

**University of Oregon  
Student, Faculty, and Professional  
Advisor Perspectives on Advising  
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**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

<b>Public 4-Year Institutions</b> Eastern Oregon University Oregon State University Portland State University University of Oregon Western Oregon University	<b>Private Universities</b> Concordia University University of Portland  <b>Community Colleges</b> Chemeketa CC Portland CC
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**Method  
Participants**

- Students: All fully admitted undergraduates
- Instructional faculty with FTE  $\leq$  .50
- Professional academic advisors FTE  $\leq$  .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*

## Participants From 4-year Institutions

Number (Participation Rate)

	UO	Other 4-year institutions
Students	3664 (21.1%)	9494 (21.7%)
Faculty	276 (34.5%)	932 (38.3%)
Advisors	41 (87.2%)	108 (84.4%)

## UO Participants: Demographic Profile

Student Characteristics

Mean Age	21.7 Years
Males	36.6%
White	73.2%
Newly Enrolled	31.1%
First Generation College Student	32.4%
Pell Grant Recipient	25.6%

## UO Participants: Demographic Profile

Class Level of Students

Freshman	13.7%
Sophomore	21.9%
Junior	24.2%
Senior	40.3%
Unknown	1.0%

## UO Participants: Demographic Profile

Faculty and Advisor Characteristics

	Faculty	Advisors
% Males	55.0%	29.7%
% White	77.5%	81.1%
Age	48.11	42.36
Length of Service	12.02	9.23

## UO Participants: Demographic Profile

Tenure Status of Faculty and Advisors

Tenure	Faculty	Advisors
Emeritus	0.4%	
Indefinite Tenure	51.8%	
Tenure Track	18.6%	
Fixed Term	28.2%	100%
Unknown	1.1%	

## UO Participants: Demographic Profile

Academic Rank of Faculty and Advisors

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/Ast	2.2%	
Unranked	0.7%	83.8%
Unknown	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 Likert-type 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      6 = strongly agree  
\* $p < .05$       \*\* $p < .01$       \*\*\* $p < .001$

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

*significant + lots of disagreement*

### 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

\* $p < .05$       \*\* $p < .01$       \*\*\* $p < .001$

	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 ( <i>SD</i> )	Mean ( <i>SD</i> )	Sig.
<i>Graduate Name of Institution</i>	5.61 (.95)	5.56 (1.04)	**
<i>Right Decision</i>	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 ( <i>SD</i> )	Mean ( <i>SD</i> )	Sig.
<i>Significant Relationship</i>	4.27 (1.55)	4.26 (1.61)	<i>ns</i>
<i>Overall Satisfaction</i>	4.63 (1.11)	4.64 (1.19)	<i>ns</i>

**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)*

1. Advising that helps students connect their academic, career, and life goals (*Overall Connect*)
2. Advising that helps students choose among courses in the major that connect their academic, career, and life goals (*Major Connect*)
3. 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)*

4. 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*)
5. 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)	<i>ns</i>

**Advising Functions**  
*Referral*

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

**Advising Attitudes:**  
**Importance of Referral 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.
Referral Academic	4.41 (1.42)	4.51 (1.48)	***
Referral Non-Academic	4.14 (1.55)	4.17 (1.66)	<i>ns</i>

**Advising Functions**  
*Information*

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

### Advising Attitudes: Importance of Information 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.
How Things Work	4.80 (1.24)	4.96 (1.24)	***
Accurate Information	5.44 (0.92)	5.62 (0.75)	***

### Advising Functions *Individuation*

10. Taking into account students' skills, abilities, and interests in helping them choose courses (*Skills, Abilities, Interests*)
11. 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

Function	University of Oregon Mean (SD)	Other 4-Yr Mean (SD)	Sig.
Skills, Abilities, Interests	4.87 (1.16)	4.98 (1.20)	***
Know as Individual	4.75 (1.30)	4.93 (1.27)	***

### Advising Functions *Shared Responsibility*

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

### Advising Attitudes: Importance of Shared Responsibility Function

1 = not important                      6 = very important  
\**p* < .05                      \*\**p* < .01                      \*\*\**p* < .001

Function	University of Oregon Mean (SD)	Other 4-Yr Mean (SD)	Sig.
Shared Responsibility	4.68 (1.29)	4.80 (1.32)	***

### Advising Attitudes: Importance of Functions

1 = not important                      6 = very important

Advising Function	University of UO	Other 4-yr	Sig.
<b>Integration</b>			
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
<b>Referral</b>			
Academic	4.41 (1.42)	4.51 (1.48)	***
Non-Academic	4.14 (1.55)	4.17 (1.66)	ns
<b>Information</b>			
How Things Work	4.80 (1.24)	4.96 (1.24)	***
Accurate Information	5.44 (0.92)	5.62 (0.75)	***
<b>Individuation</b>			
Skills, Abilities, Interests	4.87 (1.16)	4.98 (1.20)	***
Know as Individual	4.75 (1.30)	4.93 (1.27)	***
<b>Shared Responsibility</b>			
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

## Student Advising Experiences: Satisfaction with Advising Received

1 = not satisfied      6 = very satisfied

	University of UO	Other 4-yr	Sig.
<b>Integration</b>			
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
<b>Referral</b>			
Academic	3.83 (1.37)	4.01 (1.45)	***
Non-Academic	3.75 (1.36)	3.85 (1.47)	***
<b>Information</b>			
How Things Work	3.78 (1.40)	3.89 (1.53)	***
Accurate Information	4.28 (1.37)	4.32 (1.52)	ns
<b>Individualization</b>			
Skills, Abilities, Interests	3.86 (1.38)	3.98 (1.50)	***
Know as Individual	3.59 (1.53)	3.87 (1.64)	***
Shared Responsibility			
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

1 = strongly disagree      6 = strongly agree  
\*p < .05      \*\*p < .01      \*\*\*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)	***

## 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*)

**Student Advising Experiences:  
Advising Learning Outcomes**

1 = strongly disagree      6 = strongly agree

\*p < .05      \*\*p < .01      \*\*\*p < .001

Advising Learning Outcome	UO Students Mean (SD)	Other 4-yr Institutions Mean (SD)	Sig.
Understands How Things Work	4.32 (1.28)	4.46 (1.29)	***
Understands Connections	4.70 (1.18)	4.90 (1.15)	***

**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*)

**Student Advising Experiences:  
Advising Learning Outcomes**

1 = strongly disagree      6 = strongly agree

\*p < .05      \*\*p < .01      \*\*\*p < .001

Advising Learning Outcome	UO Students Mean (SD)	Other 4-yr Institutions Mean (SD)	Sig.
Has Educational Plan	5.30 (.97)	5.42 (.90)	***
Has Significant Relationship	4.27 (1.55)	4.26 (1.61)	ns

**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*)

**Student Advising Experiences:  
Advising Learning Outcomes**

1 = strongly disagree      6 = strongly agree

\*p < .05      \*\*p < .01      \*\*\*p < .001

Advising Learning Outcome	UO Students Mean (SD)	Other 4-yr Institutions Mean (SD)	Sig.
Values Advisor-Advisee Relationship	4.92 (1.14)	5.13 (1.07)	***
Supports Mandatory Advising	4.16 (1.55)	4.45 (1.51)	***

**Student Advising Experiences:  
Advising Learning Outcomes**

1 = strongly disagree      6 = strongly agree  
\*p < .05      \*\*p < .01      \*\*\*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 (1.55)	4.45 (1.51)	***

### Research Question 3

- Do UO faculty and faculty at other public 4-year 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 Attitudes: Importance of Advising Functions

	University of UO	Other 4-yr	Sig.
Integration			
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)	ns
Degree Connect	4.80 (1.26)	5.01 (1.19)	*
Out-of-Class Connect	4.20 (1.40)	4.54 (1.30)	***
Referral			
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
Individuation			
Skills, Abilities, Interests	4.67 (1.26)	4.89 (1.14)	*
Know as Individual	4.54 (1.34)	4.82 (1.21)	**
Shared Responsibility			
Shared Responsibility	4.86 (1.27)	5.11 (1.17)	**

### 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      6 = strongly agree
- 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	
	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	
	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?

**Advising Attitudes:  
Importance of Functions**

1 = not important      6 = very important

	Students	Faculty	Advisors
Integration			
Overall Connect	4.84 <sub>c</sub> (1.15)	5.22 <sub>b</sub> (0.97)	5.83 <sub>a</sub> (0.38)
Major Connect	4.96 <sub>c</sub> (1.09)	5.17 <sub>b</sub> (1.10)	5.75 <sub>a</sub> (0.55)
Gen Ed Connect	4.57 <sub>b</sub> (1.30)	4.69 <sub>b</sub> (1.32)	5.50 <sub>a</sub> (0.74)
Degree Connect	4.50 <sub>c</sub> (1.41)	4.80 <sub>b</sub> (1.30)	5.42 <sub>a</sub> (1.00)
Out-of-Class Connect	4.39 <sub>b</sub> (1.41)	4.20 <sub>b</sub> (1.40)	5.31 <sub>a</sub> (0.89)
Referral			
Academic	4.41 <sub>c</sub> (1.42)	5.37 <sub>b</sub> (0.89)	5.91 <sub>a</sub> (0.28)
Non-Academic	4.13 <sub>c</sub> (1.55)	4.87 <sub>b</sub> (1.16)	5.64 <sub>a</sub> (0.59)
Information			
How Things Work	4.80 <sub>c</sub> (1.24)	5.03 <sub>b</sub> (1.07)	5.75 <sub>a</sub> (0.55)
Accurate Information	5.44 <sub>c</sub> (0.92)	5.58 <sub>b</sub> (0.77)	5.92 <sub>a</sub> (0.28)
Individualization			
Skills, Abilities, Interests	4.87 <sub>c</sub> (1.16)	4.67 <sub>b</sub> (1.26)	5.64 <sub>a</sub> (0.59)
Know as Individual	4.75 <sub>b</sub> (1.30)	4.54 <sub>b</sub> (1.34)	5.36 <sub>a</sub> (0.72)
Shared Responsibility			
Shared Responsibility	4.69 <sub>b</sub> (1.29)	4.86 <sub>b</sub> (1.27)	5.67 <sub>a</sub> (0.63)

**Advising Experiences:  
Satisfaction with Functions**

1 = not satisfied      6 = very satisfied

	Students	Faculty	Advisors
Integration			
Overall Connect	4.07 <sub>c</sub> (1.33)	4.32 <sub>b</sub> (1.16)	4.73 <sub>a</sub> (1.07)
Major Connect	4.05 <sub>c</sub> (1.33)	4.57 <sub>b</sub> (1.11)	4.82 <sub>a</sub> (0.82)
Gen Ed Connect	3.91 <sub>b</sub> (1.34)	3.97 <sub>b</sub> (1.30)	4.97 <sub>a</sub> (0.90)
Degree Connect	3.86 <sub>c</sub> (1.39)	4.32 <sub>b</sub> (1.30)	5.20 <sub>a</sub> (0.89)
Out-of-Class Connect	3.45 <sub>b</sub> (1.41)	4.02 <sub>a</sub> (1.29)	4.36 <sub>a</sub> (1.06)
Referral			
Academic	3.83 <sub>c</sub> (1.37)	4.17 <sub>b</sub> (1.37)	5.36 <sub>a</sub> (0.74)
Non-Academic	3.75 <sub>b</sub> (1.36)	3.98 <sub>b</sub> (1.30)	4.67 <sub>a</sub> (0.78)
Information			
How Things Work	3.78 <sub>c</sub> (1.41)	4.03 <sub>b</sub> (1.32)	4.94 <sub>a</sub> (0.83)
Accurate Information	4.28 <sub>c</sub> (1.37)	4.82 <sub>b</sub> (1.16)	5.42 <sub>a</sub> (0.83)
Individualization			
Skills, Abilities, Interests	3.85 <sub>c</sub> (1.38)	4.24 <sub>b</sub> (1.23)	4.88 <sub>a</sub> (0.91)
Know as Individual	3.59 <sub>c</sub> (1.54)	4.27 <sub>b</sub> (1.33)	4.77 <sub>a</sub> (0.85)
Shared Responsibility			
Shared Responsibility	3.89 <sub>c</sub> (1.34)	4.24 <sub>b</sub> (1.26)	4.88 <sub>a</sub> (0.94)

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

	Faculty	Advisors	
	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 Attitudes:  
Importance of Functions**

1 = not important                      6 = very important

	Students	Faculty
<b>Integration</b>		
Overall Connect	4.84 <sub>cd</sub>	5.22 <sub>bc</sub>
Major Connect	4.96 <sub>b</sub>	5.17 <sub>bc</sub>
Gen Ed Connect	4.57 <sub>f</sub>	4.69 <sub>de</sub>
Degree Connect	4.50 <sub>f</sub>	4.80 <sub>de</sub>
Out-of-Class Connect	4.39 <sub>g</sub>	4.20 <sub>f</sub>
<b>Referral</b>		
Academic	4.41 <sub>g</sub>	5.37 <sub>b</sub>
Non-Academic	4.13 <sub>h</sub>	4.87 <sub>de</sub>
<b>Information</b>		
How Things Work	4.80 <sub>d</sub>	5.03 <sub>cd</sub>
Accurate Information	5.44 <sub>a</sub>	5.58 <sub>a</sub>
<b>Individuation</b>		
Skills, Abilities, Interests	4.87 <sub>d</sub>	4.67 <sub>e</sub>
Know as Individual	4.75 <sub>de</sub>	4.54 <sub>ef</sub>
<b>Shared Responsibility</b>		
Shared Responsibility	4.69 <sub>e</sub>	4.86 <sub>de</sub>

- ### 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?

