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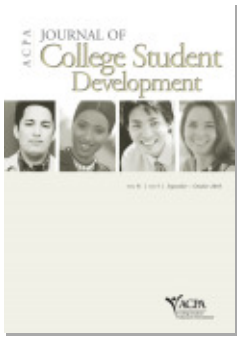

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Faculty and Student Perspectives on Advising: Implications for Student Dissatisfaction

Janine M. Allen Cathleen L. Smith

Although academic advising is often linked to student success, student satisfaction with advising is a perennial problem. To better understand the nature of this dissatisfaction, we explored the perspectives of both the recipients of advising—students—and the providers of advising—faculty. We found that students and faculty agree on the relative importance of many aspects of advising, but faculty do not necessarily assume responsibility for all of the kinds of advising both they and students deem most important. The findings support the dual model for delivering academic advising services.

Faculty–student interaction outside the classroom has consistently been shown to contribute to student outcomes, including persistence and educational attainment, as well as cognitive and social development (Pascarella & Terenzini, 2005). Academic advising is a major vehicle through which out-of-class contact between faculty and students can occur (Astin, Korn, & Green, 1987; Habley, 2003), yet in national surveys it is consistently among those services with which students are least satisfied (Astin et al.; Keup & Stolzenberg, 2004). To better understand the nature of students' dissatisfaction with advising, and ultimately tie advising to outcomes such as retention and degree completion, it is important to explore the perspectives of both the recipients of advising—students—and those who provide the bulk of advising to them (Habley, 2003, 2004)—faculty.

What do faculty typically do when they provide academic advising to students? Although empirical data that answer this question are scant, what faculty *should* do when they advise students has been the subject of much discussion. Our examination of the literature of the past 30 years suggests that quality advising—the kind that contributes to student development—is a multidimensional process that encompasses five domains: *integration* of the student's academic, career, and life goals with each other and with other aspects of the curriculum and co-curriculum; *referral* to campus resources for academic and non-academic problems; provision of *information* about degree requirements and how the university works with regard to polices and procedures; *individuation*, or consideration of students' individual characteristics; and *shared responsibility*, or encouraging students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills (Smith & Allen, 2006).

Unfortunately, even though faculty think the kinds of advising associated with the five

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domains are important for students to receive, faculty do not necessarily take responsibility for providing all of them. That is, faculty ratings of responsibility for delivering some advising functions, in particular those more peripheral to the academic core, are not always commensurate with ratings of their importance (Allen & Smith, in press). Because the five domains of academic advising address all aspects of the student's educational experience, and as such, cut across the organizational boundaries defined by academic and student affairs, it is conceivable that student affairs professionals could assist with those kinds of advising for which faculty are reluctant to assume responsibility. But before it is concluded that some advising functions might best be transferred to others in the institution, it is important to first ascertain if faculty are indeed failing to assume responsibility for the kinds of advising that students want.

Vowell (1995) has suggested that faculty advisors and their student advisees often hold divergent expectations of advising, but it is not entirely clear how or why these expectations might differ. Faculty and students may differ in the kinds of advising they think are most and least important. Faculty may not take responsibility for those advising functions that students consider most important and, thus, expect faculty to provide. Or faculty may assume responsibility for advising functions that students de-emphasize. Examining student dissatisfaction with advising in the light of what students and faculty think is important and what faculty assume responsibility for may be the first step in beginning to understand and address what is a perennial problem on most campuses.

It is also possible that faculty and student views on advising converge in a number of ways. If faculty believe that a particular kind of advising—for example, helping students choose courses in the major that integrate their academic, career, and life goals—is important for students to receive, and further see it as their responsibility to deliver advising of this nature, they likely emphasize it to students, who in turn recognize it as important. And if students request the kinds of advising they think are important, faculty may step up to the plate and provide them with the advising they want. Thus there may be overlap in what faculty take responsibility for and what students think is important in advising.

Unfortunately, it is not clear from the few studies that compared faculty and students whether the perspectives on advising of the two groups actually differ. In some studies the data were not subjected to statistical analysis to support assumptions that observed differences between faculty and student responses were real and not due to chance alone (see for example, Guinn & Mitchell, 1986; McAnulty, O'Connor, & Sklare, 1987; Saving & Keim, 1998). Not all studies used parallel survey instruments that measured the same aspects of advising for both students and faculty (see for example, Creeden, 1990; McAnulty et al.). And, crucially, studies varied in what attribute of advising was rated. In studies using parallel survey instruments, some asked both faculty and students to indicate the degree of faculty responsibility for various tasks (Guinn & Mitchell; Smerglia & Bouchet, 1999), another asked respondents to indicate their level of agreement with roles that faculty advisors should perform (Kramer, Arrington, & Chynoweth, 1985), and only one (Lowe & Toney, 2000) asked participants about the level of importance they attributed to different kinds of advising. Although it seems reasonable to ask faculty to rate their responsibility for particular advising functions, it is not immediately clear what students should be expected to know about faculty advising responsibilities. Asking students to rate the importance of various kinds of advising and their satisfaction

with each may provide a better indication of what students want or need.

Despite these problems, several general observations from the research comparing faculty and student perspectives on advising are noteworthy. Students evaluate the advising they receive lower than faculty advisors evaluate the advising they provide (Kramer et al., 1985; Saving & Keim, 1998; Stickle, 1982). Faculty ratings do not differ from student ratings for activities both groups rate highest—dispensing information about and interpreting requirements and assisting with planning a program of study including course selection (Guinn & Mitchell, 1986; Kramer et al.; Lowe & Toney, 2000; Smerglia & Bouchet, 1999). Nor are differences found between faculty and student ratings of activities that both groups rate lowest—those involving counseling on personal concerns or self-understanding (Guinn & Mitchell; Smerglia & Bouchet). However, where differences between the ratings of faculty and students on other advising activities are observed (Guinn & Mitchell; Kramer et al.; Lowe & Toney; Saving & Keim; Smerglia & Bouchet), no patterns have emerged. Unfortunately, it is not clear whether the inconsistencies across studies are due to the different attributes of advising measured (e.g., importance vs. responsibility) or actual differences between faculty advisors and students.

In sum, there are pockets of research that begin to identity where student and faculty perceptions of advising converge, as well as research that suggests that faculty and students differ in their evaluation of the effectiveness of the faculty's advising. However, the state of the literature does little to clarify the reasons for student dissatisfaction with academic advising or suggest interventions to address the problem. What is needed is research that uses a clear conceptual framework to elucidate the various domains of advising that have been emphasized in the literature of the last 30 years, distinguishes between faculty ratings of importance of and responsibility for various advising activities, and administers parallel instruments to well-defined samples. Such conditions are essential to determine whether or not students and faculty do in fact hold divergent expectations of advising, as Vowell (1995) has suggested. In particular, determining if there are kinds of advising that students deem important, but for which faculty do not assume commensurate levels of responsibility, is critical to understanding how faculty and student affairs professionals could collaborate to address student dissatisfaction with advising.

In the present article we report a study that examined the perspectives on advising of both faculty and students. We conceptualized advising as entailing 12 functions that operationalized the five domains described above as essential to the advising role. Faculty and students were asked to rate the importance of each function and how satisfied they were with the advising they provide or receive on each. Faculty were also asked whether they agreed that each function was indeed their responsibility to provide.

We explored the following research questions:

1. Do faculty attribute the same degree of importance to academic advising functions as do students?
2. Are faculty more satisfied with the advising they provide than students are with the advising they receive? Based on previous research findings, we expected to answer this question in the affirmative.
3. What degree of responsibility do faculty assume for advising functions that are most and least important to students?
4. If discrepancies exist between what students think is important and what faculty

TABLE 1.
Characteristics of Faculty Participants Relative to all Faculty at Study Institution (n = 171, N = 737)

	Population		Sample	
Characteristic	***N***	**%**	***n***	**%**
Tenure Status				
Indefinite Tenure	356	48.3	95	55.6
Annual (Tenure Track)	137	18.6	39	22.8
Fixed Term	244	33.1	37	21.6
Rank				
Professor	225	30.5	49	28.7
Associate Professor	184	25.0	53	31.0
Assistant Professor	195	26.5	50	29.2
Instructor	122	16.7	19	11.1
Lecturer/Other	11	1.5	0	0.0
Gender				
Male	426	57.8	88	51.5
Female	311	42.2	83	48.5
Ethnicity				
White	550	74.6	134	78.4
Asian American	58	7.8	10	5.8
African American	24	3.3	0	0.0
Hispanic	12	1.6	5	2.9
Native American	6	0.8	1	0.6
Multiple	4	0.5	1	0.6
Declined to Respond	83	11.3	20	11.7
Mean Age	49.3 years		49.2 years	
Length of Service (mean years at university)	11.0 years		10.8 years	

assume responsibility for in advising, are there implications for student satisfaction? In particular, are students less satisfied with the advising they receive on functions they regard as highly important, but for which faculty assume relatively less responsibility?

METHODS

Participants

Participants were students and instructional faculty at a doctoral–research intensive urban university who in spring term 2006 completed web-based companion surveys focused on academic advising. In this institution, faculty

provide the bulk of academic advising, and student dissatisfaction with advising has been a perennial problem.

The 171 instructional faculty participants represented 23.3% of the target population of instructional faculty with an FTE of 0.50 or higher ($N = 737$). Table 1 gives the demographic breakdown of the sample and population. Fixed-term faculty (those whose appointment was not tenure-related), faculty with the rank instructor, males, and some ethnic minorities were somewhat underrepresented. Mean age and mean years of service for the sample closely represented the population.

The 733 student participants represented 5.4% of the target population of formally admitted undergraduate students ($N = 13,582$). Table 2 gives the demographic breakdown of the sample and population. The sample mirrored the population on age and was largely representative on ethnicity, although Whites were slightly overrepresented. However, males and lower division students were underrepresented.

Survey Instruments

Parallel survey instruments, the faculty and student versions of the *Inventory of Academic Advising Functions*, were used in this study. Each consists of questions about 12 advising functions that operationalize five domains identified by Smith and Allen (2006) as essential to the advising role: integration, referral, information, individuation, and shared responsibility. Table 3 lists the definition of each advising function with its corresponding variable name.

TABLE 2.
Characteristics of Student Participants Relative to all Students at Study Institution ($n = 733$, $N = 13,582$)

	Population		Sample	
Characteristic	***N***	**%**	***n***	**%**
Class Level				
Lower Division	3,735	27.5	139	18.9
Upper Division	9,847	72.5	594	81.1
Gender				
Male	6,339	46.7	260	35.5
Female	7,243	53.3	473	64.5
Ethnicity				
White	8,801	64.8	496	67.7
Asian American	4,372	10.1	69	9.4
African American	462	3.4	18	2.5
Hispanic	625	4.6	38	5.2
Native American	190	1.4	13	1.8
Multiple	217	1.6	9	1.2
Declined to respond	1,385	10.2	81	11.1
International	516	3.8	9	1.2
Mean Age	26.4 years		26.6 years	

TABLE 3.
Definitions of and Corresponding Variable Names for Academic Advising Functions

Variable Name	Definition of Academic Advising Function
Integration Functions	
Overall Connect	Advising that helps [undergraduate] students connect their academic, career, and life goals
Major Connect	Advising that helps [undergraduate] students choose among courses in the major that connect their academic, career, and life goals
Gen Ed Connect	Advising that assists [undergraduate] students with choosing among the various general education options (e.g., choice of capstone, cluster, courses within cluster) that connect their academic, career, and life goals
Degree Connect	Advising that assists [undergraduate] students with deciding what kind of degree to pursue (Bachelor of Science, Bachelor of Arts, Bachelor of Music) in order to connect their academic, career, and life goals
Out-of-Class Connect	Advising that assists [undergraduate] students with choosing out-of-class activities (e.g., part-time employment, internships or practicum, participation in clubs or organizations) that connect their academic, career, and life goals
Referral Functions	
Referral Academic	When students need it, referral [Advising that refers undergraduate students, when they need it,] to campus resources that address academic problems (e.g., math or science tutoring, writing, disability accommodation, testing anxiety)
Referral Non-Academic	When students need it, referral [Advising that refers undergraduate students, when they need it,] to campus resources that address non-academic problems (e.g., childcare, financial, physical and mental health)
Information Functions	
How Things Work	Assisting [Advising that assists undergraduate] students with understanding how things work at this university (understanding timelines, policies, and procedures with regard to registration, financial aid, grading, graduation, petitions and appeals, etc.)
Accurate Information	Ability to [Advising that] give[s undergraduate] students accurate information about degree requirements
Individuation Functions	
Skills Abilities Interests	Taking [Advising that takes] into account students' skills, abilities, and interests in helping them choose courses
Know as Individual	[Advising that includes] Knowing the student as an individual
Shared Responsibility Function	
Shared Responsibility	Encouraging [Advising that encourages undergraduate] students to assume responsibility for their education by helping them develop planning, problem-solving, and decision-making skills

Note. Alternate wording of the faculty survey definitions is bracketed.

The *Inventory of Academic Advising Functions–Student Version* asked students to rate the importance of (How important is this advising function to you?) and their satisfaction with (How satisfied are you with the advising you receive on this function?) each of the 12 advising functions using 6-point Likert-type scales, where scale point 1 = *Not Important* or *Not Satisfied* and scale point 6 = *Very Important* or *Very Satisfied*, respectively. Cronbach's alpha coefficients for importance and satisfaction ratings were .85 and .94, respectively.

The *Inventory of Academic Advising Functions–Faculty Version* asked faculty to rate, for each of the 12 advising functions, its importance (How important is it for undergraduate students to get this kind of advising?), their satisfaction (How satisfied are you with the advising you provide in this area?), and their agreement that it is their responsibility to provide it (It is part of my responsibility to provide students with this kind of advising) using 6-point Likert-type scales, where scale point 1 = *Not Important, Not Satisfied*, or *Strongly Disagree* and scale point 6 = *Very Important, Very Satisfied, or Strongly Agree*, respectively. Cronbach's alpha coefficients for importance, responsibility, and satisfaction ratings were .85, .84, and .88, respectively.

Procedure

In April 2006, undergraduates and instructional faculty were sent e-mail messages from the provost inviting them to complete a web-based survey accessed through a link embedded in the messages. The messages explained the purpose of the survey and emphasized its importance in improving academic advising at the university. The messages also assured participants that their responses would be confidential and whether they participated would not affect their relationship with the university. The initial messages were sent during online registration for the upcoming term, a time when students might be seeking advice and faculty would likely be dispensing it. As an incentive for completing the survey, students were offered a chance to receive one of five $100 gift certificates from the university bookstore and faculty were offered a chance to receive $500 in faculty development funds. Follow-up requests were sent to those participants who did not respond to the initial invitation.

Students had the option of marking "I am not currently getting academic advice from faculty or staff at the university" (n = 173 or 25.7 % of the sample); those who marked this option were not asked the satisfaction questions. For each function, faculty had the option of marking "Not applicable, I do not provide this kind of advising." Faculty respondents who indicated they did not provide advising on a function were not asked to rate their satisfaction on that function.

Faculty and student responses to the survey were merged with data from the personnel and student information systems, respectively, so as to provide information about demographic characteristics of participants. To maintain the anonymity of participants, data mergers were done by the university's office of institutional research.

Data Analyses

To compare the importance and satisfaction ratings of faculty with those of students, we conducted independent samples t tests. Ordinarily, a method to control for Type I error across the multiple tests of statistical significance would be warranted. But considering the paucity of research that compares perspectives on advising of students and faculty, and the implications the findings might have for student success and faculty work life, we also wanted to guard against failing to detect differences that actually may exist. Thus, rather than use the more conservative Bonferroni correction, we considered all t test results that

were at the $p < .01$ significance level.

To ascertain whether respondents within each group differentiated among the 12 advising functions on the various rating scales, we conducted one-way within-subjects ANOVAs on all but the faculty satisfaction ratings. For the post hoc analyses we used the Dunn-Sedak adjustment for multiple comparisons. We did not conduct a one-way within-subjects ANOVA on faculty satisfaction ratings because many faculty ($n = 120$) indicated that they did not provide advising on one or more of the functions, leaving only 51 who indicated their satisfaction with all 12 functions, a requirement for the analysis. For all within-subjects analyses, Mauchly's test indicated that the assumption of sphericity had been violated, $\chi^2(65) = 317.66$, 909.15, 598.51, and 211.63, all $p = .000$, for faculty importance, student importance, student satisfaction, and faculty responsibility ratings, respectively; therefore we corrected degrees of freedom using Greenhouse-Geisser estimates of sphericity ($\varepsilon = .75$, .82, .84, and .82, respectively).

Although the percentage of cases with missing values for any given advising function was small (0–2.3% for faculty importance ratings, 1.2–2.9% for faculty responsibility ratings, 0.7–1.9% for student importance ratings, and 0–2.9% for student satisfaction ratings), pairwise deletion of these cases in the one-way within-subjects ANOVA, which necessitated that each case have a rating on each function, resulted in a greater percentage of deleted cases (5.3% and 7.6% for faculty importance and responsibility ratings, respectively, and 5.6% and 8% for student importance and satisfaction ratings, respectively). Therefore we imputed missing values for faculty and student importance ratings, student satisfaction ratings, and faculty responsibility ratings by obtaining their maximum likelihood estimates using the Expectation-Maximization algorithm method.

RESULTS

Comparison of Faculty and Student Importance Ratings

The means and standard deviations of the importance ratings of the 12 advising functions for faculty and students are presented in Table 4. Both students and faculty rated all functions on the important end of the scale (i.e., above scale point 4 on the 6-point scale).

To answer our first research question, we examined the results of the independent samples t tests comparing the importance ratings of faculty with those of students (see Table 4). Faculty rated the importance of 7 of the 12 functions, including all integration and both referral functions, significantly higher than did the students. The two groups did not differ on the importance of the information functions, which were among the highest rated functions (above scale point 5) with the least variability for both groups. Nor did the two groups differ on the importance of the individuation and shared responsibility functions.

The one-way within-subjects ANOVA showed that both faculty and students perceived that the 12 advising functions differ in importance, $F(8.24, 1400.53) = 27.98$, and $F(9.02, 6601.57) = 124.18$, for faculty and student importance ratings, respectively; both $p = .000$. Results of post hoc analyses for both groups are indicated by the subscripts next to the means for the importance ratings in Table 4.

As shown in Table 4, the relative importance of most of the advising functions was similar for both faculty and students. For example, Accurate Information was rated as more important than any other function by both groups. Similarly, Gen Ed Connect, Out-of-Class Connect, and Shared Responsibility were rated among the least important functions by both faculty and students. For the other advising functions there were also similarities

TABLE 4.

Means, Standard Deviations, and Post Hoc Analyses of One-Way Within-Subjects ANOVAs of Faculty and Student Importance Ratings and Faculty Responsibility Ratings; and Results of Independent Samples *t* Tests Comparing Faculty and Student Importance Ratings

	Independent Samples											
	Faculty Importance			Student Importance			*t* Tests			Faculty Responsibility		
Advising Function	***n***	***M***	***SD***	***n***	***M***	***SD***	***t***	***df***	***p***	***n***	***M***	***SD***
Integration												
Overall Connect	171	5.46_{b}	0.86	733	5.11_{b}	1.12	4.53	320.0	.000	171	5.08_{a}	1.11
Major Connect	171	5.41_{b}	0.94	733	5.16_{b}	1.04	2.87	902.0	.001	171	5.07_{a}	1.23
Gen Ed Connect	171	4.89_{de}	1.25	733	4.50_{de}	1.38	3.46	902.0	.001	171	3.62_{ef}	1.72
Degree Connect	171	4.90_{cd}	1.24	733	4.51_{de}	1.56	3.58	308.0	.000	171	3.90_{def}	1.61
Out-of-Class Connect	171	4.51_{e}	1.37	733	4.19_{f}	1.62	2.67	291.7	.008	171	3.72_{ef}	1.63
Referral												
Academic	171	5.37_{b}	0.91	733	4.44_{e}	1.52	10.49	424.1	.000	171	4.79_{ab}	1.35
Non-Academic	171	5.08_{cd}	1.10	733	4.16_{f}	1.68	8.80	378.3	.000	171	3.64_{ef}	1.66
Information												
Accurate Information	171	5.70_{a}	0.73	733	5.68_{a}	0.70	0.42	902.0	.675	171	4.48_{bc}	1.77
How Things Work	171	5.21_{bc}	1.07	733	5.03_{b}	1.22	1.75	902.0	.080	171	3.54_{f}	1.75
Individuation												
Skills, Abilities, Interests	171	4.95_{cd}	1.11	733	4.80_{c}	1.32	1.51	292.0	.133	171	4.03_{cd}	1.55
Know as Individual	171	4.75_{e}	1.28	733	4.71_{cd}	1.38	0.41	902.0	.679	171	4.26_{cd}	1.57
Shared Responsibility												
Shared Responsibility	171	4.85_{de}	1.30	733	4.63_{d}	1.38	1.94	902.0	.053	171	3.78_{ef}	1.74

Note. Ratings were made on 6-point scales from 1 (*not important, strongly disagree*) to 6 (*very important, strongly agree*) for importance and responsibility ratings, respectively. Within columns, means with different subscripts differ at $p < .05$ minimally using the Dunn-Sedak adjustment for multiple comparisons, with subscript "a" signifying the highest rated functions and subscripts "e" or "f" signifying the lowest rated functions.

in relative importance between faculty and students, with the exception of the referral functions, which faculty saw as relatively more important than did students, and Know as Individual, which students perceived as somewhat more important than did faculty.

Comparison of Faculty and Student Satisfaction Ratings

The means and standard deviations of the satisfaction ratings for both faculty and students are presented in Table 5. Student ratings were all between scale points 3 and 4, whereas faculty ratings were all between scale points 4 and 5. The range of satisfaction ratings for both faculty and students (0.80 and 0.82, respectively) was narrower than was the range of importance ratings for the faculty and student groups (1.19 and 1.52, respectively). In addition, as indicated by the larger standard deviations for most of their satisfaction scores, students generally agreed less with each other about how satisfied they are with the advising they receive than with how important the various advising functions are.

To answer our second research question, we examined the results of the independent samples *t* tests comparing faculty and student satisfaction ratings (see Table 5). Faculty rated their satisfaction with the advising they provide significantly higher than students rated their satisfaction with the advising they receive on all 12 advising functions.

The one-way within-subjects ANOVA on student satisfaction ratings showed that students were differentially satisfied with the advising they receive on the 12 advising functions, $F(9.19, 5128.58) = 25.62$, $p = .000$. Results of post hoc analyses are included in Table 5. The limited range of scores (3.08 to 3.90) notwithstanding, students were most satisfied with the advising they receive on Accurate Information and the two referral functions. They were least satisfied with the advising they receive on Out-of-Class Connect. Students were also relatively less satisfied with advising on Gen Ed Connect, Know as Individual, and How Things Work.

Faculty Responsibility, Student Importance, and Student Satisfaction Ratings

Table 4 presents the means and standards deviations of faculty responsibility ratings. Faculty generally agreed less with each other on responsibility ratings than they did on either importance or satisfaction ratings.

The one-way within-subjects ANOVA on faculty responsibility ratings confirmed that faculty perceive that they have varying amounts of responsibility for the 12 advising functions, $F(9.06, 1539.36) = 32.28$, $p = .000$. Results of the post hoc analyses are included in Table 4. Faculty felt most responsible for Overall Connect, Major Connect, and Academic Referral and least responsible for Gen Ed Connect, Degree Connect, Out-of-Class Connect, Referral Non-Academic, How Things Work, and Shared Responsibility.

To examine our third research question, we considered two sets of ratings—student importance and faculty responsibility—simultaneously to determine the extent of responsibility faculty assume for the advising functions students deem most and least important (see Table 4). Of the four functions students viewed as most important (Accurate Information, Overall Connect, Major Connect, How Things Work), all but one (How Things Work) were among those functions for which faculty felt most responsible. Likewise, some functions rated least important by students were among those for which faculty felt least responsible (Gen Ed Connect, Degree Connect, Out-of-Class Connect, and Referral Non-Academic). However, there were differences between the two rating sets. The most striking differences were with Referral Academic,

TABLE 5.

Means, Standard Deviations, and Results of Independent Samples *t* Tests of Faculty and Student Satisfaction Ratings; and Post Hoc Analyses of One-Way Within-Subjects ANOVAs of Student Satisfaction Ratings

	Faculty			Students			Independent Samples *t* Tests		
Advising Function	***n***	***M***	***SD***	***n***	***M***	***SD***	***t***	***df***	***p***
Integration									
Overall Connect	164	4.59	1.12	559	3.60_{cde}	1.49	9.16	346.5	.000
Major Connect	160	4.80	1.12	559	3.68_{bc}	1.48	10.36	336.2	.000
Gen Ed Connect	117	4.10	1.38	559	3.44_{de}	1.54	4.61	181.3	.000
Degree Connect	125	4.51	1.15	559	3.69_{bc}	1.55	6.73	235.4	.000
Out-of-Class Connect	136	4.37	1.22	559	3.08_{f}	1.49	10.53	243.2	.000
Referral									
Academic	154	4.35	1.28	559	3.82_{ab}	1.43	4.17	711.0	.000
Non-Academic	124	4.21	1.25	559	3.67_{abcd}	1.45	4.20	203.0	.000
Information									
Accurate Information	134	4.90	1.17	559	3.90_{a}	1.52	8.35	253.6	.000
How Things Work	125	4.10	1.37	559	3.46_{de}	1.53	4.59	199.8	.000
Individuation									
Skills, Abilities, Interests	143	4.44	1.24	559	3.60_{cde}	1.45	6.38	700.0	.000
Know as Individual	154	4.44	1.38	559	3.43_{e}	1.64	7.73	283.2	.000
Shared Responsibility									
Shared Responsibility	132	4.44	1.29	559	3.67_{bc}	1.43	5.65	689.0	.000

Note. Ratings were made on 6-point scales from 1 (*not satisfied*) to 6 (*very satisfied*). Satisfaction ratings excluded faculty who indicated they did not provide this type of advice, and students who indicated they were not currently getting advice from faculty or staff at the university. Within the student satisfaction column, means with different subscripts differ at $p < .05$ minimally using the Dunn-Sedak adjustment for multiple comparisons, with subscript "a" signifying the highest rated functions and subscript "e" signifying the lowest rated functions. Although the mean differences between *Referral Non-Academic* and other functions were similar or virtually identical to the mean differences between some other functions, the relatively larger standard errors for the former comparisons led to a failure to reject the null hypothesis of mean equality.

which students regarded as among the least important advising functions but faculty rated as among those for which they felt most responsible, and How Things Work, which students rated as highly important but faculty deemed as one of the functions for which they felt least responsible.

To examine our fourth research question, we looked specifically at student satisfaction ratings for those functions where the discrepancy between student importance and faculty responsibility ratings was most striking—How Things Work and Referral Academic (see Tables 4 and 5). How Things Work was among those functions with which students were least satisfied (only one function was rated significantly lower), but Referral Academic was among those with which students were most satisfied.

DISCUSSION

Faculty and student perspectives on what is important in advising converged on a number of points. Both faculty and students regarded all functions as important (i.e., they rated all above scale point 4 on the 6-point scale). Although the *t* tests showed that faculty thought 7 of the 12 functions were more important than did students, the within-subjects analyses revealed that the relative importance the two groups attributed to many of the functions followed similar patterns. In particular, faculty and students were of the same mind when it came to the significance of information. Similar to findings of previous research, faculty and students agreed with each other that providing accurate information about degree requirements was more important than any other advising function. Indeed, one could argue that the provision and receipt of accurate information is the *sine qua non*, or indispensable condition, of good academic advising, without which the advising relationship falters. In addition, both groups agreed that the other information function, advising that assists students with understanding how things work at the university with regard to policies and procedures (How Things Work), was among the functions second in importance only to Accurate Information. Helping students understand how things work at their institution is fundamental to the development of navigational skills or what Attinasi (1989) referred to as "cognitive maps" (p. 268) of the institution and the student's place within it (Smith & Allen, 2006).

Similarly, both faculty and students agreed on the relative importance of the integration functions. As was the case with How Things Work, advising that helps students integrate their academic, career, and life goals (Overall Connect) and choose courses in the major that connect those goals (Major Connect) were among the functions rated second in importance only to Accurate Information by both groups. Moreover, both groups agreed that other integration functions, those having to do with general education options and choice of degree (BA vs. BS), were of lower importance. And both groups rated advising that assists students with choosing out-of-class activities that connect their academic, career, and life goals as among the least important. Apparently, the faculty's emphasis on the major over other parts of the curriculum and on curricular over co-curricular aspects of the educational experience (Allen & Smith, in press) is shared by students.

In contrast, faculty and students disagreed on the relative importance of the two referral functions, with faculty assigning more importance to them. The lower importance ratings for students may be a reflection of the fact that not all students need to be referred to services that help remediate problems and therefore may not recognize how crucial these advising functions are for the success of some students. The considerable variability in student ratings

of the referral functions, indicating that students disagreed with each other about the importance of referral to services, supports this explanation. In contrast, faculty are likely to witness first hand the consequences of students not getting assistance with problems that interfere with learning and are thus more likely to see the value of connecting students to resources.

Faculty and students also disagreed to some extent on the individuation function having to do with knowing the student as an individual. Relative to the importance of other advising functions, students rated this function in the middle, whereas faculty rated it among the least important. For students, having one's individuality recognized and appreciated is a prerequisite for what Schlossberg, Lynch, and Chickering (1989) referred to as "mattering," or the belief that one is noticed, appreciated, and cared about. On the other hand, faculty on a large urban campus may realize that knowing each student as an individual is not a realistic expectation. However, although faculty see other advising functions as relatively more important than Know as Individual, it is worth reiterating that they rated even this function on the important end of the scale.

For most advising functions, faculty responsibility ratings were commensurate with student importance ratings. In particular, faculty rated their responsibility relatively high for three of the four advising functions that were most important to students: providing accurate information about degree requirements; helping students connect their academic, career, and life goals; and helping students choose courses in the major that connect those goals. Similarly, four of the five advising functions least important to students were among those for which faculty felt least responsible: helping students choose general education options, type of degree to pursue, and out-of-class activities, as well as referring students to resources that address nonacademic problems (e.g., child care, financial, physical and mental health).

However, there were two advising functions for which student importance and faculty responsibility ratings diverged. One of these functions, referral to resources that address academic problems (Referral Academic), was among the functions least important to students but among those for which faculty felt most responsible. Regardless of the importance that students may or may not attribute to improving their academic skills, challenges in this realm are particularly salient to faculty, who thus see it as their responsibility to connect students to resources to improve academic skills.

Student importance and faculty responsibility ratings also diverged on the function having to do with helping students understand how things work at the university with regard to policies and procedures. How Things Work was one of the four most important kinds of advising from the students' perspective, but it was one of the functions for which faculty felt least responsible. Although faculty recognized the importance of students finding help with bureaucratic hassles they may encounter, faculty may be reluctant to assume responsibility for providing this help because it necessitates an up-to-date understanding of requirements, policies, and/or procedures that faculty may find difficult to maintain (Allen & Smith, in press).

The results of the present study echo findings of previous research in that students were less satisfied with the advising they receive than faculty were with the advising they provide. This finding is not surprising given the general tendency of most individuals to see themselves more positively than others view them (Taylor & Brown, 1988). More importantly, however, students were not necessarily more dissatisfied with the advising they receive

on those functions for which we found discrepancies between what students see as important and what faculty see as their responsibility. Indeed, Referral Academic was among those functions with which students were most satisfied (albeit within the restricted range that characterized student satisfaction ratings generally), despite the fact that it was one of the functions for which student importance and faculty responsibility ratings were most discrepant. The nature of the discrepancy may be what is crucial: Faculty assuming greater responsibility for advising that is relatively less important to students may not have the same implications for student dissatisfaction as faculty assuming less responsibility for advising that is highly important to students. In contrast to Referral Academic, How Things Work was highly important to students but among the functions for which faculty assumed least responsibility. And it was among those functions with which students were least satisfied.

Student dissatisfaction with How Things Work may be critical to our understanding of student dissatisfaction with advising in general. Colleges and universities represent complex environments. They are laden with multiple portals, as well as policies and procedures, that students must navigate in order to persist toward achieving their goals. This environment is particularly daunting for many of the students served by urban universities (e.g., low income and/or first generation students). Smith and Allen (2006) found that students with high financial need regarded this function as more important than did their more affluent peers. In addition, students from low socioeconomic backgrounds may not possess the social and cultural capital that equips them with the attitudes, preferences, and behaviors necessary to understand how to maneuver in this complex landscape (Walpole, 2003). Needing but not finding help in navigating this morass can be particularly frustrating and may help explain why students are perennially dissatisfied with advising that does not meet their expectations.

Our large sample made it possible to detect differences in student satisfaction among the 12 advising functions. However, it is important to emphasize that the level of satisfaction students had with the advising they received on *all* of the advising functions was unimpressive (between scale point 3 and 4 on a 6-point scale). In other words, regardless of how much faculty and student perspectives did or did not converge, students on average were lukewarm in their satisfaction with the advising they received on all functions. But mean scores do not tell the whole story. The large standard deviations associated with student satisfaction ratings documented the variability that existed among students; that is, some were very satisfied with the advising they received, others were very dissatisfied, and large numbers were lukewarm. Analysis of group level data, as in the current study, does not allow for an examination of what is happening within the dyadic advising relationship. An important next step would be to examine the intersection of the importance a particular student attributes to an advising function, the level of responsibility his or her advisor assumes for that function, and the student's satisfaction with the related advising he or she receives.

In sum, we observed considerable convergence in what students and faculty believe are important advising functions for students to receive. We also observed considerable overlap between what students think is important in advising and what faculty see as their responsibility. Finally, we found only one advising function, How Things Work, that students viewed as highly important but for which faculty assumed relatively less responsibility, and indeed it was among the functions with which students were least satisfied.

Overall, however, our findings suggest that student dissatisfaction with advising cannot be entirely explained by divergent expectations of faculty and students.

Implications for Practice

The finding that both students and faculty regarded all of the different kinds of advising as important suggests that colleges and universities should provide students with advising on a comprehensive set of functions. However, as Allen and Smith (in press) suggested, expecting faculty to advise students on all curricular and co-curricular aspects of the educational experience may not be realistic. Indeed, since 1987 there has been a trend for most types of institutions to move away from advising models that rely exclusively on faculty to deliver academic advising to students (Habley, 2004). The data from the present study support the recommendation of Allen and Smith that academic advising be delivered through a collaboration between faculty and student affairs professionals—representing a further refinement of Habley's (2004) dual model of advising. Faculty advisors would lend their expertise in curricular matters, particularly as they concern helping students integrate their overall academic, career, and life goals; connect those goals to choices in the major; and access resources to overcome academic barriers to learning. In turn, advisors who are student affairs professionals would assist with aspects of the curriculum outside the student's major, including co-curricular matters; connect students to resources that address non-academic problems; and, most crucially, help students understand how things work at the university.

Expecting that students will have all of their advising needs met by one faculty member for whom advising is only one of several responsibilities (not to mention a low-status and unrewarded activity) may be a disservice to students. The challenge for student affairs professionals is to capitalize on faculty and student beliefs about the importance of advising by soliciting support from faculty for a reallocation of advising tasks and support from the institution for professional advisors in student affairs.

The dual model is not without its own set of concerns. To avoid confusion, it is important to delineate and communicate roles and responsibilities of each advisor to students, faculty, and professional advisors. Even the seemingly mundane decision to use the "advisor" title for both advisors may be problematic. To avoid giving students mixed messages, it is important to document what transpires in each advising session and to maintain open lines of communication between, and provide collaborative training for, both advisors. Finally, it is important that the portals through which students access advising are open and clear, and once through the portals, students are guided in how to effectively use the available resources. The advising system must also accommodate students who are undecided about their major or those in transition to a new major so they are assigned an advising home that assists them in making informed choices.

To provide leverage for advocating change in advising practices, further research is needed to examine whether the findings reported here generalize to other institutional contexts, particularly those that serve more traditional students. Most importantly, researchers should examine the implications for student satisfaction, and ultimately retention, of the various models for delivering advising, especially the dual model suggested by the present data.

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