



Student to Student: UA Advising

Welcome to a presentation
of our class project!

Students in AED (FS) 410/510

Leadership Concepts and Contexts

- **Course Assumptions:**
 - **We are all called to lead.**
 - **Leading and lifelong learning are intertwined.**
 - **Leadership education is most effective when it is contextually based.**
 - **Leading is a shared responsibility for creating a better world in which to live and work which is manifested in our passion to engage others in bringing about purposeful change.**



The Class Project

- We learn leadership by being leaders, not by simply studying about leaders.
- We wanted to bring about positive change within our campus community.
- Our mission is to get students engaged in a dialogue intended to improve the effectiveness of UA advising.

Student Survey Findings (N=502)

- About the advising experience...
 - In general, the advising experience becomes less positive as students move from freshman year to senior standing.
 - The more frequently students meet with advisors, the more positive the advising experience overall.

Student Survey Findings continued

- Let's look at extremes:
 - 12.5% reported a very poor experience compared to only 7% who rated their advising as excellent.
 - 10% reported very poor access to advising while 10% said they had ample access.
 - 7.5% cited inaccurate information as a problem and only 18% scored their advisor's accuracy as excellent.

Student Survey Findings continued

- Qualities...
 - Most students (nearly 70%) listed several important qualities.
 - The most important qualities are (in order):
 - knowledgeable
 - accessible/available
 - caring/understanding
 - Others mentioned include:
 - helpful, accurate, personable, efficient, thorough, honest, patient, experienced, and dedicated

Student Survey Findings continued

- Comments and questions...
 - Nearly half the students included a comment or question.
 - 46 positive comments were made while 108 students included a negative comment.
 - 65 students offered recommendations for improving advising.

Student Survey Findings continued

- Comments...continued
 - Several individuals were named as exemplary advisors.
 - A number of the comments expressed a high degree of frustration.
 - Recommendations included:
 - Increase the number of advisors available.
 - Better training for advisors for consistent info
 - More communication between colleges/majors

DEMOGRAPHICS N=502

- **Class Standing:**
 - Freshman 15%, Sophomore 25%, Junior 29%, Senior 27%.
- **Full time/Part time:**
 - Full time 92%, Part time 4%
- **Gender**
 - Female 39%, Male 23%, na 38%
- **Age**
 - 15% outside typical 18-22 year old range
 - 18-13%, 19-20%, 20-21%, 21-19%, 22-12%
- **Number of Advising Appointments/Semester**
 - 66% see advisor once or twice per semester

Advisor Survey Findings

- Staff respondents reported between 40 and 1350 students assigned to them with an average of 617 student advisees.
- Faculty respondents reported between 7 and 833 students assigned to them with an average of 44 student advisees.
- Staff see about 45% of their advisees each semester while faculty see 57%.

Advisor Survey Findings continued

- Comments from advisors included:
 - must have more faculty advisors available
 - more access to info would be helpful
 - an advising web page would be useful
 - compensation should be increased for advising
 - training and preparation for advisors has to be improved

Advisor Survey Findings continued

- Demographics:
 - response rate good for email survey
 - 11 staff members responded from 6 different colleges
 - 17 faculty representing 8 different colleges responded
- Points of agreement with students:
 - qualities of effective advisors, need for more training, need for more advisors



Student to Student

Our class project was intended to provide an opportunity to engage and enhance campus community.

We would like to offer the community a “student to student” web site which we hope will be of value to students, faculty, and staff who are committed to a quality student experience at the University of Arizona.