know where at Name of Institution I can go to get help. (Knows Resources)

#### Student Advising Experiences: Advising Learning Outcomes

= strongly disagree 6 = stron

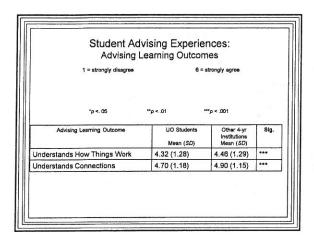
Advising Learning Outcome UO Students Other 4-yr Institutions Mean (SD) Mean (SD)

Knows Requirements 5.02 (1.13) 5.06 (1.14 ns

Knows Resources 4.12 (1.42) 4.22 (1.46) \*\*\*

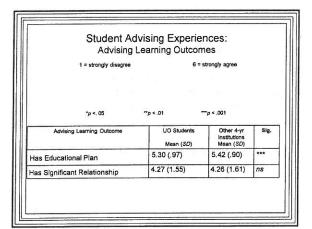
#### Advising Learning Outcomes

- I understand how things work at Name of Institution (timelines, policies, and procedures with regard to registration, financial aid, grading, graduation, petition and appeals, etc.). (Understands How Things Work)
- I understand how my academic choices at Name of Institution connect to my career and life goals. (Understands Connections)



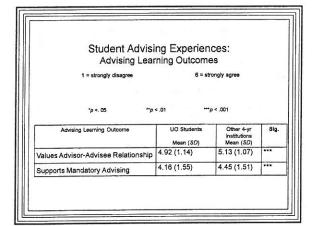
#### Advising Learning Outcomes

- I have a plan to achieve my educational goals (Has Educational Plan)
- I have had at least one relationship with a faculty or staff member at Name of Institution that has had a significant and positive influence on me. (Has Significant Relationship)



#### **Advising Learning Outcomes**

- It is important to develop an advisor/advisee relationship with someone on campus.(Values Advisor/Advisee Relationship)
- There should be mandatory academic advising for students. (Supports Mandatory Advising)



(A)	arning Outcon	nes	
1 = strongly disagree *p <, 05 **		strongly agree p < .001	
Advising Learning Outcome	UO Students Mean (SD)	Other 4-yr Institutions Mean (SD)	Sig.
Knows Requirements	5.02 (1.13)	5.06 (1.14)	ns
Knows Resources	4.12 (1.42)	4.22 (1.46)	***
Understands How Things Work	4.32 (1.28)	4.46 (1.29)	***
Understands Connections	4.70 (1.18)	4.90 (1.15)	***
Has Educational Plan	5.30 (.97)	5.42 (.90)	***
Has Significant Relationship	4.27 (1.55)	4.26 (1.61)	ns
Values Advisor-Advisee Relationship	4.92 (1.14)	5.13 (1.07)	***
Supports Mandatory Advising	4.16 (1.553)	4.45 (1.51)	***

#### Research Question 3

 Do UO faculty and faculty at other public 4year institutions in Oregon differ on advising attitudes and experiences?

# Measures of Advising Functions: Faculty and Professional Advisors

- 12 advising functions measured by 6 point Likert-type scales
- "How important is it for undergraduate students to get this kind of advising?"
   1 = not important
   6 = very important
- "How satisfied are you with the advising you provide in this area?"

1 = not satisfied

6 = very satisfied

Faculty	Advising A	ttitudes:	
Importance	of Advising	Functions	
1 = not important	~	6 = very important	
	University of UO	Other 4-yr	Sig.
Integration	** ACCORDANGE - CONTROL		
Overall Connect	5.22 ( .97)	5.35 ( .98)	ns
Major Connect	5,17 (1,10)	5.41 ( .90)	**
Gen Ed Connect	4.69 (1.32)	4.88 (1.24)	лѕ
Degree Connect	4.80 (1.26)	5.01 (1.19)	
Out-of-Class Connect	4.20 (1.40)	4.54 (1.30)	***
Referral	5000 CO \$000 \$00		
Academic	5.37 ( .89)	5.33 ( .97)	ns
Non-Academic	4.87 (1.16)	5.05 (1.11)	
Information			
How Things Work	5.03 (1.07)	5.14 (1.07)	ns
Accurate Information	5.58 ( 0.77)	5.65 (0.75)	ns

4.67 (1.26) 4.54 (1.34)

4.86 (1.27)

Faculty Advising Experiences:
Satisfaction on Advising Functions
1 = not satisfied 6 = very satisfied

 No significant difference between University of Oregon faculty and other public 4-year institution faculty on 11 of the 12 advising functions

# Faculty Advising Attitudes: Other Advising Attitudes

1 = strongly disagree

Individuation Skills, Abilities, Interests

Know as Individual

6 = strongly agree

4.89 (1.14) 4.82 (1.21)

5.11 (1.17)

- 6 other advising attitudes measured by 6-point Likert-type scales
- "Based on your experience at Name of Institution, indicate your level of agreement with the following statements"

1 = Strongly Disagree

6 = Strongly Agree

# Faculty Advising Attitudes: Other Advising Attitudes

- It is important for undergraduate students to develop an advisor/advisee relationship with someone on campus (Values Advisor/Advisee Relationship)
- There should be mandatory academic advising for undergraduate students (Supports Mandatory Advising)

# Faculty Advising Attitudes: Other Advising Attitudes

- Providing academic advising to undergraduate students is valued by senior administrators at Name of Institution (i.e., the President, Provost, Vice Presidents/Provosts) (Senior Administrators Value Advising)
- Providing academic advising to undergraduate students is valued by my department chairperson or director (Chair/Director Values Advising)

#### Faculty Advising Attitudes: Other Advising Attitudes

- Providing academic advising to undergraduate students is valued by colleagues in my department or program (Colleagues Value Advising)
- Providing academic advising to undergraduate students is valued by the Dean of my school, college, or program (Dean Values Advising)

# Faculty Advising Attitudes: Other Advising Attitudes

	UO	Other 4-Yr	
200900000000000000000000000000000000000	Mean (SD)	Mean (SD)	Sig.
Values Advisor/Advisee Relationship	5.06 (1.13)	5.31 (1.01)	**
Supports Mandatory Advising	4.35 (1.57)	4.83 (1.45)	***
Senior Administrators Value Advising	3.15 (1.36)	3.49 (1.49)	**
Chair/Director Values Advising	4.29 (1.51)	4.70 (1.43)	***
Colleagues Value Advising	3.80 (1.52)	4.31 (1.54)	***
Dean Values Advising	3.66 (1.47)	4.01 (1.58)	**

#### Research Question 4

 Do UO professional advisors and professional advisors at other public 4-year institutions in Oregon differ on advising attitudes and experiences?

Professional Advisor Advising Attitudes:
Importance of Advising Functions
1 = not important 6 = very important

 No significant difference between University of Oregon advisors and other public 4-year institution advisors on any of the 12 advising functions Faculty Advising Experiences:
Satisfaction on Advising Functions
1 = not satisfied 6 = very satisfied

 No significant difference between University of Oregon advisors and other public 4-year institution advisors on any of the 12 advising functions

#### Professional Advisor Advising Attitudes: Other Advising Attitudes

	UO	Other 4-Yr	1
	Mean (SD)	Mean (SD)	Sig
Values Advisor/Advisee Relationship	5.83 (0.38)	5.79 (0.62)	ns
Supports Mandatory Advising	4.83 (1.32)	5.30 (1.07)	*
Senior Administrators Value Advising	3.97 (1.40)	4.14 (1.47)	ns
Chair/Director Values Advising	5.67( .59)	5,28 (1.27)	*
Colleagues Value Advising	5.17 (1.11)	5.27 (1.22)	ns
Dean Values Advising	4.94 (1.35)	4.96 (1.38)	ns

#### Research Question 5

- Do students, faculty and professional advisors at UO differ
  - In the importance they attribute to academic advising functions?
  - In their satisfaction with the advising they receive/provide?
- Do faculty and professional advisors at UO differ in their other advising attitudes?

	Advi	sing At	titudes:			
	Importa	nce of	Functio	nns		
1 = not imp				i≃ very impo	ortant	
	Students		Faculty		Advisors	
Integration						
Overall Connect	4.84	(1.15)	5.22 h	(0.97)	5.83	(0.38)
Major Connect	4.96	(1.09)	5.17 h	(1.10)	5.75	(0.55)
Gen Ed Connect	4.57 h	(1.30)	4.69 b	(1.32)	5.50	(0.74)
Degree Connect	4.50	(1.41)	4.80 h	(1.30)	5.42	(1.00)
Out-of-Class Connect	4.39	(1.41)	4.20 h	(1.40)	5.31 .	(0.89)
Referral	7.0	100			0 0,000	
Academic	4.41	(1.42)	5.37 h	(0.89)	5.91,	(0.28)
Non-Academic	4.13	(1.55)	4.87 b	(1.16)	5.64	(0.59)
nformation					7	
How Things Work	4.80	(1.24)	5.03 h	(1.07)	5.75	(0.55)
Accurate Information	5.44	(0.92)	5.58 h	(0.77)	5.92	(0.28)
ndividuation		200000000000000000000000000000000000000	7910-02-11- <b>0</b>			
Skills, Abilities, Interests	4.87	(1.16)	4.67 h	(1.26)	5.64	(0.59)
Know as Individual		(1,30)		(1.34)	5.36	
Shared Responsibility					20000000	
Shared Responsibility	4.69 h	(1.29)	4.86	(1.27)	5.67	(0.63)

	Advisi	ng Expe	erience	es:		
S	atisfact	tion with	Func	tions		
1 = not sati	sfied			6 = verv sati	sfied	
	Students		Faculty		Advisors	
Integration				OT COLON	34.0	
Overall Connect	4.07	(1.33)	4.32	(1.16)	4.73.	(1.07)
Major Connect	4.05	(1.33)		(1.11)		
Gen Ed Connect	3.91 <sub>b</sub>	(1.34)		(1.30)		
Degree Connect	3.86€	(1.39)		(1.30)		
Out-of-Class Connect	3.45	(1.41)		(1.29)	4.36	
Referral				()	1100	(2.00)
Academic	3.83	(1.37)	4.17	(1.37)	5.36,	(0.74)
Non-Academic	3.75	(1.36)		(1.30)	4.67	
Information				()		(0)
How Things Work	3.78	(1.41)	4.03	(1.32)	4.94.	(0.83)
Accurate Information		(1.37)		(1.16)	5.42.	
ndividuation				(,		(0.05)
Skills, Abilities, Interests	3.85	(1.38)	4.24.	(1.23)	4 88	(0 91)
Know as Individual		(1.54)		(1.33)		
Shared Responsibility		,		()		(0.00)
Shared Responsibility	3.89.	(1.34)	4 24.	(1.26)	4.88,	(0.04)

## UO Faculty and Professional Advisors Advising Attitudes: Other Advising Attitudes

The Part of the Pa	Faculty	Advisors	
The state of	Mean (SD)	Mean (SD)	Sig
Values Advisor/Advisee Relationship	5.06 (1.13)	5.83 (0.38)	***
Supports Mandatory Advising	4.35 (1.57)	4.83 (1.32)	ns
Senior Administrators Value Advising	3.15 (1.36)	3.97 (1.40)	***
Chair/Director Values Advising	4.29 (1.51)	5.67 (0.59)	***
Colleagues Value Advising	3.80 (1.52)	5.17 (1.11)	***
Dean Values Advising	3.66 (1.47)	4.94 (1.35)	***

### Research Question 6

- Do students and faculty at UO think that some advising functions are more important than others?
- And, if so, does the relative importance each groups ascribes to the advising functions differ?

	Advising Att	itudes:
Îr	mportance of	Functions
1 = not import		6 = very important
	Students	Faculty
ntegration		
Overall Connect	4.84 ed	5.22 kg
Major Connect	4.96	5.17 bc
Gen Ed Connect	4.57	4.69
Degree Connect	4.50 r	4.80 4
Out-of-Class Connect	4.39	4.20 6
Referral	100	1000
Academic	4.41	5.37
Non-Academic	4.13	4.87
nformation		
How Things Work	4.80 4	5.03 cd
Accurate Information	5.44	5.58
ndividuation	-1116	2 2 2 2
Skills, Abilities, Interests	4.87	4.67
Know as Individual	4.75 de	4.54
hared Responsibility	00	
Shared Responsibility	4.69	4.86 de

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students are:
  - Less likely to be getting advising
  - If they are getting advising, getting it less often
  - Less likely to be getting advising from formal advising system

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students are:
  - Just as likely to have at least one significant relationship with a faculty or staff member on campus
  - Just as satisfied overall with their educational experience at their institution
  - More likely to plan to graduate from their institution

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students are:
  - Less likely to have an educational plan
  - Less confident they made the right decision to attend their institution

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students generally:
  - Think advising is less important
  - Are less likely to value advisor/advisee relationship
  - Are less likely to support mandatory advising

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students generally:
  - Are less satisfied with the advising they receive

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students are:
  - Just as likely to know what requirements they must fulfill to earn their degree
  - Less likely to know where at their institution they can go to get help with problems
  - Less likely to understand how things work at their institution with regard to policies and procedures

## Summary of Findings Student Responses

- Compared to students at other 4-year institutions in Oregon, UO students are:
  - Less likely to understand how their academic choices connect to their career and life goals

#### Discussion

- What may explain these findings?
- What are the implications for practices and policies at UO?

# Measures of Advising Functions: Faculty and Professional Advisors

- "It is part of my responsibility as an advisor to provide undergraduate students with this kind of advising."
  - 1 = strongly disagree 6 = strongly agree

#### Research Question 3

- Do faculty and professional advisors at UO and those at other public 4-year institutions in Oregon differ on overall educational attitudes and experiences?
- Compare advising attitudes and experiences of UO faculty and professional advisors with those of faculty and professional advisors at other public 4-year institutions in Oregon

Questions?

Comments?

Next Steps?