A CASE STUDY OF COMMUNITY COLLEGES THAT REQUIRE ACADEMIC ADVISING

by

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DEDICATION

To Mom, Dad, Mitchell and Jenna.

ACKNOWLEDGEMENTS

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ABSTRACT

A CASE STUDY OF COMMUNITY COLLEGES THAT REQUIRE ACADEMIC ADVISING

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As community colleges shift their focus from access to success, academic advising is being recognized as a process that is influential on student success. Interventions including elements of prescriptive, developmental and intrusive advising have been put in place at a number of community colleges, with success measured in terms of retention. Community colleges are faced with resource challenges and many find it difficult to incorporate academic advising successfully. This dissertation is a case study of very large, multi-campus community colleges that require advising, in an effort to describe how the institutions are able to require advising and the challenges the institutions face to make this requirement successful. Data was obtained from interviews, observations, and documents and was analyzed using the organizational theory of Bolman and Deal. The findings are relevant to community colleges.

CHAPTER 1: BACKGROUND

Introduction

Imagine a new student going to the community college. This new student is not sure what to pursue, but knows that a four-year degree is valuable, and intends to transfer. Not knowing exactly what to study, the student is interested in a variety of topics, and does not really know what career path to pursue. Perhaps this student needs to take developmental-level courses. The student comes to the community college because of its value, is unable to afford tuition at a four-year institution, or has work or family obligations that require a flexible schedule. Now imagine this student being presented with the plethora of offerings and opportunities and trying to decide how to piece together a plan to succeed. There are resources available, but the student does not know where to turn. When help is sought, it is often confusing, contradicting, or unavailable according to the student's schedule. The student decides to push forward, hoping everything will work out.

Richard Light (2001) is often quoted as stating, "Good advising is the single most underestimated characteristic of a successful college experience" (p. 81). Advising can be a valuable tool and is part of the community college experience in varying degrees. If advising is transformational in terms of student success, is it required? What can colleges do to ensure students who need guidance take

advantage of advising opportunities? Do those community colleges that require

students to take part in advising activities have better completion rates? How are

they able to require advising and what does it look like? This chapter provides

background for the research questions: How have institutions established

structures (i.e. policies, roles, financial resources, division of labor) to require

academic advising? How has the institution incorporated accountability and

provided professional development and incentives for human resources with the

establishment of required academic advising? How do the political dynamics of the

institution (i.e. power, conflict, collaboration) influence the establishment of

required advising? What role does the institution's culture play in the establishment

of required academic advising? The chapter begins with a presentation of data to

describe the need for required academic advising at community colleges.

Background Data

Community colleges are traditionally open-door institutions, and serve a

more diverse student population than four-year institutions. They were designed to

provide low-cost access to higher education, especially for underrepresented

populations (Bailey, Jaggars, & Jenkins, 2015, p. 2). Nearly half of all minority

undergraduates attend community colleges. Underprepared students and those

with financial need are over-represented at the community college (p. 8). Nearly

two-thirds of entering students report that their placement test results indicate that

they need at least one developmental-level course (CCCSE, 2012, p. 7). Twenty-nine

percent of community college students report taking a remedial course in their first

year at college, compared to 19% at public four-year institutions (NCES, 2008, p. 11). In fact, community colleges serve a higher proportion of students with a variety of risk factors, such as attending part-time and working more than 20 hours per week (Mullin, 2012, p. 6). Providing access to higher education contributed to the growth in community colleges at the end of the twentieth century.

The new millennium has brought more students to the community college. Overall undergraduate fall enrollment in higher education has nearly tripled since 1967, reaching 17.6 million in 2009 (Mullin, 2012). This is also true for the community college, with enrollment growing from 2.2 million in 1970 to 7.2 million in 2010 (Bailey et al., 2015, p. 4). As Brock (2010) reports, more young students have flocked to the community college in response to the soaring increases in four-year college tuition, and older students are looking for retraining in response to job loss. The cost of attending a public four-year institution rose over 40% between the 2002-2003 and 2012-2013 academic years ($12,434 to $17,474 after adjusting for inflation). In comparison, the cost of attending a public two-year institution only rose by 25% during the same time, from $7,116 to $8,928 (NCES, 2015, n.p.). There was a 300 percent increase in fall enrollment from 1965 to 2005. In 1969, 26 percent of all college students had attended a community college. By 2005, that figure increased to 37 percent. Brock reports that continued growth at the community college is expected, and likely represents a permanent shift (Brock, 2010, p. 112).

As community colleges saw an increase in numbers, they have adapted their organizational structures to accommodate the growth of their student populations. Community colleges revamped their mission statements, developed outreach programs, expanded technical programs, and developed articulation agreements. Community college reforms, such as those reported by the Achieving the Dream initiative, are categorized as student support services, instructional support, and classroom instruction (Bailey et al., 2015, p. 9). Advising, student success courses, early alert systems, and other student support services reforms make up 48% of Achieving the Dream interventions. Instructional supports, such as tutoring and summer bridge programs, also make up nearly half of interventions. The remainder (about a quarter of interventions) directly address instruction, such as teaching methods or changes in curriculum (Bailey et al., 2015, p. 9). Institutions also addressed the need for increased technology, additional space, and greater human resources to meet the demand of swelling numbers of students (Kinney, 2008, chap. 2).

The turn of the millennium also saw institutions shift their focus from access to success, which is typically defined as the completion of a degree. To address the diverse population, community colleges offer a wide variety of associate and applied associate degrees and certificates, which prepare students for transfer or the workforce. There are "thousands of options – too many for even the most experienced advisors, let along students themselves, to understand and evaluate" (Bailey et al., p. 21). The "course-taking path" for programs is also unclear, since

students are presented with a multitude of choices (p. 21). Students "pursue suboptimal enrollment patterns," with associate degree holders taking 12 percent more credits than the program requires (p. 26). Many students come to the community college with the intent to transfer. Over 80% state that their intention is to earn at least a bachelor's degree (p. 27). However, a number of factors contribute to the fact that only a quarter of community college students transfer within five years (p. 27). Credits from community colleges may not transfer, there is poor alignment between two-year and four-year programs, and the transfer process is confusing (p. 21). Using completion of a degree as a measure of success, multiple studies describe the grim picture: only 18.8% of full-time students and 7.8% of part-time students complete an associate's degree in four years (Complete College America, 2011, p. 8); only 36 percent of first-time students who entered the community college in 1995 earned a certificate, associate's or bachelor's degree by 2001 (Bailey and Alfonso, 2005, p. 5); and only 45% of students who set the goal of completing a certificate or associate's degree do so within six years (Center for Community College Student Engagement 2012). Even though over 80% of community college students state that their goal is to complete at least a bachelor's degree, only 15% have done so after six years (Bailey et al., 2015, p. 6). Graduation rates are particularly low for part-time students, Hispanic and African American students, students over age 25, and those on Pell grants (Complete College America, 2011, p.10). Not all community college students plan on graduating; some intend to

take a few courses to transfer or get a job. However, even with these various goals, the graduation rates are still considered too low (Bailey & Alfonso, 2005, p. 5).

There have been many attempts to improve retention and success. National initiatives like Achieving the Dream are focused on developing practices to improve student success, retention, and completion. Started by the Lumina Foundation in 2003, Achieving the Dream expects participating colleges to use institutional data to determine where gaps in success exist, and to implement interventions to improve success. Understanding the needs of community college students has been imperative in incorporating these interventions (Achieving the Dream, n.d.). For instance, in a report by the Community College Resource Center (CCRC), it is asserted that community college students often arrive without a clear goal, and are typically offered limited guidance (Jenkins & Cho, 2012, p. 1). In fact,

> At every stage of the student's experience with a college – connection, entry, progress, and completion – community college practices are often not well-designed and aligned with one another to facilitate entry and completion of a program of study as soon as possible (Jenkins & Cho, 2012, p. 19).

The Manpower Demonstration Research Corporation (MDRC), an education and social policy research organization, and the Community College Research Center partnered to report on the strategies of the first 26 colleges to join the Achieving the Dream Initiative. The interventions these colleges put into place can be broken up into three categories: student support services, instructional support, and changes in classroom instruction. Nearly half were categorized as involving student services,

with the other half addressing instruction (Bailey et al., 2015, p. 9). As O'Banion states in his seminal article on advising in 1972, and again in a revision for the new millennium,

> Academic advising is the second-most important function in the community college. If it is not conducted with the utmost efficiency and effectiveness, the most important function – instruction – will fail to ensure that students navigate the curriculum to completion (p. 43).

Advising programs have showed some promise in increasing persistence and completion. An American College Testing (ACT) Policy Report (Lotkowski, Robbins, & Noeth, 2004) states that non-academic factors, including academic goals, have a positive impact on retention. For instance, in a 2011 study, Beckert (2011) investigated the impact of institutional support strategies on students at Eagle Valley College, a medium-sized, public community college in the southwest. In this study, academic advising was related to retention rates: it increased rates of fall-to-spring and fall-to-fall persistence (p. 97). Zane State University implemented intrusive advising and found that retention rates rose from 77 to 82 percent between 2006 and 2009 for at-risk students (Abdul-Alim, 2012, p. 1). This research supports the finding that methods of intrusive advising are linked to student success. However, it is unclear what kinds of organizational structures are in place to include such methods.

The use of advising systems is also in question. The Center for Community College Student Engagement (CCCSE) has a variety of instruments to measure how

various student engagement practices influence the student's experience. In the 2012 CCCSE report "A Matter of Degrees: Promising Practices for Community College Students – A First Look," several practices for planning for, initiating, and sustaining student success are presented. CCCSE collected data from a number of institutions through different surveys. The Survey of Entering Student Engagement (SENSE) is administered to students during the early weeks of the students first semester. According to the key findings of the 2010 SENSE, 71% of respondents agree that an advisor helped them select courses to take during their first semester, but only 38% agree that an advisor helped them set an academic goal and create a plan to achieve those goals (Center for Community College Student Engagement, 2012, p. 11). The CCCSE website provides updated data for the 2014 cohort: 73% agree that an advisor helped them select courses, and 27% disagree that an advisor helped them set academic goals (Center for Community College Student Engagement, n.d.a). Another CCCSE instrument is the Community College Survey of Student Engagement (CCSSE), which is administered to students in the spring, and focuses on practices regarding learning, persistence, and completion. CCSSE results for the 2015 cohort indicate that while 61% of students use academic advising services "sometimes" or "often," 32% "rarely" or "never" use these services. In addition, 51% of students say the "rarely" or "never" use career counseling services (CCCSE, n.d.b). The Community College Institutional Survey (CCIS), a past CCCSE survey which collected information on how institutions implement engagement practices, reports that only 38% of institutions require orientation for first-time

(full-time and part-time) students, even though this is an opportunity for the first

advising session (Center for Community College Student Engagement, 2012, p. 11).

Statement of the Problem

An increased use of advising is welcome in theory, but structure and funding

for academic advising at community colleges is in need of attention. As Bailey et al.

(2015) explain, "current organizational structures, hierarchies, and cultures are too

powerful and well entrenched to be threatened by abstractions, no matter how

ambitious" (p. 12). Brock (2010) explains that the advisor to student ratio is

typically at least one to 1000 (p. 119). A 2004 ACT policy report on college retention

states that colleges are "underutilizing and poorly administering their academic

advising programs" (Lotkowski et al., 2004, p. 16). In fact, "Few colleges had a

formal, structured program in place to effectively promote advising as a way to

increase retention" (ACT, 2005, p. 16). Continued growth at community colleges,

along with the diverse student body and diverse needs of those students, make it

difficult for these institutions to provide required advising services (Harney, 2008,

p. 425). Use of advising services differs among ethnic and racial groups, and those

most in need are typically those who are least likely to seek help (Orozco, Alvarez, &

Gutkin, 2010, p. 733). Advising needs tend to be extensive, and that demands a

skilled advising workforce. According to ACT,

> A survey of college officials conducted by ACT, in cooperation with the
>
> National Academic Advising Association (NACADA), suggests that many U.S.

colleges and universities fail to capitalize on the benefits of quality advising,

particularly when it comes to helping students stay in school. (2005)

The traditional model of advising, with student affairs attending to social and

personal needs, and academic services handling academic and intellectual needs,

has been met with dissatisfaction by students. Students are frustrated by the

complex maze of "multiple portals," policies, and procedures, and by needing, but

not finding, help (Allen and Smith, 2008, p. 622).

Several best practices, such as a student success skills courses, orientation,

and required advising have been linked to increased persistence and graduation

rates. The inclusion of these programs has been incorporated, to varying degrees, in

community colleges across the country. According to CCCSE, student success

courses "help students build knowledge and skills essential for success in college,"

including study and time-management skills, note-taking skills, goal-setting, and an

introduction to the institution's support services (Center for Community College

Student Engagement, 2012, p. 15). According to the CCIS, only 15% of institutions

with such a course require first-time students to enroll in it. Moore and Shulock

(2009) report that students who complete student success courses are more likely

to complete other courses, earn better grades, have higher overall GPAs, and obtain

degrees (pp. 6-7). In a particular case, a 2006 study by the Florida Department of

Education found that community college students who attended such a course were

more likely than their counterparts to persist, complete a certificate or degree, or

transfer to the state's university system (p. 7). Little is known, however, about the organization of the institutions with successful programs.

The CCRC (Community College Research Center, 2013) report maintains that changing procedures or adding "best practices" is not enough. Instead, all facets of the institution, including administration, faculty, and staff, need to work together to support the student at each stage and align college practices and processes to meet the needs of the students. In a discussion on furthering the reform movement in community colleges, Bailey et al. (2015) states that reform must include college personnel, contending that "recent reforms did not question the fundamental design of community college programs and services, but rather sought to improve performance within the same design framework that had been in place since the 1960s and 1970s," and that "colleges must undertake a more fundamental rethinking of their organization and culture" (p. 12).

Purpose of the Study

The purpose of this case study is to better understand how community colleges are able to provide required advising in an era of limited resources and a push for higher enrollments. Efforts in the past two decades have focused on access to higher education. Recently, the focus has shifted from access to success. In 2010, the American Association of Community Colleges (AACC) called on the nation's community colleges to increase completion rates by 50% by 2020 (McPhail, 2011, p. 2). This Completion Agenda describes how responsibility for student completion is shared by all facets of the institution. No longer are community colleges focused

primarily on access: finding ways to increase student success (i.e. completion of a credential) has become increasingly important. In order to advance this agenda, institutions must find ways to support and encourage "faculty, staff and students to work together in new and productive ways" (McPhail, 2011, p. 3). This is more than patching together programs on top of what already exists. The suggestions offered by the Completion Agenda, which include improving advising, require "strategic changes in institutional policies and practices" (McPhail, 2011, p. 3). Institutions must address their current culture, politics, roles and responsibilities, procedures, professional development opportunities, and make the necessary institutional changes to achieve such transformation.

Making changes with reduced resources is a growing concern. Community colleges receive the bulk of their funding from local taxes, state funds, and tuition and fees. When community colleges were first formed, the bulk of funding came from local sources. By the end of the century, however, nearly half of funding came from state governments (Education Commission of the States, 2000, p. 10). As the economy changes, so does funding from the states, with community colleges often feeling like they are getting short-changed (Zeidenberg, 2008, p. 53). The AACC acknowledges that there are a number of obstacles that must be overcome to make such institutional changes, categorizing them in terms of leadership and governance, finance and budget, and teaching and learning (McPhail, 2011, p. 6).

Research on four-year institutions regarding different aspects of advising and its effect on persistence and retention exists, but there is little available on the

structures that support required advising, especially at the community college. Although Light's (2001) research is based on the experience of undergraduates in four-year institutions, the lessons are generally accepted as applicable to the community college. Even though four-year institutions and community colleges face unique challenges, there are some conditions that are similar enough to warrant extrapolation. As Patton (2002) explains, "Extrapolations are modest speculations on the likely applicability of findings to other situations under similar, but not identical, situation" (p. 584). Even though the advising needs of students may differ, Light's research suggests that both community colleges and four-year institutions must provide the resources to support student success.

CCCSE conducted a Community College Institution Survey (CCIS) to investigate implementation of promising practices. Colleges often offer student success courses, first-year experience programs, or orientation sessions. However, these interventions may not be required. CCCSE (2012) reports that only 27% of first-year experience programs are required and only 15% of colleges with a student success course require first-time students to participate (p. 14, 15). Only 38% of community colleges with orientation programs require first-time students to attend, and after the first three weeks of college, only 19% of entering students "are unaware of an orientation program" (p. 11).

The National Survey of Student Engagement Institute put an initiative in place to study "DEEP" (Documenting Effective Educational Practice) colleges, or those baccalaureate-degree granting institutions that demonstrated high graduation

rates and performed well in areas of student engagement (Kuh, Kinzie, Schuh, and Whitt, 2005, p. 10). Advising clearly fits into the common conditions at these institutions, and is a part of their effective practices. However, little is known about the institutional characteristics designed to promote retention and completion. The Integrated Postsecondary Education Data System (IPEDS) by the National Center for Education Statistics (NCES), which is the primary source for national data on higher education institutions, does not provide these specific details (Kuh, Kinzie, Schuh, and Whitt, 2005, p. 10).

Research Questions

I seek to describe the organizational structure at community colleges that require academic advising, instead of just offering or encouraging it. Required academic advising includes a consequence, such as a block on registration, for students not participating in an advising activity. A key assumption is that community colleges that are able to incorporate required academic advising have certain characteristics that support the requirement. These characteristics may include the advising structure at the college, policies that address the consequences of not participating in advising, advising roles and responsibilities, or dedicated resources to support advising. In particular, I seek to answer the question: how are those institutions which require academic advising able to do so with growing enrollments and reduced resources? The institution's characteristics can be described by analyzing the data according to the four organization perspectives (structural, human resource, symbolic, and political) presented by Bolman and Deal

(2008, p. 14). Community colleges that have recently made a decision to include required academic advising may have made changes to their organization structure and dedication to human resources. The culture and politics may have played a role in the inclusion of required academic advising. If so, how has the community college's politics and culture influenced the inclusion of required academic advising? Did institutional roles and responsibilities change (and, if so, how)? Did they already support required academic advising? Do power, communication, and collaboration, as described by Bolman and Deal, play a role? How has the institution provided incentives for human resources?

The research questions were developed based on the four perspectives of organizational theory presented by Bolman and Deal (2008), which directs the design, data collection, and analysis. By investigating the structural, human resource, political, and symbolic frames at community colleges that have incorporated required academic advising, others will better understand the characteristics of such institutions. Specifically, I seek to understand the following:

1. How have institutions established structures (i.e. policies, roles, resources, hiring) to require academic advising?

2. How has the institution provided professional development and incentives for human resources with the establishment of required academic advising?

3. How do the political dynamics of the institution (i.e. power, conflict, collaboration) influence the establishment of required advising?

4. What role does the institution's culture play in the establishment of required academic advising?

Significance of the Study

This study is significant for institutions, especially community colleges, that are considering incorporating required advising. Community colleges may have different cultures, politics, structures, and human resources, but each can learn from the challenges and experiences of others. An analysis of the structural, human resource, political, and symbolic perspectives of community colleges that have restructured their institutions to incorporate required advising will lend to the description of elements that support such a reorganization, as well as potential hazards. Individuals at community colleges thinking about incorporating required academic advising can extrapolate from the lessons learned in the study. For instance, there may be features about the institution's culture, politics, structure, or human resources that made the inclusion of required academic advising more or less difficult. An institution considering this requirement can be more aware of these features. For instance, requiring academic advising demands that institutions address who provides the advising and what happens when students do not participate. Institutions must decide how (or if) training will be provided for advisors and how to get students to take advantage of academic advising. The institution must be willing to provide motivation for faculty, staff, and students. Institutional missions and departmental philosophies must support the inclusion of

the requirement. Furthermore, collaboration and communication must be addressed to improve the success of such a requirement.

In a report for the Lumina Foundation and Achieving the Dream, Bailey and Alfonso acknowledge that the research on advising programs is lacking in terms of "identifying the most effective design and organization for these services" (2005, p. 2). Furthermore, most studies are based on student surveys and most research is focused on four-year institutions. The literature suggests that institutions that require academic advising have a number of policies in place to support the requirement. For instance, a particular college may set a policy that prevents students from enrolling unless the student participates in some kind of advising experience. An institution that requires advising has an organizational structure that supports it. Roles in advising must be defined and agreed upon by the institutional stakeholders; there must be a clear distinction between the roles of the counselors and advisors in student services and the role of the faculty advisor.

As the CCCSE data shows, some institutions have put advising-related components in place. The institutions that require advising put the mandate in place to address a particular issue and to meet certain outcomes. While it may be assumed that the goal of advising has increased enrollment and retention, there may be other motivations. There is a gap in research that describes how and why institutions require advising. It is also unclear what kind of resources, strategy, collaboration, processes, personnel, and policy were necessary to implement and sustain the requirement.

Overview of Methodology

This multicase study of the phenomenon of academic advising at community colleges focuses on institutions that have recently restructured to include a successful required academic advising program. A successful academic advising program is one that set and achieved goals regarding improved persistence and graduation rates. The multicase study identified the organizational structures of these community colleges, including how structure, politics, dedication to human resources, and culture of the institution have had an impact on the inclusion of required academic advising. The unit of analysis of the study is what Stake refers to as the "quintain," or cases that "share the common characteristic" (Stake, 2006, p. 4), which, in this case is required academic advising. The study was informed through interviews, observations, and documents at community colleges which require academic advising. Analytic induction was used for "its ability to provide a rich understanding of complex social contexts – not its ability to provide a causal explanation of events" (Pascale, 2011, p. 40). Even though the four organizational frames had been determined before the study, inductive analysis was used to allow "dimensions to emerge from patterns found in the cases under study" (Patton, 2002, p. 54).

Conclusion

The nature of the population of community colleges, the increasing enrollments, and the shift from access to success have put an increased focus on academic advising. The impact of academic advising on student persistence and

retention has been demonstrated in the research, but little is known about the

institutions that are able to provide required academic advising. Results from this

study provide valuable knowledge about these institutions, particularly regarding

the organizational structures that influence the ability for institutions to require

academic advising.

CHAPTER 2: LITERATURE REVIEW

Introduction

Various elements of academic advising, such as faculty-student interaction, have been shown to have a positive impact on retention and completion. This chapter describes the potential impact of advising on retention, the evolution of the theory of academic advising, and how that theory has influenced its delivery. Institutions have had some success with various programs, such as intrusive or required academic advising, but little is known about these institutions. The purpose of this chapter is to provide understanding on how deliberate academic advising has had a positive impact on retention or completion.

Retention and Advising

Tinto's (1993) student integration model has informed educators' understanding of why students leave college, and has led to practices to improve retention and graduation. This model distinguishes between social integration and academic integration, and purports that institutions should encourage more faculty-student interaction. A number of studies show that academic and social integration affect retention at four-year institutions, especially those with residential students. Research on social integration has a causality issue: social and academic integration have a positive impact on student retention, but these effects are weaker when

other factors are taken into account (Bolman & Deal, 2005; Pascarella & Terenzini, 1991). At commuter schools, such as community colleges, studies show that social integration is not a major factor on persistence (Bean & Metzger, 1985; Pascarella & Terenzini, 1991). In an analysis of factors that contribute to the attrition of non-traditional students at both two-year and four-year institutions, the two factors under the institution's control are academic advising and course availability (Bean & Metzger, 1985). The institution has a choice to make about the philosophy and delivery of academic advising.

There are many approaches to academic advising, based on a variety of perspectives. Prescriptive advising describes the practice of prescribing certain actions for the student to take, i.e. the selection of courses. Prescriptive advising does not necessarily take the student's background, career aspirations, or other factors into account. Developmental advising, on the other hand, considers the whole student (Raushi, 1993, p. 7). Although there are many advocates of developmental advising, it may be the case that institutions do not have the resources or structure to provide it. Intrusive advising recognizes that students, particularly those at risk, will not seek guidance. Instead, the advising is brought to the student through a variety of activities, such as advising in the classroom, use of early alert systems for students in academic jeopardy, and first year experience programs. Requiring academic advising reflects an institution's commitment to delivering effective advising, especially to students who need the most help.

Developmental Advising

In his seminal article four decades ago, Crookston (1972) explained that advising must be seen as teaching. Advising functions become teaching functions as students learn to make decisions, solve problems, and evaluate decisions. Crookston used the phrase "developmental advising" to describe the advising experience as it promotes personal growth. There has been much discussion about the concept of developmental advising over the past five decades. Developmental advising is defined as a process that "focuses on the whole person and works with the student at that person's own life stage of development" (Raushi, 1993, p. 7). A student's development is progressive and the process is impacted by the student's life experiences. Developmental advising is an extension of teaching beyond the classroom. The student is viewed as a "whole," that cannot be compartmentalized into social, personal, academic, and career needs. Instead, developmental advising takes all of these issues under consideration. Developmental advising is not a method or system, but a process and orientation (Raushi, 1993; King, 2005). The CCRC (2013) describes the process of developmental advising as "a form of teaching":

> As students go through the process of identifying their strengths and
> interests and the occupations that appear to match them, they also develop
> skills in connecting self-knowledge to decision-making. For developmental
> advising to be effective, sustained one-on-one interaction between the
> student and the advisor is necessary, not merely in the first semester but

throughout the college career. (p. 1)

Developmental advising is based on human cognitive and psychosocial theory. The learning that takes place is a transformation of cognitive skills, epistemological development, intrapersonal development, and interpersonal development (Magolda & King, 2008, p. 8). Psychosocial theory explains that a student's growth is "an ongoing process of both integration and differentiation" (Raushi, 1993, p. 10). Development occurs when one is challenged and new adaptations are made to create stability. Cognitive-development theory speaks to one's ego, moral, and ethical development. Social-ecological theorist Bronfenbrenner explains that "development never takes place in a vacuum; it is always embedded and expressed through behavior in a particular environmental context" (cited in Raushi, 2013, p. 13). Developmental advising theory is also based on what educators know about specific populations. The study of adult learners, women's development, racial identity, and the cultural-specific perspective all inform the developmental advising perspective. Developmental theory, then, takes the whole student into account, addressing not only academic needs, but also the social, career, and personal needs.

Developmental advising is formed by the "student-in-systems perspective," which takes into account how a student develops based on his/her interactions with "internal" and "external" college systems (Raushi, 1993, p. 7). The internal systems include the faculty, student services, student activities, academic departments, and administrative services. External systems include those systems with which the

community college interacts, such as four-year institutions and accreditation bodies, and those with which the student interacts, such as work and family (Raushi, 1993, p. 7). Developmental advising has the best chance of successful implementation at an institution with a developmental culture (Bergquist & Pawlak, 2008, p. 148). A developmental culture is concerned with the personal and professional development of all of the institution's members and this type of culture "remains marginal, though it potentially offers many solutions for today's colleges and universities, if it were to receive more attention and gain more credibility" (Bergquist & Pawlak, 2008, p. 148).

Critics argue that student development and affective learning have become the purpose of developmental advising, while advising about the curriculum and academic learning have been usurped. According to some critics, the developmental model is problematic because of the counseling focus on students' personal growth, which is often seen as disconnected from academic learning (Hemwall & Trachte, 2005, p. 74). This line of thinking is attributed to the ambiguous nature of the term "developmental advising" and the temptation to focus solely on affective learning, but, as Grites & Gordon (2000) state, "how students develop *personally* is merely one aspect of the developmental advising approach" (p. 12). Crookston's concept is meant to be a balance of personal and intellectual development (Grites & Gordon, 2000, p. 12). Developmental advising takes into account that students come to higher education with "many different motivations, values, abilities, and other personal characteristics" (Grites & Gordon, 2000, p. 13). The role of the academic

advisor is to take "all of these personal attributes into account in an effort to help students negotiate the curriculum most productively, effectively, and intellectually, as well as to set realistic academic and personal goals" (p. 13).

Intrusive Advising

In "An Academic Advising Model," O'Banion (1972) outlines the process of advising:

1. exploration of life goals,

2. exploration of vocational goals,

3. program choice,

4. course choice, and

5. scheduling

O'Banion states that academic advising is often not successful because institutions start with program choice, assuming that students have had the opportunities, conversations, and abilities to explore and set goals. Students select a program of study with little interaction from resources available at most institutions. Many institutions view advising "simply as an adjunct to course selection and scheduling" (Lotkowski et al., 2004, p. 18). This condensed process is "harmful...for community college students in particular" (O'Banion, 1972, p. 83). According to Bailey et al. (2015), intake of students usually includes placement testing and an advising session that is focused on course selection, and 40% of students do not even participate in this type of advising (p. 55). Academic advising needs to include more than course selection. While academic planning certainly includes course selection,

community college students need advising that helps them set and maintain long-term goals. This type of advising and planning centers on creating a clear path from where students are now to their ultimate educational goals. Regular advising provides opportunities to update the plan to respond to changing goals, interests, or circumstances. The academic plan keeps students focused because it shows how each course brings them closer to a key milestone and, ultimately, to the certificate or degree they seek (CCCSE, 2004, p. 11). CCSSE reports that only "38 percent of students reported that an advisor helped them to set academic goals and create a plan for achieving those goals" (Bailey et al., 2015, p. 55).

Colleges need to provide numerous opportunities for goal exploration. Students need to be made aware of these opportunities, but institutions also need to recognize which students need to take advantage of them. Some students come to college with specific goals, while others are wholly unaware of the wide range of programs. Particularly at the community college, where there is a wide array of degrees and certificates, students find that "the process of choosing a program staggers the imagination" (O'Banion, 1972, p. 84). Every student enters the academic advising continuum at a different point. For these undecided students, every effort should be made to provide opportunities for goal exploration. It is not enough to assume that students will seek this knowledge on their own. Bailey (2015) makes the case for a "guided pathways model" at the community college. He states that students would be better served by "highly structured programs," such

as those found at private two-year colleges, which also provide more "structured and intrusive" advising (p. 33).

Intrusive advising (also called proactive advising) brings advising to the student. Developed by Robert Glennen (1975; 1985) in the 1970s and 1980s, intrusive advising requires the institution to take the initiative. Intrusive advising is an extension of developmental advising theory, and is in contrast to prescriptive advising. Intrusive advising involves

- deliberate intervention to enhance student motivation,
- using strategies to show interest and involvement with students,
- intensive advising designed to increase the probability of student success,
- working to educate students on all options, and
- approaching students before situations develop (Varney, 2012, para. 3).

Advisors work in conjunction with counselors, with recognition that their roles occasionally overlap. Advisors work primarily with academic issues and make referrals to counselors for personal issues or areas in which the counselors specialize. The students' needs are anticipated, and a relationship between the student and advisor is forged from the beginning of the student's experience with the institution. Bailey et al. (2015) contend that "at community colleges, the academic advisor is the most important resource to help new students clarify their goals and select courses that lead toward those goals" (p. 58).

The institution requires certain actions of the student, which then increases the student's motivation to succeed. Varney (2007) describes intrusive advising as a

"pre-emptive strike" (para. 4). Some components include a mandatory orientation, which should include a description and the importance of the advising process; and an early warning system, a proactive procedure for monitoring grades and intervening when grades are marginal. Intrusive advising requires students to participate in traditional support activities, such as requiring students to take success courses or participate in mandatory advising.

There is a connection between intrusive, developmental, and prescriptive advising:

The intrusive model of advising is action-orientated to involving and motivating students to seek help when needed. Utilizing the good qualities of prescriptive advising (expertise, awareness of student needs, structured programs) and of developmental advising (relationship to a student's total needs), intrusive advising is a direct response to identified academic crisis with a specific program of action. It is a process of identifying students at crisis points and giving them the message, "You have this problem; here is a help-service" (Earl, 1987, n.p.).

Not everyone agrees on this definition of intrusive advising. Instead of intrusive advising being a reaction or response, "the key is find ways to reach out to students before they are in dire need of help – before they even realize they need help themselves – and offer proactive assistance" (Karp, 2013, p. 26). Intrusive advising is even more effective when it occurs before the student arrives on campus, therefore before issues arise. These differences aside, it is essential to understand

that students are not going to participate in a single mode of advising. Intrusive advising offers proactive help, but students are still going to seek prescriptive advising at times. Both of these models fit into the developmental perspective.

Intrusive advising often includes required advising. The National Academic Advising Association (NACADA) maintains that "Programs utilizing intrusive advising build structures that incorporate intervention strategies *mandating* [emphasis added] advising contacts for students who otherwise might not seek advising" (National Academic Advising Association, n.d., para. 1). The case can be made for requiring students to participate in advising, as research on voluntary support services is misleading: students who elect to participate may be more likely to succeed (Bailey & Alfonso, 2005, p. 15). When advising is not mandatory, it may be that "those most in need of follow-up advising visits are also those least likely to take advantage of them" (Bailey et al., 2015, p. 59). It may be that characteristics of the participating population, instead of the practice itself, may be influencing the positive outcomes. To improve the research, studies should combine both quantitative and qualitative research of the students' perspective.

National research has started to document how advising is related to student success. "A Matter of Degrees" is a report by the Center for Community College Student Engagement (CCCSE) on its preliminary findings of a new initiative, Identifying and Promoting High-Impact Educational Practices at Community Colleges. Table 1 lists the promising practices that CCCSE (2012) has identified, categorized by a student's actions to plan, initiate, or sustain success. CCCSE intends

on collecting data on colleges implementing these practices over a three-year period

and reporting the findings.

Table 1

Promising Practices at Community Colleges

Planning for Success	Initiating Success	Sustaining Success
Assessment and placement	Accelerated or fast-track developmental education	Class attendance
Orientation	First-year experience	Alert and intervention
Academic goal setting and planning	Student success course	Experiential learning beyond the classroom
Registration before classes begin	Learning community	Tutoring
		Supplemental instruction

Note. From Center for Community College Student Engagement. (2012). A Matter of Degrees: Promising Practices for Community College Student Success, p. 8. Austin, TX: The University of Texas at Austin, Community College Leadership Program. Retrieved from http://www.ccsse.org/docs/Matter_of_Degrees.pdf

Practices related to planning address the fact that over 80% of students are

required to take a placement test and between two-thirds and three-quarters of

these students will require developmental coursework. Recommended promising

practices include the use of placement test preparation programs to reduce the need

for remediation and "developmental pathways" to improve completion rates in

developmental level courses (CCCSE, 2012, p. 8). Orientation programs, whether a

few hours in length or over the course of a semester or year, provide students with

the opportunities to learn about support services and resources. Students who

attend orientation report higher satisfaction and increased use of support services

(p. 11). Academic planning and goal setting is important to 91% of students, but

only 38% of students state that an advisor discussed goals or helped create an

academic plan (p. 11).   Late registration is common at community colleges, with

over 90% allowing registration after the first day of classes. Even at colleges with a

policy against late registration, over 60% report that late registration still occurs,

despite the correlation of late registration with lower grades, lower retention, and

lower completion rates (p. 13).

Practices related to initiating success, listed in Table 1, are also closely tied to

advising. Students who take spend more time in developmental level courses tend

to drop out. Through academic planning and advising, students can be encouraged

(or required) to fast-track developmental-level work, so they will be able to enroll

in credit courses more quickly (CCCSE, 2012, p. 14). First-year experience programs

and student success courses include components such as goal setting and academic

planning, as well as time management and study skills. Students who take part in

these programs learn about support services and make closer relationships with

their faculty (p. 14, 15). Learning communities involve courses that are linked and

offered to a cohort of students, in an effort to "build a sense of academic and social community" (p. 15). Only 1% of colleges require learning community for entering students (p. 15).

The third grouping of promising practices focuses on ways to sustain success, especially in the classroom. Improving attendance is thought to improve student performance, although the effect of attendance is unclear (CCCSE, 2012, p. 19). Nearly 80% of instructors report having an attendance policy that incorporates an "adverse impact on students' grades for missing class" (p. 19). Over 60% of these instructors tie attendance to a participation grade for the course (p. 19). Reporting academic concerns through an early alert system is a way to help faculty identify students who are struggling and notify support personnel who may be able to provide services to encourage success. More than half of students report that no one reaches out to them when they are struggling academically, despite more than three-quarters of colleges having early alert programs. Most faculty report that they contact the student directly in class (63%) or outside of class (67%), while only 27% of faculty at institutions with early alert systems report using it to report academic concerns (p. 21). Experiential learning "encourages students to make connections and forge relationships that can support them throughout college and beyond" (p. 22). However, most student have not participated in such hands-on learning, and only 13% of faculty report that they require students to participate in "hands-on learning beyond the classroom" (p. 22). Referring students to tutoring is a common practice, with 52% of faculty recommending tutoring, but only 5%

requiring it in some way (p. 21). However, 76% of student report that they have never used tutoring services over the course of the academic year (p. 23).

Evidence

Institutions are implementing the promising practices (discussed above) and are tracking the persistence, retention, and completion rates of participants. Despite the absence of national studies that report on the effect of promising practices, there are a number of institutional studies that report effectiveness of some of the promising practice components. The CCRC recognizes that "brief and infrequent advising is not sufficient for many students," noting that some community colleges have included an "enhanced advising" model, which includes mandatory advising meetings (CCRC, 2013, p. 2). Gordon (2008) reports on the efforts of several institutions. North Carolina State University (NCSU) created The First Year College (FYC) in order to improve retention and graduation rates and to reduce the number of students who switched majors. The program is specifically for first-year undecided students. The FYC enrolls students who self-identify as "undecided" or "deciding." A 10-year assessment report on the FYC found that students who enter NCSU through the FYC are retained at higher rates during the students' third and fourth years and are less likely to change majors. Components of the FYC were built around an "intensive advising model" based on developmental advising (Gordon, 2008, p. 478). This model included supporting the advisor-student relationship, cross-curricular advising, professional advisors, and the acceptance of advising as a teaching philosophy. Among the components that contributed to this model is a

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required student success course.

Indiana University Purdue University at Indianapolis (IUPUI) merged their career and advising centers in 2007 in an effort to improve persistence and graduation rates. By visiting the newly formed Center for Academic and Career Planning, students "make wise educational and career decisions, choose educational tracks that complement those decisions, and make connections with the faculty, staff, and programs that can support these decisions" (Gordon, 2008, p. 481). Programs for students include a first-year seminar course, which is required for all IUPUI students; a "themed learning community," which links four courses in an effort to help students to explore majors and careers, and a sophomore course designed for those who still need to declare or change their major. In addition to these intrusive advising programs for students, IUPUI instituted training and support for staff, which includes extensive training of advisers.

Institutions that have made concerted efforts to commit to a developmental advising philosophy through intrusive advising have seen an increase in retention rates. CCCSE describes promising practices at institutions that have seen improvements in retention and student success (CCCSE, 2012, p. 25). For instance, the Century College (MN) GPS LifePlan (Goals + Plans = Success) has been credited with improving fall-to-fall and fall-to-spring retention rates for new students. The LifePlan encourages students to develop plans that tie their academic, personal, and career goals together. Furthermore, students attend a New Student Seminar to prepare them for the college experience. The institution has fully committed to the

LifePlan, which is evident from the incorporation of its principles in courses throughout the curriculum (CCCSE, 2012, p. 25). Chipola College (FL) implemented a number of practices and has seen improvement in student engagement benchmarks and graduation rates. Students must attend an initial advising session, advising resources were made more student-friendly, and faculty were required to attend workshops to learn about methods to promote student success (CCCSE, 2012, p. 25). Zane State College (OH) introduced intrusive advising, and reported increased graduation rates and improvements in term-to-term and year-to-year retention. Their efforts included mandatory advising sessions and proactive outreach to students (CCCSE, 2012, p. 25).

At John A. Logan College, students who participate in intrusive advising through their Student Services Center have retention rates and graduation rates that are nearly twice as high as students who don't participate. Advisors at the college are well-trained in academic and non-academic areas of the college. They view advising as a teaching opportunity, and have embraced the developmental advising philosophy. Advisors review students' academic progress and help them map out their academic plans. Logan College views intrusive advising as a technique to reach out to at-risk students, but appreciates that students will often seek out prescriptive advising (Thomas & Minton, 2004, p. 11).

There is the potential for intrusive advising to have a positive impact on academic outcomes. The reason there is not a wealth of research on intrusive advising may be that community colleges may not be able fund and "provide truly

intensive advising services" (Karp, 2013, p. 13). Institutions must address the needs

that come with the intrusive advising process, such as how to increase the number

of advisors, (due to the need for longer or an increased number of advising

sessions), how to require meetings with students, and how to assign advisors.

Although initial research on intrusive advising is lacking, it is classified as a

promising practice and warrants further research. But, there are challenges.

Challenges

In a 1997 study on Bronx Community College (BCC), Santa Rita investigates

the challenges of implementing a developmental advising system at postsecondary

institutions and how BCC could address these barriers. These challenges include the

"who" and "how" of advising. Faculty advisors are expected to provide academic

advising, but lack the time to develop personal contact with students. In addition,

faculty advisors lack the skills to provide developmental advising, which is

compounded by the fact that faculty advisors are not trained. Nor is training

provided for dealing with at-risk populations. Professional develop, especially

advising training for faculty, is important (Santa Rita, 1997). As Bailey (2015) states,

an "'advising as teaching' approach represents the ideal of most advisors; however,

many have not had the opportunity to practice this ideal in their everyday work" (p.

160). There is also no support for evaluating advising. The challenges of

developmental advising relate to an institution's organization structure and its

culture (Santa Rita, 1997, pp. 1-7). "Structural limitations" make it difficult for

community colleges to implement and maintain developmental advising, "and

instead rely on students to self-advocate and to take initiative to reach out to make use of advising services when they feel it is warranted" (Kalamkarian & Karp, 2015, p. 3-4).

Challenges may be presented by characteristics beyond an institution's structural limitations and culture. The four cultures of higher education are described as collegial, managerial, developmental, or negotiating (Bergquist, 1992, p. 1). Incorporating developmental advising in a collegial culture would be unsuccessful, as institutional members view academic endeavors and advising as separate entities. A managerial culture is more concerned with cost efficiency, graduation rates, and support for instruction or research. If "powerful constituencies" support developmental advising at an institution with a negotiating culture, then there is hope that it can be incorporated (Santa Rita, 1997, p. 12). However, when resources are limited, it is unlikely that developmental advising will be a priority (Santa Rita, 1997).

Even though organizations have the intentions of reorganizing to improve student success, there are a number of factors that can complicate the process. At Bakersfield College, CA, for instance, even though a student-centered orientation was deemed useful by students, the organizational constraints contributed to its demise. The departments in the college worked as independent units, which contributed to the fragmented delivery of student services. Some of the administrators considered their units successful, since they had accomplished their goals. However, when the totality of the student experience was taken into account,

college personnel became aware of obstacles that students face (Levin & Montero-Hernandez, 2009).

At Harry Truman College, college personnel were able to collaborate in institutionalizing student support. Routines, resources, and student support outcomes were integrated in a plan that was designed via a systematic process. However, these personnel became frustrated by the inability to enact agreed-upon strategies and policies due to insufficient human resources. Strategic planning is often seen as "set of fixed and systematic approaches to be implemented in the organizational setting," and these models can become unrealistic when put up against a lack of resources (Levin & Montero-Hernandez, 2009, p. 133). The personnel at this college learned that strategic planning is more "a continual practice of struggle and learning" (p. 133).

Edmonds Community College (ECC) went through a process of organizational change to improve student development. ECC, like most colleges, has "subcultures" within its organization. The organizational change involved curricular structures, policy, and new role definitions. Through the reorganization, the differences between the academic and vocational sides became even more apparent. The administrators, faculty, and staff appreciated this diversity and managed it through "an ongoing process of construction and deconstruction of unity" (Levin & Montero-Hernandez, 2009, p. 139). Communication between both sides was increased through the construction of intergroup dynamics. "Deconstruction of unity" involved the recognition of the importance of the distinctive differences, and that

helped form a curriculum that would address the dual missions of the college (Levin & Montero-Hernandez, 2009, p. 139).

Summary

The recent shift from access to success has caused institutions to investigate how academic advising should be offered. In theory, developmental advising is accepted as a way to influence the whole student, from academic to personal to career planning needs. However, the delivery of advising tends to be offered in a prescriptive nature, which does not lend itself to whole student development. The recent inclusion of intrusive advising, particularly those programs that include required advising, show promise of increasing student retention and completion, which is a major part of the success initiative. The challenges that some colleges face as they try to implement facets of intrusive advising make it clear that the institution as a whole must be committed to academic advising, especially if they plan on incorporating academic advising as a requirement.

CHAPTER 3: THEORETICAL FRAMEWORK

The goal of this study is to determine how community colleges have

organized to effectively incorporate required academic advising at their institutions.

Academic advising is a process which involves many stakeholders at the college:

counselors, faculty advisors, financial aid advisors, registration officers, enrollment

management, recruiters, and, of course, students. Advising roles tend to be

ambiguously defined, and students seek advising from a variety of sources. Advising

roles and processes must be clearly communicated in order for advising to be

effective. A multicase study is designed to answer the question, "How are

community colleges able to require students to participate in academic advising?"

This chapter summarizes the organizational theory of Bolman and Deal (2008) and

why this theory is an appropriate framework to address the phenomenon of

required academic advising at the community college.

Rationale for Organizational Theory

Any institution can be viewed from a variety of perspectives. The study

identifies how the four organizational frames presented by Bolman and Deal (2008)

exist in terms of required advising at the institutions being studied. Each frame, or

mental model, includes a set of ideas and assumptions. This case study looks at each

institution from the vantage point of each frame. The use of the frames allows for an in depth investigation of each institution.

Bolman and Deal explain that when organizations make efforts to improve, they implement a number of strategies, such as improving management, hiring consultants, or enacting policies. The four frames presented are perspectives on organizational thought. As Bolman and Deal (2008) explain, organizations can be thought of as "factories, families, jungles, and temples or carnivals" (p. 15). These metaphors represent the structural, human resource, political, and symbolic frames, respectively.

The Structural Frame

The structural frame depends on formal roles and responsibilities. The origins of the structural perspective are from industrial analysts, concerned with maximizing efficiency. In addition, the structural frame comes from the same thought as "patriarchal organizations," which later evolved into "monocratic bureaucracies" (Bolman & Deal, 2008, p. 48). The structural frame operates on six assumptions, as described by Bolman and Deal:

1. Organizations exist to achieve established goals and objectives.

2. Organizations increase efficiency and enhance performance through specialization and appropriate division of labor.

3. Suitable forms of coordination and control ensure that diverse efforts of individuals and units mesh.

4. Organizations work best when rationality prevails over personal agenda and extraneous pressures.

5. Structures must be designed to fit an organization's current circumstances (including its goals, technology, workforce, and environment).

6. Problems arise and performance suffers from structural deficiencies, which can be remedied through analysis and restructuring.

The tension that exists in a structural design comes from differentiation and integration. Differentiation is the division of labor, or specialization. Bolman and Deal (2008) explain that these "formal constraints" lead to quality, reliability, and equity, but at a price: apathy, absenteeism, and resistance can result (p. 52). Managers must integrate these job functions, but it is not often clear how to do this. Groups can be formed by a variety of units: by skill, shift, type of client, product, geography, or process. Coordination and control are the typical problems that arise. Each unit works in its own silo, and that does not often benefit the whole (p. 53).

In order to create a structural design that works, the manager must decide between vertical or lateral coordination. Vertical, or top-down coordination, is more cost-effective than lateral coordination, but is often met with resistance. Lateral coordination, on the other hand, can be time-consuming and difficult to manage. Bolman and Deal (2008) suggest a blend between the two, using vertical coordination when "uniformity is essential," and lateral coordination when "a complex task is performed in a turbulent, fast-changing environment.

There is no one-size-fits all structure. The organization must be cognizant of

internal and external parameters, which determine the best structure for the

organization. The parameters include size and age, process, environment, strategy

and goals, information technology, and the "nature of the workforce" (Bolman &

Deal, 2008, p. 63).

The structural frame is essential to the incorporation of required academic

advising. The hierarchy at the institution and how required advising is defined

involve control issues at the institution. Control can include who determines

policies and processes and how the advising hierarchy fits into the organizational

structure. The division of labor, or the roles and responsibilities of those providing

academic advising, help to describe the organizational structure. Furthermore, how

these roles are situated informs the differentiation and integration issues at the

institution. The policies and processes in place at the institution help to inform the

coordination that is necessary to implement required advising. Finally, there must

be a discussion of the financial resources in place to understand the institution's

efficiency.

The Human Resource Frame

The human resource frame recognizes that organizations need people and

people need organizations. Bolman and Deal (2008) state that "few employers

invest the time and resources necessary to develop a cadre of committed, talented

employees" (p. 135), even though the payoff would be employees who "are more

productive, innovative, and willing to go out of their way to get the job done" (p.

141). The human resource frame describes the balance of institutional effectiveness and personal satisfaction.

Bolman and Deal (2008) state that global competition requires organizations to be flexible, which can be done by minimizing human assets. Institutions outsource, downsize, and use part-time employees. At the same time, however, these same global forces have created a more complex organization, which requires a higher-skilled, more dedicated workforce. The organization must choose between adaptable or loyal employees, and must decide between those with high skills or cheaper labor.

Interpersonal relations are an important part of any institution. Individuals have preferences, which may or may not work within the organization's constraints. Management styles are not typically defined by administration, but have an impact on the effectiveness of committees, groups, and so on. All members of the group needs to understand how their role fits in the larger picture, appreciate the worthiness of the role, and gain satisfaction from performing the duties that the role requires. Furthermore, roles need to be aligned with an individual's skills, interests, and enthusiasm.

In order to be a successful organization with "productive people management" (p. 141), Bolman and Deal (2008) state that the following human resource strategies must be included: (a) a "shared philosophy;" (b) hiring processes; (c) "development opportunities;" (d) empowerment; and (e) promotion of diversity (p. 142). To understand the human resource perspective at institutions

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that require academic advising, a number of topics must be investigated. Support, in terms of training for advisors, and recognition and rewards for exemplary advising, serves to inform the human resources frame. Institutions must address accountability and empowerment, in terms of the repercussions of required advising (i.e. what happens if the student does not participate?) and the incorporation of academic advising responsibilities into the evaluation of college personnel. Finally, interpersonal dynamics play a large part in how the institution is able to provide academic advising. The relationship between faculty and student services personnel is particularly important, as is the acceptance of academic advising as part of one's role at the institution.

The Political Frame

The political frame views organizations as made up of individuals and groups who are often at odds, competing for the same pot of funds. Political activity within an organization is a result of "interdependence, divergent interests, scarcity, and power relations" (Bolman & Deal, 2008, p. 194). Politics are part of every organization, and managers must understand them.

The political frame is summarized with five assumptions:

1. Organizations are coalitions of assorted individuals and interest groups.

2. Coalition members have enduring differences in values, beliefs, information, interests, and perceptions of reality.

3. Most important decisions involve allocation of scarce resources – who gets what.

4. Scarce resources and enduring differences put conflict at the center of day-to-day dynamics and make power the most important asset.

5. Goals and decision emerge from bargaining and negotiation among competing stakeholders jockeying for their own interests (Bolman & Deal, 2008, p. 194).

Note that goals are not set by the top, as they would in the structural frame, but evolve through negotiation with the major, more powerful units. According to Bolman and Deal, academics tend to think that goals should be set by the authority.

Bolman and Deal (2008) define coalitions as "tools for exercising power" (p. 194). Power is not necessarily authority: "Power in organizations is basically the capacity to make things happen" (p. 196). Power, in the political frame, is not a dirty word. The struggle for power, however, can lead to conflict. While the structural frame considers conflict as a barrier to effectiveness, in the political frame, conflict is "normal and inevitable. It's a natural by-product of collective life" (Bolman & Deal, 2008, p. 206).

The political concepts of power, conflict, conflict resolution, and collaboration help to inform how an institution can provide required academic advising. Understanding the catalyst for reorganization to include the requirement and how the reorganization was determined explains how the powerful players understand academic advising and how the decision was made to allocate resources. The level of collaboration, and how this influenced the incorporation of required academic advising, speaks to its importance.

The Symbolic Frame

Perspective is key in the symbolic frame. Bolman and Deal (2008) explain that the "organization's culture is revealed and communicated through its symbols" (p. 254). Symbols can take the form of myths, vision, and values; heroes and heroines; stories and fairy tales; rituals or ceremonies; and metaphor, humor and play. The organization's culture, therefore, "is both a product and a process" (Bolman & Deal, 2008, p. 269).

Bolman and Deal (2008) summarize the symbolic frame with five assumptions:

1. What is most important is not what happens but what it means.

2. Activity and meaning are loosely coupled; events and actions have multiple interpretations as people experience life differently.

3. Facing uncertainty and ambiguity, people create symbols to resolve confusion, find direction, and anchor hope and faith.

4. Events and processes are often more important for what is expressed than for what is produced. Their emblematic form weaves a tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories to help people find purpose and passion.

5. Culture forms the superglue that bonds an organization, unites people, and helps an enterprise accomplish desired ends (p. 253).

It is important for the manager to understand the organization's culture and symbols, which have evolved over time. The symbolic frame takes into account

fears, joy, and expectations. Teamwork is not just defined by the right personnel or structure. As Bolman and Deal (2008) state, "Managers who understand the significance of symbols and know how to evoke spirit and soul can shape more cohesive and effective organizations" (p. 269).

Understanding how an institution values required academic advising cannot be overlooked. An institution's advising philosophy defines the culture, and places value on the requirement. How this philosophy is communicated to college personnel and to students also speaks to its value. Whether this philosophy is embraced by the various college entities may provide insight into how the requirement was implemented. The institution's ceremonies, such as milestone markers or advising fairs, also speak to the institution's culture.

Summary

Organizations do not exist in a singular perspective, and their personnel do not interpret them in a single frame. The use of Bolman and Deal's organizational theory lends itself to the investigation through multiple frames and has been used to describe and understand K-12 common core standards (Gutierrez, 2014), leadership of community college administrators (Little, 2010), and student service-learning experiences (Hohenthal, 2010). Several frames may exist at once, while certain situations call for a distinct perspective. The reorganization of an institution to implement required academic advising includes all of these processes, from different participants. How these participants view the processes can inform the

ways the organization was able to put required advising into place. Details on how these perspectives inform the research questions is presented in Appendix A.

CHAPTER 4: METHODOLOGY

Introduction

The purpose of this study is to identify and describe the activities, roles, customs, and policies that contribute to the academic advising requirement. Since I wanted to study advising "in depth and detail," I decided to pursue qualitative research, specifically case study (Patton, 2002, p. 14). The theoretical framework of Bolman and Deal (2008), presented in the last chapter, was used to develop the research questions in order to help describe each institution in relation to required advising. The collection of data includes interviews with college personnel involved with academic advising; a review of documents supporting, describing, or defining academic advising at the institution; and observations of academic advising activities. Inductive analysis begins with applying the theoretical framework of Bolman and Deal and then looking at the data "for undiscovered patterns and emergent understandings" (Patton, 2002, p. 454). The Bolman and Deal framework was instrumental in the collection and coding of data, and led to the development themes related to the frames. Once these themes were identified, I found that the Bolman and Deal framework was too restrictive, and did not allow for a complete

description of the advising requirement. At this point, the organizational theory became more of a backdrop, informing the analysis, rather than driving it. The assertions that are presented in Chapter 5: Findings emerged from a combination of the raw data and the theory-driven Bolman and Deal frames.

Research Design

Required academic advising, as it occurs at the very large community college, is the phenomenon under study. Case study was chosen because the purpose is to learn about the community colleges that require academic advising. As Flyvbjerg (2011) explains, case study should be used when the purpose of the study is "to understand a phenomenon in any degree of thoroughness" (p. 314). Multicase study was chosen because it allows description of a common characteristic shared by individual cases. Further, it allows the study of multiple perspectives on the same phenomenon, required academic advising at community colleges. Academic advising is a context dependent phenomenon, and "one purpose of a multicase study is to illuminate some of these many contexts" (Stake, 2006, p. 12). As Patton (2002) states, "a qualitative case study seeks to describe that unit in depth and detail, holistically, and in context" (p. 55). These contexts include the perspectives of community college personnel, such as faculty, students, student services personnel, and administration. These personnel provide valuable perspectives on how community colleges are able to implement required academic advising.

This case study investigates the organizational frames of the institutions and describes how these perspectives contribute to the successful incorporation of

required academic advising. These frames are informed by the process, policies, roles, and advising philosophies in place in both the student services and academic services units of the institution. These descriptors are features in the four frames of Bolman and Deal's organizational theory, from which the research questions developed. As the Lumina Foundation explains,

> [E]very study of a program must include a detailed description of the characteristics of the program and of the process through which students enter that program. This information gives readers essential background that allows them to interpret the research results and judge the validity of the conclusions (Bailey & Alfonso, 2005, p. 3).

This multicase study focuses on community colleges that share a common feature, namely required academic advising. The unit of analysis for the study is not simply the community college, but how that college is situated within the context of required academic advising. In this case study, I am interested in how the individual cases inform the concept of required academic advising at very large community colleges. Institutions that are considering implementing required advising can learn from the "logical generalization" that can be made from the evidence provided by the institutions in the case study (Patton, 2002, p. 237). The generalization is not necessarily formal, as academic advising is context dependent. In fact, "the power of case study is its attention to the local situation, not in how it represents other cases in general" (Stake, 2006, p. 8). However, the knowledge gained may be useful to other institutions. In an era of limited resources, it is difficult to incorporate

required advising without the fear of reducing student enrollment, since a requirement tied to registration may be interpreted as a barrier to enrollment. Those institutions which have done so may provide a wealth of information in terms of how to implement required advising.

The study starts with the phenomenon under study, and "arranges to study cases in terms of their own situational issues, interprets patterns within each case, and then analyzes cross-case findings to make assertions about the binding" (Stake, 2006, p. 10). The evolution of the multicase study, as presented by Stake, provided guidance in the development of research questions in relation to Bolman and Deal's frames. My version of Stake's "evolution of a research question" is presented in Figure 1.

1. *The phenomenon under study*: The organizational structure of community colleges that require academic advising.
2. *The foreshadowed problem*: Community colleges that require academic advising need to address constraints on human resources, college culture, college structure, and politics.
3. *The issue at some of the colleges*:
    a. *How does the college's structure (i*.e. power and policy) contribute to the inclusion of required academic advising?
    b. *How does the college's human resources (i.e.* communication and collaboration) contribute to the inclusion of required academic advising?
    c. *How does the college's politics (i.e.* the use of incentives) contribute to the inclusion of required academic advising?
    d. *How does the college's culture (i.e.* value and ceremony*)* contribute to the inclusion of required academic advising?
4. *After data analysis, the assertions*: What assertions can be determined from the cases?

Figure 1. Evolution of the research questions.

The research questions will be investigated through case study, including interviews, document review, and observations. A graphic of the study is presented in Figure 2, based off of Stake's (2006) graphic plan.
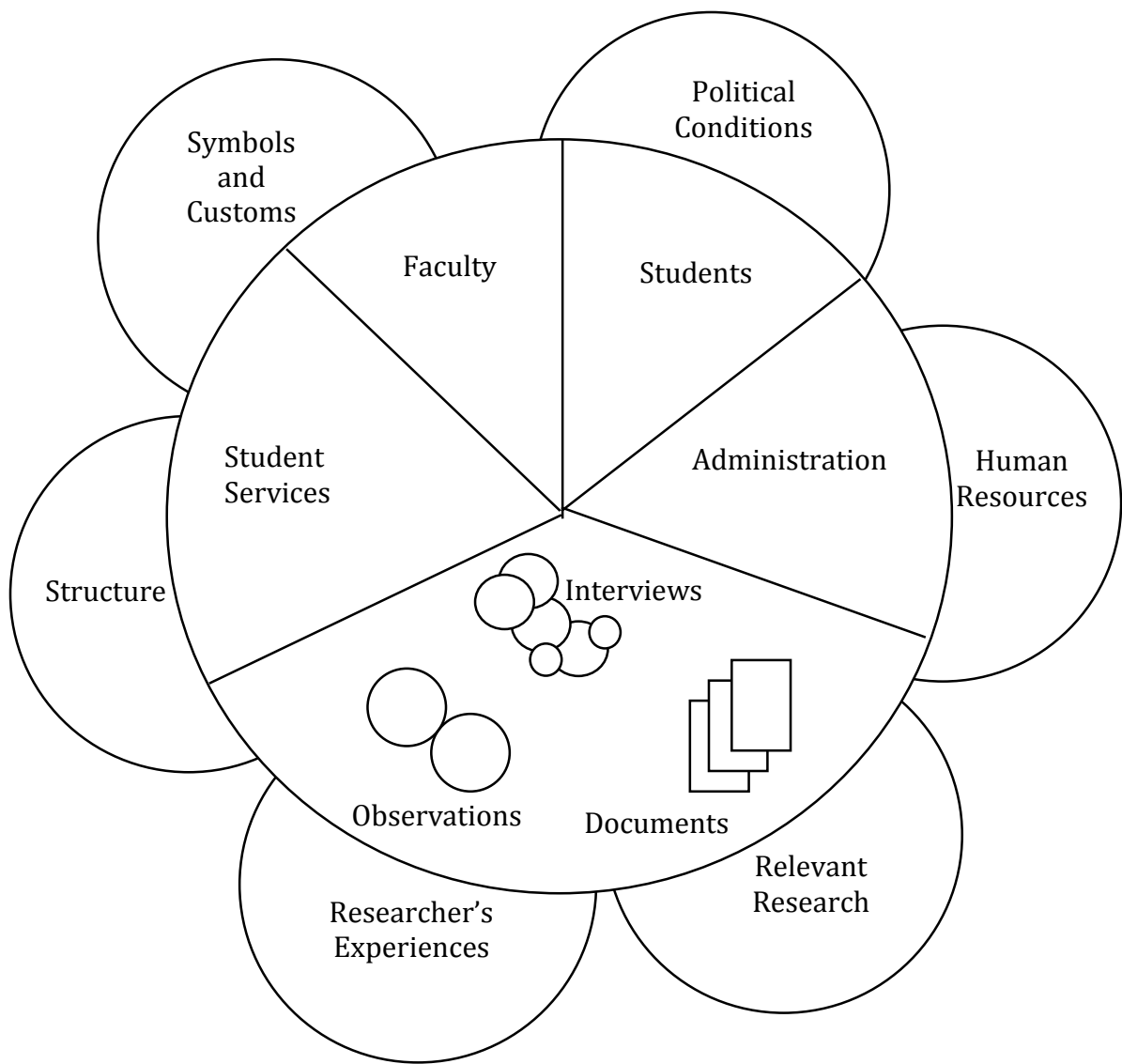
Figure 2. Graphic Plan for each Case

Each community college (the main circle) can be segmented into students, student

services, administration, and faculty. The tools used to study these groups are

observations, interviews, and documents. The four organizational frames of Bolman

and Deal are the "backdrop" of each case study, providing structure for the study. In additional, relevant research and my own experiences contribute to the exploration of each institution.

This design leads to an identification and investigation of the issues. The issues, or features of each case, "serve as prompts to deeper reflection of the operation of the program" (Stake, 2006, p. 10) informing the research questions, but allow for the inclusion of other topics as well. Issues may be emic or etic in nature. Etic issues are those that are brought in, or anticipated by the researcher through prior study, as indicated through the literature review. My own experiences in higher education also contributed to the research design. With over two decades in higher education as a faculty member and administrator, I have embraced the importance of the connection between college personnel and the student. Advising is a key piece to student success, and the students who need the most guidance are often left on their own to figure out their path. In my opinion, it is not for lack of trying on the institution's part. Orientation, college success skills courses, assigned advisors, first year experience, and a host of other strategies are put into place to encourage success. Teaching faculty and student services personnel want students to participate, but have trouble getting them to. My colleagues and I often discuss what it would take to make advising required. Power, policy, communication, collaboration, and ceremony are issues that I anticipated to contribute to and influence advising policy and practice. A qualitative researcher needs to be open to

discovering issues in the field as well. These emic issues, include accountability and commitment and are discussed thoroughly in the analysis.

Organizational Frames as Descriptive Tools

The organizational perspectives of Bolman and Deal (2008) were selected because the four frames seem able to "capture the subtlety and complexity of life in organizations," such as community colleges (p. 14). The various entities of higher education in general (administration, governance, faculty, student services, administrative staff, and students) are very well encapsulated by Bolman and Deal's description of organizations as "factories, families, jungles, and temples or carnivals" (p. 15). By investigating the community colleges according to these frames (structural, human resource, political, and symbolic), we can get a better sense of the characteristics of those community colleges that require academic advising. Bolman and Deal's organizational theory acted as a guiding principle more than an analytic tool. The use of the frames directed the data collection, ensuring that the multiple persepctives of the institutions were investigated. The research questions were developed around these frames and will lead to assertions:

1. How have institutions established structures (i.e. policies, roles, resources, hiring) to require academic advising?

2. How has the institution provided professional development and incentives for human resources with the establishment of required academic advising?

3. How do the political dynamics of the institution (i.e. power, conflict, collaboration) influence the establishment of required advising?

4. What role does the institution's culture play in the establishment of required academic advising?

Selection of Sites

Institutions were selected on the "basis of expectations of their information content" (Flyvbjerg, 2011, p. 307). The study focuses on required academic advising at very large, multi-campus community colleges which have recently reorganized (in the last three to five years) to include required academic advising. It is important to note that the institutions have made a recent change to provide required academic advising, as the personnel at the college will be better able to provide information about the characteristics of the institution that made the requirement possible.

Selection of these sites was done by purposeful selection, in order to focus on information-rich institutions. As Patton (2002) explains, the institutions chosen through purposeful selection for the case study are those that can best inform the study. In particular, critical case sampling will be utilized, as the institutions that are selected are those that have implemented a certain process, namely required academic advising. The sample of community colleges is "tailored to [the] study; [and] will build in variety and create opportunities for intensive study" (Stake, 2006, p. 24).

As Patton (2002) explains, "the identification of critical cases depends on recognition of the key dimensions that make for a critical case" (p. 237). The size and location of community colleges contributes to the challenges of implementing required advising. These challenges include providing a consistent advising process

across multiple campuses, to a diverse student population, and with limited resources. The communication and collaboration practices are complicated by the sheer size of large institutions. Using the Carnegie Foundation's classification of community colleges according to size, I started by identifying "very large two-year" (VL2) institutions (those associate degree granting institutions with fall enrollment data of at least 10,000 full-time equivalent (FTE) students), since requiring advising at institutions of this size would present specific challenges. I did an initial investigation of these 66 institutions to determine if any of them required academic advising of their students, and if they recently incorporated academic advising as a requirement.

The VL2 institutions are categorized as suburban-serving (25) and urban-serving (41). I investigated the website of each institution to determine if (and in what capacity) advising is encouraged or required. Since I am currently employed at a VL2 suburban-serving institution and my own knowledge and biases would affect its inclusion, I did not include it in the investigation. Many colleges require placement testing, and if that is the only component of "advising" that is required (and there was no mention of encouraging or requiring further advising), the institution was categorized appropriately. If the institution requires attendance at an orientation session or a meeting with a counselor or an advisor, the institution was listed as "advising required in some capacity." It should be noted that this was not an investigation of the individual college's policies, but what is communicated on the websites, since college websites are a source of information for current and

prospective students, and college students use websites as tools (Nielsen, 2010, para. 2). The results of this cursory investigation are listed in Table 2.

Table 2

Summary of Advising Requirements at Very Large Community Colleges

Type of VL2 Institution	Advising not required	Placement testing required	Advising encouraged	Advising required in some capacity
Suburban-serving	4	2	2	16
Urban-serving	7	3	6	25

Using information on each college's website, I identified an upper-level administrator and sent both a letter and an email to learn more about the institution to determine if it could be included in the study. Once institutions were identified, an invitation to participate in the research (Appendix B) was sent to the appropriate college officer, such as a Director of Advising. The invitation included a short survey (Appendix C) to determine if the institution had recently (within the last 3 to 5 years) reorganized to include required academic advising. The survey also included questions to determine if the institution shown improved retention or persistence rates since the reorganization. For each of the 16 suburban-serving and 25 urban-

serving community colleges, I searched the websites for information related to an Institution Review Board (IRB) process and found that only one of the colleges had such a procedure (which I followed). Six of the suburban-serving colleges responded, but with disappointing results: one declined the invitation to fill out the survey, one stated that advising was not required, and two stated that while advising was required, the requirement was not put in place in the last 3 to 5 years. A follow up letter (see Appendix D) was sent to the remaining two suburban-serving institutions, but no further response was received. The urban-serving community colleges provided a more promising opportunity. Twelve colleges responded: two of which stated that advising was not required; three stated that the requirement was not recently put into place (within the last 3 to 5 years). One of the respondents stated that the advising requirement was put into place because all community colleges in that state "require students to receive assessment, orientation and an abbreviated student education plan in order to obtain priority registration." Because I wanted to focus on institutions that put the requirement in place (and not by a mandate), I removed this institution from my list of possibilities. (None of the remaining six community colleges were located in this state.) Follow up was sent to the remaining six urban-serving institutions to set up a possible visit and three responded positively. Arrangements were made to visit at least one campus at each of these community colleges, but plans at one fell through when I discovered late in the process that the college had an IRB process that had not been followed. After determining that this college's IRB process would significantly stall my plans to

schedule a visit, I chose to proceed with the visits at the other two institutions, and

concentrate my efforts on gathering data there.

Once the institutions were identified as study participants, I made

arrangements to visit the institutions to collect data. Stake (2006) states that "the

benefits of multicase study will be limited" if fewer than four or more than ten cases

are chosen, but concedes that "for good reason, many multicase studies have fewer

than four or more than 15 cases" (p. 22). The time spent at each institution

depended on a number of factors including accessibility of documents and

scheduling of interviews and observations. The researcher understands that

sufficient preparation time must be given to participating personnel, and that their

time is valuable. The community colleges chosen were based on the criteria above,

and also keeping in mind that selecting colleges that are more accessible will enable

the researcher to spend more time at the site. As Stake (2006) explains, "balance

and variety are important; relevance to the quintain [the phenomenon under study]

and opportunity to learn are usually of greater importance" (p. 26). This same

reasoning applies to the selection of participants, which is discussed in the next

section.

Data Collection

The collection of data involved interviews with college personnel related to

academic advising; a review of documents supporting, describing, or defining

academic advising at the institution; and observations of academic advising

activities. Before collecting data, I sought appropriate approval from the institutions

involved in the case study by contacting their Office of Institutional Research (or similar). In addition, I sought approval from George Mason University's Human Subject Review Board. The selection of participants for interviews was completed by purposeful selection, selecting personnel that would help inform the research questions. These personnel included community college administrators, student services personnel, faculty, and students. Observations of various elements of academic advising, as described below, were conducted. Institutional data and documents provided additional insight. The following sections describe interviews, observations, and documents. Coding and analysis of the data is presented in a later section.

Interviews

Interviews of college personnel are essential to understanding the structural, human resource, political, and symbolic perspectives of institutions that have implemented required academic advising. The goal of the interviews is to learn about the community college and required academic advising, in terms of Bolman and Deal's four organizational frames. Even though the purpose of the interview is to learn about the individual case and how it contributes to the study as a whole, Stake (2006) notes that "the researcher needs to find out a little about the interviewee to understand his or her interpretations" (p. 31). Interviews were framed by specific questions, as presented in Appendix E. The interview protocol was developed as a way to paint a picture of the academic advising organization as it was developed and implemented at the institution. The interview questions were

developed to allow the interviewee to provide meaningful answers that were

partially open-ended, yet focused on a specific topic. The list of potential

interviewees was developed with the following justifications, as suggested by Stake:

- the interviewees may only have pieces of the whole pictures, and that may
  require more interviews with personnel in similar roles,

- the researcher is interested more in the holistic view, but needs to appreciate
  the uniqueness of each case, and

- the interviewee needs the opportunity to describe his or her own situation
  and position in the institution in relation to the phenomenon of required
  academic advising.

Once communication was established with the institution, the researcher

interviewed various personnel.

Participants

The selection of participants was also conducted by purposeful selection. In

order to collect data, college personnel were selected with an understanding that

the researcher is making an assumption of "who and what matters as data"

(Reybold, Lammert, & Stribling, 2012, p. 700). Academic advising is experienced by

many players at the college, and each provides a unique perspective. Administrators

(i.e. directors, deans, vice presidents) can provide the viewpoint of how the

incorporation of academic advising effects the multiple facets of the institutions, and

how its inclusion pulls on the resources available. When students are directed to

student services centers as a first stop or place to get questions answered, student

services personnel may become the first point of contact in terms providing academic counseling and advising, and can provide a perspective from their hands-on experience. Faculty also provide academic advising, and can provide information on how academic advising fits in with their role and the academic growth of the student. Students, the recipients of academic advising, provide a unique perspective. Institutions may have a particular advising philosophy, but this philosophy may be best articulated by the students, in reference to their advising experiences and how they interpret its worth.

The initial interview at each institution was made with an administrator at the college. In both cases, this administrator was able to arrange access to campus level student services leadership, advisors, student groups, and faculty. A number of individuals were contacted and interviewed, including personnel from student services, faculty, and students. All participants were briefed on confidentiality and details surrounding participation, and were provided an informed consent form (see Appendix F). All participants signed the form and agreed to participate in the research. Table 3 summarizes the participants involved in the study. College-wide administrators are those personnel who have responsibility at a central level, affecting all campuses. Campus-level administrators have local responsibilities, and report to college-wide administrators. Student services personnel are advisors and counselors in student services centers on the campuses. Teaching faculty belong to one campus, while students can take classes at any campus, depending on program and choice.

Table 3

Summary of Participants at Each Institution

Case	College-wide administrator	Campus-level administrator	Student services personnel	Teaching faculty	Students
Institution A	1	2	2	2	7
Institution B	2	2	3	3	10

Care was taken to involve a number of different roles in academic units and student services, since both colleges are multi-campus and have a variety of positions related to student services at both the college and campus levels. Directors and deans who serve a college-wide function are listed as college-wide administrators. Some individuals described themselves as being part of both student services and academic units. For instance, a high-level student services administrator at Institution B considers her job a blend between the academic and student services units. She considers academic deans and student affairs deans her peers. In this case, she is listed as a college-wide administrator, because she serves the college. Teaching faculty, for the purposes of this study, include teaching faculty outside of student services. This is not necessarily the clearest term to use, as some student services personnel at a number of institutions not only teach (i.e. student

success related courses), but are considered faculty (and not administrators). Efforts were made to interview each classification of participants at more than one campus at each college. Interviews with some individuals were anticipated to provide an impetus to interview more individuals from the same group. For instance, after meeting with a counselor on the campus at Institution B, I asked if there were advisors that I could meet with. Similarly at Institution A, meeting with an advisor at one campus led to meetings with faculty.

Interviews were conducted one-on-one and in small groups. The researcher determined this structure based on feedback from personnel at the college who help set up the interviews. Interviews with college personnel (administrators, student services staff, and faculty) were all conducted individually. Based on the researcher's past experiences, interviews with students occurred in small groups, as this seems to encourage informative responses. At Institution A, I interviewed two separate groups of students who were congregated in a common area. At Institution B, a college counselor set up time for me to interview students in her college success skills course for first year students.

The interview questions were crafted with Bolman and Deal's organizational theory in mind. However, instead of anticipating the answers, the purpose of the study dictates that the interviews be open and flexible, lending the study to inductive analysis. The purpose is to understand, as fully as possible, how the institution was able to implement required academic advising. Instead of "pigeon holing," or forcing interviewees to compartmentalize their thoughts into the four

organizational theory perspectives, the researcher planned to listen and record

data, and categorize the data during analysis (Patton, 2002, p. 57). The researcher

understands that there is the potential for knowledge to be gained outside of the

interview template. Interviews were conducted in such a fashion that the

interviewees were encouraged to discuss an issue beyond what was directly asked,

as the researcher understands that themes beyond Bolman and Deal's

organizational theory framework may occur. This is in line with analytic induction,

which will be discussed later in the section on data analysis.

     Patton (2002) asserts that "some method for recording the verbatim

responses of people is … essential" and that the use of audio recording is

"indispensable to fine fieldwork" (p. 380). The first interview took place at

Institution A, with a student services advisor on "the front line." She was very

hesitant to be audio recorded during the interview, despite efforts to explain

procedures for confidentiality. The interviewee explained that she did not feel that

she could be completely open, as she might be critical of the institution or

supervisors. The researcher determined that it was more important to take

extensive notes during the interview, and retain a trusting environment with the

interviewee. Efforts were made to take extensive notes and review the notes with

the interviewee at the end of the interview to capture words verbatim as much as

possible, while still focusing attention on the participant. When a second advisor at

the same institution expressed a similar concern, the researcher became sensitive to

the needs of the participants, and chose not to record interviews during the site

visit. The decision was made not to record the interviews of participants, in order to allow them to feel more at ease with the sharing of information. As Seidman (2013) states, "researchers must consider what steps they can take to reduce the threat of exploiting their participants or making them vulnerable" (p. 67). The researcher consulted a number of resources regarding the audio taping of interviews to help determine the necessity of audiotapes in data collection. Stake (1995) explains that while "audiotaping is valuable for catching the exact words used," the researcher who has skill in keeping notes and using member checking can also get the "meanings straight" (p. 56). Patton (2002) notes that when use of a tape recorder is not possible due to the request of the interviewee, "notes must become much more thorough and comprehensive" (p. 381). I found that I was much more responsive to the participant's answers to interview questions, and the interview became much more of a conversation and discussion, since I would not have an audio recording to rely on. In order to collect data in the same manner at both institutions, I made a conscious decision not to record interviews at the second institution I studied. Instead, I was careful to record what the interviewee stated, reviewed interview notes with each participant, and offered each participant the opportunity to receive a written transcript of the interview to clarify or further develop any concepts that were discussed. One student services administrator took part in this, and shared clarifications of notes by email in the week following the interview.

Observations

Because academic advising takes place in a variety of environments, it is necessary to observe a range of advising situations. Not all institutions are assumed to provide every type of advising. Instead, the goal is to understand how the institution provides advising, and the researcher was open to investigating unanticipated delivery methods. The goal of performing the observations is to better understand the human resource and symbolic frames of the institution. As Maxwell (2005) explains, "observation often provides a direct and powerful way of learning about people's behavior and the context in which this occurs" (p. 94). Observations work in tandem with interviews, providing validation of the information shared in the interviews. In addition, observations provide an understanding of perspectives that may be difficult to ascertain in an interview, whether due to the participant's reluctance or inability to articulate a particular view. Observations of academic advising sessions between the following groups were initially proposed:

1. students and student services personnel
2. students and faculty advisors
3. group advising sessions

Once institutions were contacted, efforts were made to attend advising session, with appropriate permission. Student services administration at both institutions were not comfortable with an outsider's presence during actual advising sessions, but allowed the researcher to observe how student services offices handled the intake of students and interactions with students outside of formal advising sessions. Further,

faculty advising appointments were made in a sporadic nature, with some sessions being scheduled in advance and others happening spontaneously.

With permission, I observed the student services intake procedure at one campus at Institution A, for approximately 45 minutes. The student services office at this campus is centrally located, with great visibility in the main building. The site visit was made approximately a month after the start of classes in the fall of 2014. At Institution B, I observed the intake procedure at the student services center at one of the smaller campuses for approximately 30 minutes. This site visit occurred at the end of the spring semester in 2014.

Documents

Documents, interviews, and observations do not individually provide a complete picture, and the researcher understands that their sole use can often be misleading. Institutional documents will be used in comparison to the perspectives learned from observations and interviews. In addition, it is understood that an institution's published documents may not capture the entire phenomenon, and those facets not captured in formal documentation required further probing through interviews or observations.

Institution A's documents included those available on its website. Publicly available documents were the college catalog, several years of the college's operation plans, and the fact book. The college website has a strong advising presence, with an advising philosophy statement and the core values of advising (according to the National Academic Advising Association). The importance of

advising is made clear through numerous pages for prospective students, current students, online students, and parents. Important dates, instructions on how to find a student's faculty advisor, and a list of what an advisor can help with are clearly listed. Resources, such as career, transfer, and disability services, as well as services for the military and veterans, are also clearly communicated on the website. Interestingly, there is no mention of consequences for not participating in advising.

A webpage for faculty advisors includes a faculty advising mission statement, resources for faculty advisors, and expectations of the faculty advisor. The advising "hierarchy" is spelled out, listing names, programs, and responsibilities of those on a college-wide advising committee. Contact information for student services centers on each campus are listed, but no mention is made of what the counselors and advisors in student services do.

Documents also include literature from student services centers, as well as those provided to me during interviews. Student services centers include advisors and counselors, and may also include personnel to assist with admissions and registration and financial aid. Examples include the following:

- paper brochure geared at first year students, which spells out milestones on the way to success,
- course planning sheet from the transfer center, which lists the courses needed for the Associate in Arts degree, and
- a "Student Action Plan" for a particular campus, which the counselor or advisor uses during advising sessions with students. This plan is used to

identify concerns (academic and other), resource referrals (to other

college offices), curriculum choices, and a space for notes.

Institution B's documents were those available on the college's website, including the college catalog, the most recent strategic plan, the college data book, the most recent self-study, and a student profile data sheet. Documents available at the college include the annual student planner, which makes several references to advising. This planner is distributed to students during orientation and is also available at student services centers. The purpose of advising is stated as "making wise academic choices and career planning" and students (in general) are encouraged to meet with an advisor. The planner states that advisor approval (and an advising code) are required for registration for certain populations of students. Advising resources for students, such as counseling, transfer, and disability services, are explained and contact information is listed. This same information is echoed in the college catalog. Advising is referred to in a number of places in the college's most recent self-study, but is absent from the goals, objectives, and outcomes in the most recent strategic plan.

Information about advising on the college website is not clearly communicated. On a page detailing the steps to apply and register (targeted at new students), it states that advisor approval is necessary to register. A yes/no checklist is provided for the student to determine if the student needs an advising code to register. On a separate advising page for new students, advising is described as a partnership to create academic goals, involving faculty counselors, advisors, and

student services staff. Links to the advising process, contacts, and other tools are listed. Advising contacts on a general advising webpage lists student services contact information. On this same page, the goals of advising are more clearly spelled out: course selection, information about the college, meeting graduation requirements.

Data Analysis

Data analysis followed the general process outlined by Stake (1995). An overview of the process includes the following steps: coding; identification of concepts; writing of the case reports; and identification of themes and findings. These initial steps led to the beginning of assertions, which are presented in Chapter 5. The cross-case analysis to develop these assertions began with noting the prominence of the themes in the data and determining the utility of each case for construction of a certain assertion based on a Bolman and Deal frame.

Coding

The coding phase involved several sub-phases: pre-coding to identify topics, coding to relate the topics to the Bolman and Deal frames, and a final coding phase that identified specific concepts related to each theme. Once data was collected, it was coded and then recoded. The first phase, pre-coding, is meant to be a descriptive phase (Patton, 2002, p. 485). The first step of pre-coding occurred by reading through interview transcripts, observation notes, and institutional documentation, making comments in margins and identifying major topics or categories. These categories were based on the topics found in the interview notes:

roles in advising, process, policy, hierarchy, training, and accountability. Not all

interviews contained every topic. This type of pre-coding was meant to be

descriptive coding, which identifies the topic, not to summarize the content (Saldaña

2009, p.70). It can also be thought of as open coding, or "breaking apart data and

delineating concepts to stand for blocks of raw data" (Corbin & Strauss, 2008, p. 15).

The raw data (interview notes) were typed and organized according to these topics.

The second cycle of coding used a combination of prescriptive and procedural

coding methods. The coding was prescriptive in the sense that the topics were pre-

established by the features or descriptions of Bolman and Deal's organizational

frames (Saldaña, 2009, p. 127). This phase was more formal, highlighting data in the

typed notes that relates to the four organizational frames of Bolman and Deal:

structure, human resources, political dynamics, and symbols.

The final phase of coding involved axial coding to enable a "crosscutting or

relating concepts to each other" (Corbin & Strauss, 2008, p. 195). I went back to the

typed notes and categorized them even further into subcategories using concepts

that describe each of the themes. I revisited the raw data multiple times to make

sure that I had not missed any information and that I captured the interviews as

accurately as possible. Common concepts were present, and I used the

characteristics of the Bolman and Deal frames to name the concepts. I used a

process similar to comparative analysis in the sense that "incidents that are found to

be conceptually similar to previously coded incidents are given the same conceptual

label and put under the same code" (p. 195). The analysis was done after the

collection of data, and not in the iterative nature of constant comparative analysis, in which the responses from one data source shaped the collection of data from future data sources (p. 72). This phase may also be considered pattern coding, as the goal was to develop themes from the data (Saldaña, 2009, p. 152). These topics are listed in Table 4 as "Concepts." The "Labels" column is an abbreviation of the concatenation of each frame and concept and acted as shorthand while coding. Throughout the coding process, some of the data was labeled with more than one label.

Table 4

Coding Frames, Concepts, and Labels

Frame	Concepts	Label
Structural	Control	SCl
	Division of labor	SDL
	Coordination	SCn
	Efficiency	SE
	Differentiation and integration	SDI
Human Resource	Training	HRST
	Rewards and recognition	HRSR
	Accountability and empowerment	HRAX
	Interpersonal dynamics	
	Between faculty	HRIF
	Between student services and faculty	HRISF
	Between faculty and student services	HRIFS
	Miscellaneous topics	HR
Political	Power	

		Faculty role	PPF
		Role of personnel in students services	PPC
		Conflict	PC
		Conflict resolution	PCR
		Collaboration	PCn
Symbolic		Culture	
		Advising definition	YCe
		Philosophy or mission	YC
		Value	
		By students	YV
		By faculty	YVF
		By student services personnel	YVS
		Ceremony	YCy

After the final coding, a strategy called focused coding was used to identify

the most significant codes in the data (Saldaña, 2009, p. 155). Patton (2002)

discusses the "substantive significance" of the data, or how consistent the evidence

is in support of the findings (p. 467). The substantive significance of the data is a

measure of how data adds to the understanding of the phenomenon. In the absence

of transcripts of interviews and the reliance of notes instead, codes could not be

applied directly and frequency counted. Instead, the strength of the codes for

interview notes were deciphered by the level of presence of the concepts, presented

in Table 5. Strong concepts (in bold) are those that were present throughout the

interview and details about the concept were present; moderate concepts (in italics)

were present throughout the interview, but little depth of the concepts was present;

weak concepts (no emphasis) are concepts that were mentioned, but only on the

periphery. Absent concepts are those that were not discovered through the specific

data source.

Table 5

Strength of Concepts by Data Source for Each Case

Data Source	Institution A		Institution B	
	Concept Strength	Absent Codes	Concept Strength	Absent Codes
Interviews	*HR*, **HRAX**, HRIF, *HRISF*, HRST, *PCn*, *PCR*, **PPC**, *PPF*, YC, *YCe*, **SCl**, *SCn*, YCy, *SDI*, *SDL*, SE, **YV**, *YVF*, **YVS**	HRSR, PC	HR, *HRAX*, **HRIF**, **HRISF**, HRSR, **HRST**, PC, PCn, *PCR*, **PPC**, **PPF**, *SCl*, **SCn**, **SDI**, **SDL**, *SE*, YC, *YCe*, *YCy*, *YV*, YVF, YVS	HRIFS
Observations	**YV**, **YVS**, *SDI*	HR, HRAX, HRIF, HRIFS, HRISF, HRSR, HRST, PC, PCn, PCR, PPC, PPF, SCl, SCn, SDL, SE, YC, YCe, YCy, YVF	*HRIF*, HRISF, HRSR, HRST, PPF, *SCn*, SDI, *YCe*, YCy, **YV**	HR, HRAX, HRIFS, HRSR, HRST, PC, PCn, PCR, PPC, SCl, SDL, SE, YC, YVF, YVS
Documents	HRAX, HRIF, HRIFS, *HRST*, *PC*, **PCn**, **PCR**, PPC, PPF, *SCl*, **SCn**, **SDI**, **SDL**, SE, YC, **YCe**, YCy, **YV**, *YVF*, *YVS*	HR, HRISF, HRSR	HR, HRAX, HRST, *PPC*, PPF, SCl, **SCn**, SDI, **SDL**, SE, *YCe*, YCy, *YV*	HR, HRIF, HRISF, HRSR, PC, PCn, PCR, SCl, SDI, SE, YC, YVF, YVS

Construction of Themes

Once the cases were coded and the concepts identified for each case a separate report was assembled for each case. The purpose of the case report is to summarize the data from each institution, describing the institution in relation to the four organizational frames. Writing each case report helped me understand the entirety of each case. As Stake (2006) explains, it is important to understand "the individual Cases in depth before analyzing the Case Findings and preparing the cross-case report" (p. 44). These case reports were created using modified versions of Stake's worksheets for cross-case analysis.

Creating the case reports was a multi-step, reflective process. The reports were constructed from the data, using guidance from two worksheets based on Stake's process for identifying themes, findings, and developing assertions. The first worksheet in this process is a way to relate the data to each of the research questions, which Stake refers to as themes. These themes are not to be confused with assertions, which are made after the cross-case analysis. Instead, the themes here refer to the four Bolman and Deal frames. These themes were identified before the study, framed the research questions, and speak to the use of analytic induction. The factors that contributed to these themes lead to the "essential features" of the phenomenon of required academic advising, which analytic induction pioneer Znaniecki believed leads to "exhaustive knowledge" of the phenomenon (as cited in Pascal, 2011, p. 41). The research questions are a starting point for the plan for each case study, to help "anticipate how themes and situations will be worked together

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and how the case will become gradually better understood" (Stake, 2006, p. 30). The

main point is to understand each case and its contexts. The themes were developed

by identifying the concepts discovered through the data. The filled-in worksheets

for each case are displayed in Table 6, compared side by side. These themes and the

cases are discussed further in the Chapter 5: Findings.

Table 6

Side-by-side Comparison of Themes

Themes with Factors	Institution A	Institution B
Theme 1 with factors: How have institutions established structures (i.e. policies, roles, resources, hiring) to require academic advising?	The institution has established policies and roles to support the advising requirement. The college's structure can be described by the differentiation and integration of roles, control, coordination and division of labor. The commitment to advising is present in documents, but falls apart in practice.	The institution has established policies and roles to support the advising requirement. The commitment to required advising is present in policies, but lacks the intended vigor when put into practice. The college's structure is described by coordination and the division of labor, as well as by the differentiation and integration of roles.
Theme 2 with factors: How has the institution provided professional development and incentives for human resources with the establishment of required academic advising?	The institution has provided professional development for human resources in the form of training, but there is little accountability for not participating. Those college's human resources related to the advising requirement are	The institution has established training to support the advising requirement, but accountability for participating is absent. The college lacks reward and recognition for quality advising. The institution is described

	impacted by a lack of training, a lack of accountability and empowerment, and interpersonal dynamics. The interpersonal dynamics within student services and between student services and faculty advisors contributes to conflict.	by the interpersonal dynamics within student services personnel and between student services personnel and faculty.
Theme 3 with factors: How do the political dynamics of the institution (i.e. power, conflict, collaboration) influence the establishment of required advising?	The institution's political dynamics, particularly the conflict within student services and between student services and faculty advisors, influence the establishment of required advising. The college's politics are described by power, collaboration and an absence of conflict resolution. There is a college-wide committee charged with addressing advising-related issues, but the interpersonal dynamics make collaboration difficult.	The political dynamics of the institution are described by the tensions that power and collaboration create. Despite a college-wide task force, there is a lack of accountability or conflict resolution.
Theme 4 with factors: What role does the institution's culture play in the establishment of required academic advising?	The institution's culture plays a role in the requirement of advising, which is influenced by the value that student services puts on advising. The college has a clear definition of advising and an advising mission. The symbolic nature of the college is described by its culture, specifically how the constituents at the	The institution's culture plays a role in the requirement of advising in the sense that it lacks a concrete definition of advising, an advising mission or philosophy, or any specific ceremonies related to advising. The college's symbolic frame can be described by the value of advising. The need

	college value advising. The college lacks ceremony to recognize advising milestones.	for an advising code is communicated to students, but the definition of advising is not.

Once the themes were described in terms of factors and concepts, a case report was assembled for each institution. The individual case report is "a summary of what has been done to try to get answers, what assertions can be made with some confidence and what more needs to be studied" (Stake, 2006, p. 14). Once the individual case reports were written, data was revisited to ensure that the reports captured the essence of the advising requirement at each institution.

The next step in the process was to capture the "important aspects" (Stake, 2006, p. 45) of each case. Stake proposes the use of a worksheet while reading a case report, which can be helpful when a team of researchers is contributing to a project. Stake makes a distinction between themes (which inform the study as a whole) and findings (which inform the cases). At this point, I moved away from the clean-cut compartmentalization of the Bolman and Deal framework, as the advising requirement at the institutions could not be simply reported in terms of singular frames. Starting with Bolman and Deal allowed themes to emerge in a way that is more emic in nature. As the sole researcher, I drafted a modified version of the

worksheet to help create a summary of each case report. The worksheet

summarizing each case is provided in Figures 3 and 4.

Institution A	
Synopsis of case: Academic advising is required in the sense that most students are required to take placement tests and have the scores interpreted by an advisor. The advising requirement was put into place as part of a plan related to the reaffirmation of accreditation process. This plan includes advising as a part of an approach to improve student success. Advising is done by multiple roles: counselors, professional advisors, and faculty.	**Case Findings:** I. The handoff of the student from student services personnel to a faculty advisor is unclear. II. Student services personnel regard faculty in specialized programs as willing and having the skills to advise. III. There is an advising committee charged with addressing advising issues.
Uniqueness of case situation for program/phenomenon: • There is a "perceived block" on registration. • The institution has an advising mission. • The college website communicates the importance of advising and espouses the college's commitment to advising. • The campus advisors report to a central, college-level position rather than a local, campus-level position.	IV. Faculty do not consider advising as a top priority and are confused about the expectations. There is no accountability for not taking part in advising training. V. There are multiple advising-related roles in student services. VI. In general, the faculty advising role is unclear. VII. Reward and recognition for advising is not a practice. VIII. The institution has an advising mission, but no clear definition of advising.
Themes: Theme 1: The institution has established policies and roles to support the advising requirement. The commitment to advising is present in documents, but falls apart in practice. Theme 2: The institution has provided professional development for human resources in the form of training, but there is little accountability for not participating. There are no specific incentives related to the requirement for advising.	

Theme 3: The institution's political dynamics, particularly the conflict within student services and between student services and faculty advisors, influence the establishment of required advising. There is a college-wide committee charged with addressing advising-related issues, but the interpersonal dynamics make collaboration difficult. Theme 4: The institution's culture, namely the value that student services puts on advising, plays a role in the requirement of advising. The college has a clear definition of advising and an advising mission, but lacks ceremony related to advising.	
Factors: Differentiation and integration of role, coordination of labor, division of labor, training, accountability, empowerment, interpersonal dynamics, conflict, conflict resolution, power, collaboration, culture, value, mission, ceremony.	

Figure 3. Case report summary for Institution A.

Institution B	
Synopsis of case: Advising is required in the sense that students need to contact an advisor for a code in order to register for courses. The catalyst for the requirement included dissatisfaction with advising (as reported on the SENSE survey) and a newly implemented student information system which allowed the college to document and track advising. There are multiple roles that provide advising: counselors, professional advisors, and teaching faculty.	**Case Findings:** I. The handoff of students from student services personnel to the faculty advisor is complicated. II. Faculty for specialized programs routinely advise students. III. Advising is considered to be "owned" by student services. Faculty do not consider advising as a major part of their role, and there is little accountability for not taking advantage of training or providing advising.
Uniqueness of case situation for program/phenomenon: • Faculty advisors have an expected caseload of advisees. • There is not an advising mission or philosophy.	IV. An advising committee makes recommendations to improve process and procedures. V. Tension exists between the multiple advising roles in student services. VI. The faculty role in advising is unclear. VII. There is not a clear distinction between "counseling" and "advising."

	VIII. Reward and recognition for advising is not a practice.
Themes: Theme 1: The institution has established policies and roles to support the advising requirement. The commitment to required advising is present in policies, but lacks the intended vigor when put into practice. Theme 2: The institution has established training to support the advising requirement, but accountability for participating is absent. The college lacks reward and recognition for quality advising. Theme 3: The political dynamics of the institution are described by the tensions that power and collaboration create. Despite a college-wide task force, there is a lack of accountability or conflict resolution. Theme 4: The institution's culture plays a role in the requirement of advising in the sense that it lacks a concrete definition of advising, an advising mission or philosophy, or any specific ceremonies related to advising.	
Factors: Coordination, division of labor, differentiation of roles, integration of roles, interpersonal dynamics, accountability, training, empowerment, reward and recognition, power, collaboration, conflict, conflict resolution, value, ceremony	

Figure 4. Case report summary for Institution B.

Factors are those variables that may contribute to the theme. By including

the uniqueness of the case, the researcher was better able to describe the variation

that occurred. It is important to study what is "similar and different about the cases"

to better understand the phenomenon being studied (Stake, 2006, p. 6).

Furthermore, as Pascal (2011) explains, "exceptions are an integral part of

developing a thorough analysis because they provide clues for how to alter

concepts, shift categories, and modify developing explanations or theories" (p. 54).

The worksheet in Figure 5 details the process for determining prominence,

or the presence of the factors in the data that related to the particular theme. Each of

the themes is present in each of the cases to varying degrees. If data for the theme

was present across multiple data sources (documents, interviews or observations)

and was demonstrated to have a significant impact on the institution's advising

requirement, the theme received the rating of M, for high manifestation. If data for

the theme was present across minimal data sources or contributed minimally to the

description of the institution's advising requirement, the theme received a rating of

m, for some manifestation.

Ratings: **M** = high manifestation, m = some manifestation		
	Case A	Case B
Original Multicase Themes		
Theme I: The institution has established policies and roles to support the advising requirement.	M	M
Theme II: The institution's human resources effect the advising requirement.	M	M
Theme III: Conflict and collaboration influence the advising requirement.	m	M
Theme IV: The institution's culture plays a role in the requirement of advising.	m	m

Figure 5. Manifestation of themes in each case.

Cross-case Analysis

The separate write-up of the individual cases is the first step in an inductive approach (Patton, 2002, p. 57). The case reports informed the cross-case analysis that followed. As I focused more on the study as a whole, and less on the particulars of each case, there was a tug-of-war between the individual cases and the phenomenon being studied, or what Stake (2006) calls the "case-quintain" dilemma (pp. 7-8). Recall that I deliberately chose multicase study to gain understanding the phenomenon of required advising as it occurs at community colleges.

Cross-case analysis was used to analyze the data by taking "evidence from the case studies to show how uniformity or disparity characterizes" the phenomenon under study (Stake, 2006, p. 40). As Khan and VanWynsberghe (2008) explain, "A cross-case analysis of these cases facilitates a greater understanding of the quintain [common focus]. These assertions are then applied to the individual case studies to determine the extent to which the case studies reflect the quintain" (Section 3.2, para. 3). The point of the cross-case analysis is not simply to list the findings from each case per research question, but to apply the "findings of situated experience to the research questions" and to "create and modify general understandings on the basis of the case's experience" (Stake, 2006, p. 47). How well the cases do or do not fit the assertion indicates the variation of the study. The cases similarities and differences were studied in order to better inform the study.

Analytic induction "involves *discovering* patterns, themes, and categories in one's data" and may include a "deductive phase of analysis," such as "applying a

theoretical framework" (Patton, 2002, p. 453, 454). These categories were further classified by Bolman and Deal's organizational frames (structural, political, human resource, and symbolic). The data was analyzed to construct explanations for each theme, if they existed. Even though the four frames were used to frame the research questions before the data collection started, analytic induction is an appropriate method of analysis, as it allows themes to emerge under the four frames, which act as umbrellas. Using analytic induction, I refined "the emerging themes[s] or pattern[s], and its explanation, to include the exceptions, or…the presence of exceptions" (Pascale, 2011, p. 54).

Cross-case analysis begins with the task of making assertions based on the findings from each case (as listed in the case summaries). For this multi-case study, the researcher's preference is to merge findings across the cases. Each of the case findings is listed in the Table 7, (adapted from Stake's Worksheet 5A) and is rated as to its "importance for understanding the quintain [common focus] through a particular theme" (Stake, 2006, p. 52). Ratings (high, middling, or low importance) keep the context of the finding in mind. If the finding constituted a large part of the particular theme for the case, it received a rating of high (H); to a lesser extent middling (M); and to a minimal extent low (L).

Table 7

Ratings of Findings for Each Frame per Case

		Themes		
Findings by Cases	Structure	Human Resources	Political Dynamics	Symbols
Institution A				
Finding I: The process of handing off the student from student services personnel to a faculty advisor is unclear.	H	H	H	L
Finding II: Student services personnel regard faculty in specialized programs as willing and having the skills to advise.	L	H	H	L
Finding III: There is an advising committee charged with addressing advising issues.	H	M	H	L
Finding IV: Faculty do not consider advising as a top priority and are confused about the expectations. There is no accountability for not taking part in advising training.	L	H	H	M
Finding V: There are multiple advising-related roles in student services.	M	H	H	L
Finding VI: In general, the faculty advising role is unclear.	L	H	H	L
Finding VII: Reward and recognition for advising is not a practice.	L	L	L	M
Finding VIII: The institution has an advising mission, but no clear definition of advising.	M	L	L	H
Institution B				
Finding I: The handoff of students from student services personnel to the faculty advisor is complicated.	H	H	H	L

Finding II: Faculty for specialized programs routinely advise students.	M	M	L	L
Finding III: Advising is considered to be "owned" by student services. Faculty do not consider advising as a major part of their role, and there is little accountability for not taking advantage of training or providing advising.	H	H	H	L
Finding IV: An advising committee makes recommendations to improve process and procedures.	H	M	H	L
Finding V: Tension exists between the multiple advising roles in student services.	H	H	H	L
Finding VI: The faculty role in advising is unclear.	H	H	H	L
Finding VII: There is not a clear distinction between "counseling" and "advising."	H	H	H	M
Finding VIII: Reward and recognition for advising is not a practice.	L	L	L	H

As a first step in developing assertions, I noted the high-importance findings for

each theme by case. The results for the first case (Institution A) are

     Structure: I, III

     Human Resources: I, II, IV, V, VI

     Political Dynamics: I, II, III, IV, V, VI

     Symbols: VIII

I looked for findings that were present across multiple themes. Finding I (regarding the handoff of the student to the faculty advisor) had the strongest presence across three themes. Findings II, III, IV, V, and VI were each present at a high level across at least two themes. Finding III (the existence of an advising committee) and Finding V (multiple roles in student services) each had two high rankings, one medium ranking, and one low ranking. I also looked for relationships between the findings. Finding I, II (student services' perception of faculty advising skills), IV (accountability for faculty training), and VI (the faculty advising role) all relate to faculty advising. The symbols theme was not well informed by most of the findings. While the symbolic frame contributes to the findings and to the other themes, an assertion will not be based on this particular theme.

The results for the second case (Institution B) are

Structure: I, III, IV, V, VI, VII

Human Resources: I, III, V, VI, VII

Political Dynamics: I, III, IV, V, VI, VII

Symbols: VIII

Findings I, III, V, VI, and VII were present across three themes. Of these, I (handoff to the faculty advisor), III (faculty advisor training) and VI (role of the faculty advisor) have to do with faculty advising. Finding V (roles in student services) and VII (definition of advising) each received a rating of high in three frames. Finding IV (advising committee) was present across two themes. Just like the first case, the

symbolic theme was not informed at a high-level by any of the findings and will not be the basis of an assertion.

The themes developed under the Bolman and Deal framework did not provide a total description of the advising requirement at each institution. Each of these themes are frame-dependent, and the complexity of the institutions and the advising requirement was not well-represented by any singular frame, nor the collection of the four frames. At this point, the Bolman and Deal organizational theory was no longer driving the analysis, but informing it. The assertions emerged from the data and the organizational frames through inductive analysis in the sense that the themes themselves overlapped. The findings that contributed at a high-level to more than one theme had similarities across the cases. A common finding pertains to the roles in advising. In both cases, faculty advising (and issues related to faculty advising) were prominent findings. These common issues include training and accountability, the role of the faculty advisor, and the transition of the advisee from student services to the faculty advisor. In addition, both institutions have multiple advising roles in student services, which affect the advising requirement. An overarching assertion is stated as "differentiation of advising roles challenges the advising structure." There are several issues that result from the institutions multi-campus nature. Allocation of resources, equality of roles, campus uniqueness, and student behavior all affect the advising requirement. These concepts are discussed under the assertion that "a multi-campus system disrupts consistency in advising." A third and final commonality was the lack of a "true" advising requirement, leading

differences between advising policy, process and practice that make requiring

advising difficult. These concepts are related to the assertion that "inconsistent

definitions and policies for advising." Each of these three assertions is discussed at

length in the next chapter.

Limitations and Boundaries

Limitations and boundaries are present in any study. Limitations typically

include restrictions on resources and time (Patton, 2002, p. 223). The "boundary

issue" is described by Patton (2002) as the conflict between studying "a few

questions in great depth or to study many questions but in less depth" (p. 225). The

sets of limitations and boundaries and not mutually exclusive. For instance, the

desire to fully understand the requirement of advising at a particular institution is a

boundary in the sense that depth of understanding is the goal. However, to achieve

this depth, time and resource limitations come into play when selecting the number

of institutions to study. The resolution to this conflict in the case of this study was

to favor depth of study over number of institutions studied. By focusing on two

institutions, much greater depth of understanding each institution was achieved.

Researcher Bias

The limitations that are most relevant for this particular study are my own

biases, due to my experience with higher education and academic advising. This is

not necessarily a negative point, as my experience provided a basis to start my

research with an understanding that advising is complex and not easily described or

implemented. As a faculty member and administrator at an extra-large community

college that does not currently require academic advising, I bring in my own perspectives as to its importance. Furthermore, I was the college's leader in researching and developing a new academic advising structure for the college. While this experience provided me with a great opportunity to learn about the structure and organization of my particular college, and about research and practice of academic advising, it does present the issue of preconceived knowledge of the topic. I was careful during data collection, particularly during the interviews, relying on a "more standardized… interview protocol (with little expectation of on-the-spot interpretation)" as suggested by Stake (2006, p. 22). Reactivity, or the researcher's influence on the gathering of data (particularly in interviews and observations), is a natural part of qualitative research. The interview questions were carefully written to reduce this type of bias: I did not assume any particular structure or process existed, and encouraged the participant to provide as much detail as possible.

I share a common culture with the participants in the sense that I am involved with advising at the community college at which I am employed. I am aware that some may see this as bias, especially since I care about advising and its success. Stake (2006) describes this as one of six "advocacies," which can be thought of as biases (p. 86). Another advocacy is "rationality," and I was mindful to be "clear, logical, and even-handed" throughout coding and analysis (p. 86). Instead of imposing my experience, I used it as a template to understand the data. In fact, when there were elements that I found contrary to personal experience, they were further investigated through interviews, observations, and documents. Furthermore, I

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understand that my own role in advising provides a unique perspective, and is not the only perspective by those in similar roles. I am also aware of the presence of subjectivity in the study, and by monitoring its presence will learn more about my own beliefs, attitudes, and values. A reflective section will be included in the final report on the study.

Research Credibility

As Stake (2006) so aptly states, I "want assurance that most of the meaning gained by a reader from their interpretation is the meaning" I intend to convey (p. 33). This assurance can be gained through triangulation and member-checking. Although "complete confirmation" of knowledge is not possible, it is important to "reduce the likelihood of misinterpretation" (Stake, 2006, p. 37, p. 35). While it is reasonable to expect another qualitative researcher may not have come to the exact same conclusions, I would expect that they would not contradict them either.

I made efforts to ensure that my interpretations were accurate and complete. Member checking was used as a way to include participants in the study to ensure that interpretations are fair. Interview notes were shared with participants immediately after interviews to ensure that their perspective is represented fairly and accurately. Participants were offered the opportunity to have interview notes shared by email, in order to ensure clarity. One participant at Institution B took me up on this offer. Having the participants review the notes for accuracy and misrepresentation provided "new data for the study, as well as contribute[d] to the revision and improved interpretation of the reporting" (Stake, 2006, p. 37).

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Interview and observation subjects are aware of the researcher's presence. By interviewing multiple individuals within groups, and diverse types of groups, I was made more aware of how my presence influenced the information that was gathered. Participants at both institutions (particularly those in student services) reported that they felt that being critical of advising would be detrimental in some way, and preferred not to be audio taped. However, they expressed a sense of collegiality when I expressed my own experiences in advising. They saw me as not only a researcher, but a colleague, whose intention was not to discredit their attempts to improve, but to learn from their experiences. This brought up the boundary issue, as I wanted to make sure the participants did not see me as a consultant of any type (Creswell, 2008, p. 239). I made it clear that my "relationship" with the participants was no more than researcher, and several participants responded by stating that there is certainly a need for more research in the field of advising. By triangulating observations with interviews and documents, I was better able to determine if a consistent picture was being painted. Because college documents (such as the websites and handbooks) did not always spell out procedure or define roles, triangulation was used to fill in gaps, find inconsistencies, and broaden understanding. In this sense, triangulation was used to not only "clarify meaning, but it is also verifying the repeatability of an observation or interpretation" (Stake, 2006, p. 37). Furthermore, "triangulation sometimes helps the researcher recognize that the situation is more complex that it was thought to be" (Stake, 2006, p. 36).

CHAPTER 5: FINDINGS

The purpose of the study is to describe how community colleges with an advising requirement established structures and provided human resources, and how the political dynamics and institutions' cultures play a role in the establishment of the requirement. Each of the institutions have very different advising requirements, resulting from the different paths that each institution has taken to incorporate its version of the requirement. This chapter describes the paths that led to the advising requirement and addresses the research questions in three assertions. I start with a description of the history and advising status at each institution. In order to better understand the factors that contribute to and challenge advising at each institution, I briefly present the demographics, structure, and enrollment trends. I then discuss the current state of advising, and how it is presented to the college community. An analysis of the data led to common assertions for the case study: inconsistent definitions and policies complicate the delivery of advising; differentiation of advising roles challenges the advising structure; and a multi-campus system disrupts consistency in advising. These three assertions are presented separately for each institution, as each has unique contributions to each assertion. As a case study, data was collected from a variety of sources, including college documents, interviews, and observations, as described in

the previous chapter. In order to preserve the anonymity of the institutions, data from retrievable college documents (such as handbooks or websites) has been paraphrased when presented in quotes, and specific sources are not cited.

Institution A

History and Advising Status

Institution A is a very large, multi-campus community college spread across one county in the southeastern United States, and is the largest community college in the state's system. Founded in the 1960s, the college serves more than 70,000 students annually. The college's mission addresses the need to serve the community as a "comprehensive college," preparing students for the workforce and for transfer to four-year institutions, and affirms a "foremost commitment" to student success through teaching excellence and support. Institution A offers nearly 300 degrees and certificates, serving both transfer and workforce development needs, as well as community education. Classes are offered at a central campus, five other campuses, an online campus, and several off-campus locations, all located in the same county. The six physical campuses at Institution A are distinct, offering one or more of the following: transfer, workforce and career readiness, corporate education, dual enrollment, English as a Second Language (ESL) courses, and General Education Development (GED) preparation.

The sheer size of Institution A contributes to the advising challenges of advising, discussed later in this chapter. The total unduplicated headcount for

Institution A has hovered around 60,000 students (including curriculum, continuing education, and basic skills students) since the 2006-2007 academic year, with its peak enrollment occurring during the 2007-2008 academic year. The central campus boasts more than 20,000 students (unduplicated headcount). Of the remaining five campuses, one serves more than 10,000 students, three serve roughly 5,000 students each, and one serves less than 4,000 students. Off-campus locations serve nearly 10,000 students. It is important to understand the source of funding for the institution, since resources at community colleges can be scarce and may affect implementation of programs or initiatives. The sources of funding for 2011-2012 were state (40%), county (19%), bonds (11%), and institutional funds (30%). In-state tuition is still less than $80 a credit hour, although a student taking 16 credits or more pays a flat fee. This flat fee is a maximum tuition rate, which is just under $2,500 for the academic year. This rate has increased by over 70% since the 2008-2009 academic year. In comparison, there has been an increase of $22.4 million (105%) in total aid received by students since 2008-2009. The 2011-2012 budget allocated 43% to instruction, 13% to academic support, and 11% to student services.

The demographics of the college roughly match that of the county it serves, although there has been a shift over the past ten years. There has been approximately a 10% decline in both curriculum students and total students reporting as "white," now making up less than half of the student body. The county has seen a steady growth in population over the past ten years, outpacing the

population growth in the state. The college continues to serve students who come from the county, with less than 30% of students coming from outside the county or state, and less than 10% are international students. Nearly half of curriculum students (those enrolled in credit courses) are between the age of 21 and 30, a statistic that has remained unchanged in a decade. This same age group makes up a little more than a third of the total student body. In the past decade, the college has seen a downward shift in the percentage of 31 to 40 year olds at the college, and an increase in the percentage of students over 50. Like most community college attendees, students reportedly come to Institution A to pursue a credential leading to a job or to transfer to a four-year institution.

The college has a variety of campuses located around a major city. The campus are geographically close to one another, some campuses within less than ten miles of each other. No two campuses are more than thirty miles apart, which contributes to the accessibility of students to take classes at multiple campuses, depending on home and work schedules. Not all campuses serve the same students, with some focusing more on curricular programs, continuing education, or basic skills. Further, while the college has seen a decrease in total headcount and an unchanged curriculum student headcount over the past five years, not all campuses have seen the same trends. The differences in programs offered, students served, and enrollment trends have a direct effect on resources and services offered. Nearly half of all students are considered "curriculum students," 40% are considered "corporate and continuing education students," and 17% are considered "basic skills

students" (the total exceeds 100% due to the fact that students can be classified in more than one category). Some campuses, numbered I and II in Table 8, predominantly serve curriculum students. These two campuses, however, have opposite enrollment trends. Other campuses, such as campus IV, primarily serve continuing education students. Table 8 summarizes the program offerings and enrollment trends at the various campuses.

Table 8

Comparison of campuses at Institution A

Campus	Number of programs	Percent of curriculum students	Percent of continuing education students	Percent of basic skills students	Enrollment trends over the past decade
I	5	72%	12%	17%	Increase in headcount
II	15	69%	17%	22%	Slight decline in headcount
III	8	46%	28%	30%	Decrease in headcount
IV	4	31%	67%	3%	Increase in headcount
V	13	58%	40%	3%	Increase in headcount
IV	7	47%	52%	3%	Headcount flat

The state's community college system has a set of success-related accountability benchmarks: the goal is to have at least 65% of students graduate or return each semester. Institution A has come up just shy of that goal for curriculum students in two consecutive years. The fall-to-spring retention rates have increased over the past five years, for both the entire student population (from 67% to 69%) and for first time, full-time students (81% to 88%). The fall-to-fall retention rates of all students has been steady (around 43%) since 2011. The fall-to-fall retention rates of first time, full-time students, while higher, has decreased from 57% to 52% in the same time period. The overall decrease in enrollment is in contrast to the college's completion rates. Out of the 2300+ degrees awarded in 2012-2013, 37% were college transfer degrees. The total number of degrees has increased by 65% in ten years. The number of college transfer degrees (associate's degrees) has increased by 157% in the same time, now making up 40% of the degrees awarded (an increase from 26%). The vast majority of these degrees are the associate of arts, four times more than the number of associate of science degrees. Enrollment in both of these transfer degree programs has also increased in the last decade. The number of career-oriented associate in applied science degrees has increased by 59%, making up nearly a third of degrees awarded. The top degrees at Institution A are Early Childhood, Business, Criminal Justice and Nursing.

For more than a decade, Institution A has been incorporating a number of plans related to student success. These initiatives are summarized in Figure 6, followed by details on each plan.

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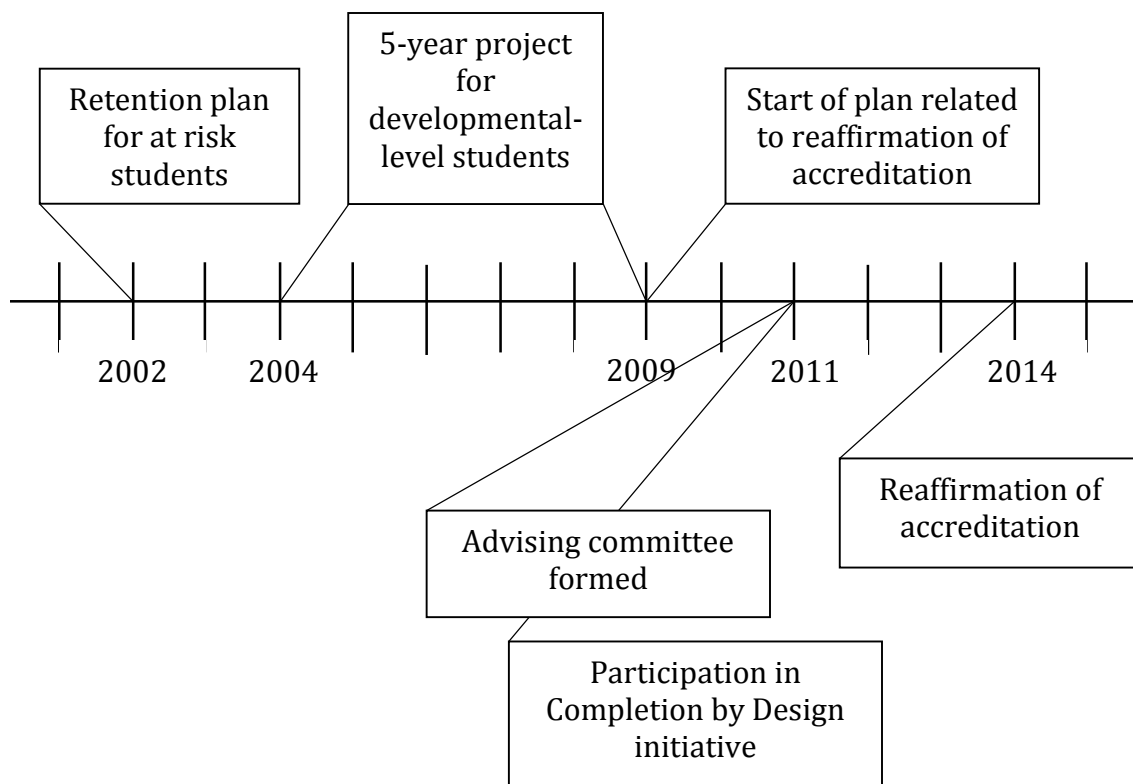
Figure 6. Timeline of advising-related plans at Institution A

Just after the turn of the millennium, the college's president put a team

together to develop a retention plan to address declining retention rates. The

college's retention plan, focusing on at-risk students, was put together using a

collaborative approach, including faculty, student services, and technology staff. The

purpose of the plan was to improve student success skills through an improved

student services experience, enhancement of faculty skills to include learning styles

and success strategies, and incorporation of software to track student data and

provide early alert for students needing interventions. One result of the plan was a new online tool meant to enhance advising, with a note-taking feature. This feature allows advisors to document their advising sessions, with the intent of making advising more consistent. The use of the note-taking feature addressed the problem of students having multiple advisors, since they attend multiple campuses. Other parts of the plan included training for faculty and staff and a student success course, which incorporated an academic goal setting objective. This plan was expanded each year, eventually requiring an advising session with student services personnel. The student services advising staff was quickly overwhelmed by the number of students seeking advising.

In 2004, two years after the inception of the retention plan, the college participated in a five-year program to increase the success rates of developmental students, requiring these students to participate in orientation. This program built on the college's retention plan by addressing its challenges. Elements missing from the current retention plan included assessing what students needed and how instructors could address these needs. This new program incorporated a student success course, which helped students determine their learning style, and an increased effort for faculty to incorporate multiple teaching styles in instruction. The results of this 5-year program include an increase in the likelihood of developmental-level students to complete courses, persist from spring to fall, and earn a college degree. The college started becoming more focused on success related strategies and is currently involved with a number of initiatives, such as Completion

by Design. This initiative, started in 2011 by the Bill and Melinda Gates Foundation, which strives to significantly increase completion and graduation rates at community colleges "by focusing on comprehensive institutional transformation" and engaging "in a systematic process of inquiry and design, aimed at system changes in policies, programs, and practices that strengthen pathways to completion" (Completion by Design, n.d., About Us). Participation in this initiative coincided with the college's preparation for reaffirmation of accreditation, which included a plan to improve student learning.

At the same time that this 5-year program was concluding, Institution A started preparing for reaffirmation of accreditation, which occurred in 2014. Part of this process included developing a plan to improve students' learning or success. Under the same leadership as the retention plan a decade earlier, Institution A decided to reorganize advising and develop advising-related strategies to meet the requirements for reaffirmation of accreditation. This plan focuses on student learning and success by supporting students through the reporting of academic concerns through an early alert system. The goal of this plan is to improve academic progress and planning for first-time to college students. This is a much larger group than either of the first two plans addressed. The college took deliberate steps to work up to implementation of this plan. In each of the five years prior to the college's reaffirmation of accreditation, the college's operational plans spelled out multiple unit objectives related to advising resources, training, assessment, and communication, in an effort to build up advising resources to support the academic

reporting plan. The 2009-2010 college operational plans include several goals

related to student success, including "reinforcing the coordination and

communication between student services personnel and faculty advisors and

creating program advisors and career-specific advisors" as a student success

objective. The following year, the same objective was listed under a more developed

goal of promoting student success "by encouraging a helpful learning atmosphere."

In 2011, in an effort to implement these goals, very specific objectives were assigned

to college committees. An advising committee was created and tasked with defining

advising steps, improving advising communication to faculty and students,

investigating ways to improve use of the advising website, promoting advising

week, and improving advising resources in the college's learning management

system. A retention committee was tasked with implementing advising-related

activities, such as placement testing, orientation, and enrollment in developmental

courses. During the 2011-2012 academic year, two years before reaffirmation of

accreditation, the college senate was tasked with developing a structured pathway

of courses for academic programs. The year prior to reaffirmation of accreditation,

the operation plans charge the advising committee with developing advisor training,

assessing students' academic planning skills, and developing a plan to communicate

the importance of advising. The year of reaffirmation, 2014, a student success

objective includes "implementing an innovative, intrusive advising program." Over

the course of the five years preparing for reaffirmation of accreditation, Institution

A made deliberate changes to roles, processes and policies in an effort to support

academic advising and the accreditation-related advising plan. These changes are discussed at length in the sections that follow. Despite restructuring of the college's advising system, the college's operational plans post-reaffirmation, however, make little mention of advising. In fact, the word "advising" is completely absent from the most recent 2014-2015 college operational plans. While the plans continue to include a student success goal, "support learning and success through an innovative and supportive environment," only one objective briefly states the intention of implementing the accreditation-related plan to report academic concerns.

The outputs of each of the advising-related plans are evident in various college documents, such as the website and handbooks. College websites are often used as a tool for both prospective and current students (Nielsen, 2010), and Institution A depends on its website as a communication tool. Institution A shares several documents through its website, including the college catalog, several years of the college's operation plans, and the fact book. The college website has a strong advising presence, with a clear advising philosophy statement. Advising is described as assisting students with "life goals, career goals, career opportunities, and … personal issues" on the advising webpage. The institution's view towards advising is described as "integrated" and "developmental." O'Banion's Model of Advising is described in detail and is referred to in the college's "Commitment to Advising," which describes the core values of academic advising that the college seeks to provide through an effective advising system. The importance of advising is made clear through numerous pages for prospective students, current students, online

students, and parents. Important dates, instructions on how to find a student's

faculty advisor, and a list of what an advisor can help with are clearly listed.

Resources, such as career, transfer, and disability services, as well as services for the

military and veterans, are also clearly communicated on the website. However,

there is no mention of consequences for not participating in advising. The student

handbook, available online only, makes brief mention of academic advising. It refers

to an outdated policy statement, last updated in 2005, that states that "student

services has the primary responsibility for advising new students" and

"instructional units are responsible for advising continuing students."

Advising at Institution A is described as a system including faculty, staff,

academic advisors, counselors, and peer advisors, which is "built on policies,

procedures, personnel, services, and documents that are coordinated college-wide"

by the advising committee, which was created at the time of the advising

reorganization. The committee membership is diverse, including personnel from

each campus's student services office and each academic division. Faculty from

various disciplines are represented, including science, humanities, social sciences,

fine arts, liberal arts, technology and business. Student services personnel on the

committee include advisors as well as transfer center and career services staff.

College personnel, such as workforce development and technology services are also

included in the composition of the committee. This college-wide advising committee

is tasked with advising-related goals, such as developing and delivering training and

related materials; creating advising policies and procedures; communicating with

stakeholders; evaluating the advising system; and recognizing and rewarding outstanding advising. In addition, the committee reports regularly to the college's leadership team (administration).

Institution A's website is rich with information related to advising and demonstrates the intent for collaboration between the student services and academic sides of the institution. Everywhere a student (or other website visitor) turns, a reminder about advising resources is present. Advising links are plentiful, listed on both the academic and student services pages. The student services webpage includes a direct link to the advising webpage, along with links to information on transfer, careers, disability resources, planning for graduation, computer labs, and technology assistance. Visitors to the advising webpage can choose options categorized by new, current, or online students. Resources for parents are also included. Links on the advising webpages lead to counseling-related services, such as personal counseling; academic services, such as where to get academic help; and resources for both students (how to find one's faculty advisor) and faculty (training resources). A prospective or current student seeking college credit (whether for transfer, or for a degree or certificate) would find it difficult to miss advising related messages on the website. While not stated explicitly, students are given the impression that advising is a requirement. Advising is included in a list of steps a student should take in order to apply to the college and register for courses. Current students are encouraged to seek out an advisor to help with course selection and finding out registration dates, but no mention is made regarding the

development of academic goals or planning. Students who visit the campus student

services centers receive documents related to advising. Examples include

- A paper brochure geared at first year students, which spells out

  milestones on the way to success;

- A course planning sheet from the transfer center, which lists the courses

  needed for the Associate in Arts degree; and

- A "Student Action Plan" for one particular campus, which the counselor or

  advisor uses during advising sessions with students. This plan is used to

  identify concerns (academic and other), resource referrals (to other

  college offices), curriculum choices, and a space for notes.

Separate advising checklists are provided for new and transfer students.

Students are encouraged, but not required to complete the checklist items prior to

an advising appointment. The new student checklist includes an item for

determining an academic or career goal. The remaining items refer to more

prescriptive advising elements, such as submitting an application, placement

testing, signing up for orientation, applying for financial aid, activating one's email

account, meeting with an advisor, and registering for recommended classes. The

checklist for transfer students (those with college credit from other institutions)

includes these items, as well as transcript evaluation. On the advising webpage,

prospective students are told that an advisor can help with course selection,

placement test score interpretation, program selection, and clarification of the

college's policies and procedures. No mention is made of academic planning or goal setting.

Personnel in student services, faculty units, and administration speak about an advising requirement, but this language is missing from the wealth of webpages, handbooks, policy statements, and operational plans. Instead, after a good amount of digging through various webpages, one finds that the "advising requirement" is really placement test score interpretation, which occurs during orientation. Students are encouraged to participate in further advising, but no such requirement exists. Institution A's history, size, recent structure changes, and commitment to advising all contribute to the formation of the advising requirement as it currently exists. An analysis of the data led to assertions that explain how the advising requirement is supported. These assertions are discussed in detail.

Assertions

Inconsistent Definitions and Policies Complicate the Delivery of Advising

An inconsistent definition of advising exists at Institution A, as it is communicated to and interpreted differently by the various stakeholders. The core values of academic advising may be communicated on the webpage, but Institution A's process of advising sends a different message. Through information on Institution A's website and communications sent to students, the impression is given that advising is required prior to registration. Automated emails are sent out to students to encourage participation in advising. During orientation at Institution A, students have placement test scores interpreted and are informed about which

classes are appropriate for them. A note is electronically recorded on the students'

record that the student is now "cleared" and is now "ready for advising." The

process for continuing students is very different: according to student services staff,

students on academic probation (term GPA < 2.0 for two consecutive semesters)

must meet with an advisor or faculty advisor to develop an improvement plan and

must have the number of courses approved by a faculty advisor. Students who do

not improve their GPA by the end of the third consecutive semester are placed on

academic suspension and are referred to a counselor to determine an "academic

plan of action." Staff give all new students the impression that further advising is

mandated, but as one advisor notes, there is "no block to prevent students from

registering without advising." A campus level student services leader explains that

the advising requirement is "not a hard block, but a perceived block" and is actually

just a "placement test evaluation" requirement. The student ends up thinking that

the short discussion on class selection is the equivalent to advising, which is in

contrast to the descriptive core values of advising posted on the college website.

Once students have placement test scores evaluated, they are free to register

without further advising. It is the orientation process (i.e. placement test score

evaluation followed by a short meeting with an advisor) that drives the student to

an advisor. A campus level student services leader states that "students don't realize

that they can sign up for classes without advising." In interviews with student

groups, the understanding of the advising requirement was not clear. One student

group consisted of three former dual enrollment students (all female). All had

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attended orientation, but none had attended an "advising session." One of these students explained that she had "sat down once with an advisor." These students did not consider advising as a requirement for registration. A second group of students had different perceptions. This group consisted of two male and two female students. One of the male students was previously a dual enrollment student and stated that he did not attend orientation. The other three students (two female first-year students and one male second-year student) had all attended orientation, had "met with an advisor in counseling" and thought they "couldn't enroll without advising." These students described their advising experience as "figuring out placement scores" and "which classes to take," which speaks to prescriptive advising.

Student services personnel refer to the advising requirement as a "perceived block." The requirement at Institution A boils down to placement test result translation, which is in contrast to the descriptive core values of advising posted on the college website. This is much different than requiring academic advising in a holistic sense. College operational plans support the value of advising, but the institution's processes do not match this commitment to advising. College webpages and operational plans speak of advising as a developmental process that involves introspection and attention to academic plans and goals. However, the process ends up as placement test evaluation and course selection, which devalues the core of advising. According to a member of the advising committee, the translation of placement results is intended as a first step in advising. However, the lack of direct

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mention of advising in the most recent operational plans does not infer a

commitment to make further changes.

Differentiation of Advising Roles Challenges the Advising Structure

Institution A's website describes advising as an integrated system of faculty,

counselors, and advisors, but there are gaps in practice. The advising requirement is

challenged by the college structure, specifically the differentiation and integration of

advising roles within student services. There are many advising-related roles at

Institution A. Each campus incorporates the use of counselors and professional

advisors (both in student services) along with faculty advisors, but personnel

differences exist. While faculty report to campus leadership (an academic position),

student services personnel report to a centralized unit. Counselors, advisors and

other student services staff play distinct roles in advising, although these roles are

not always clear to faculty and students. In the college literature, there is no direct

distinction made between the titles "advisor" and "faculty advisor," although, after a

study of the institution, it becomes apparent that the term "advisor" is used to

describe a student services advisor. In a professional development handbook for

academic division directors, the various roles in advising – the advisor, faculty

advisor, and counselor – are spelled out. There is much overlap between the roles,

as depicted in the Venn diagram in Figure 6.
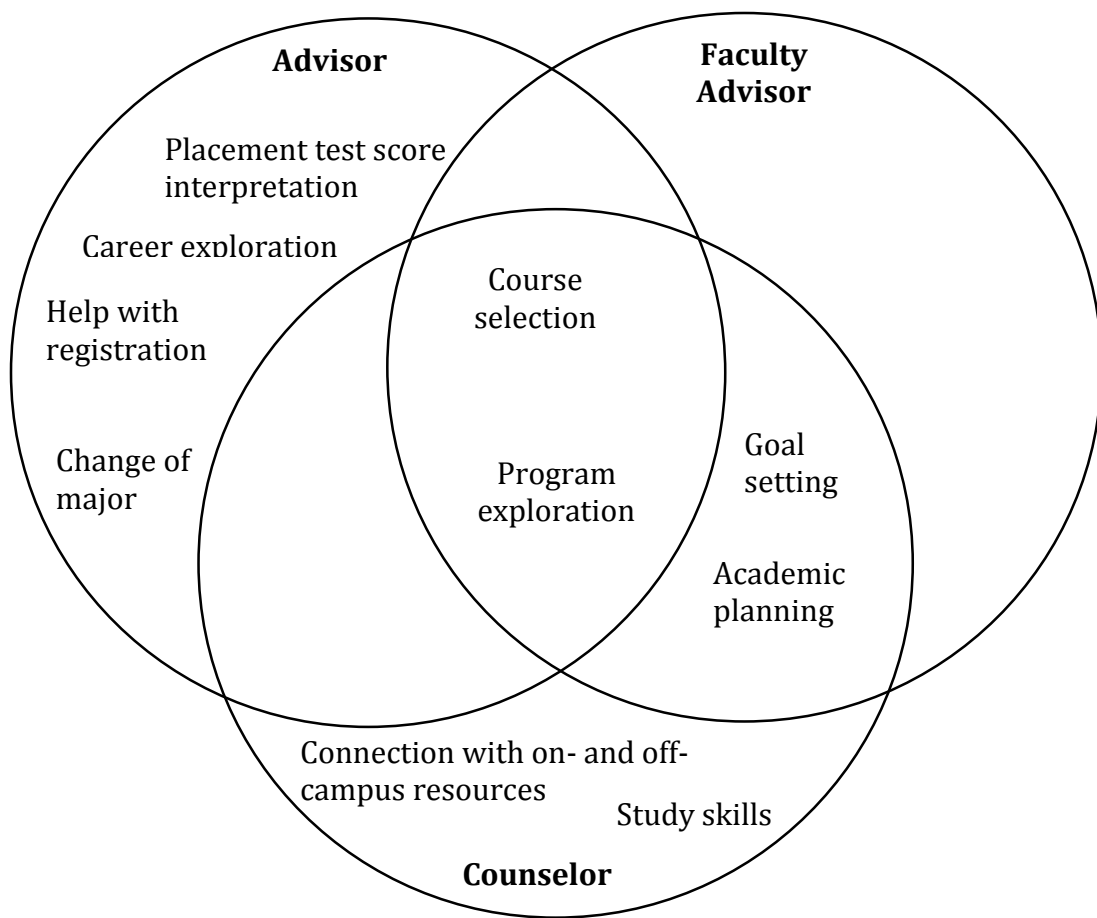
Figure 7. Overlap of advising-related roles at Institution A

Students are presented with confusing information regarding the role of the faculty

advisor. The student handbook for first year students offers information on

academic success, college policies, college and campus services, and safety and

security. Student life organizations and clubs are required to have a sponsor, which

is called a faculty advisor. If a student explores programs through links available on

the academic webpage, information about faculty advising is available for some

programs, and students are assigned to advisors alphabetically by last name. In some programs, students are assigned to an advisor based on the specialization of the program (and then alphabetically, depending on the number of students). Other programs direct students to log on to the student information system to determine which advisor has been assigned. Students can access similar information through the college's advising webpage. A "Find Your Faculty Advisor" webpage lists the programs with links to the listing of faculty advisors, assigned to students based on the first letter in their last name. Each faculty advisor's contact information and location is provided. Depending on where the student navigates the college webpage (i.e. through program webpages or through advising webpages), different information on faculty advisors is presented. It is unclear if both sets of faculty advisor information matches, or why two sets exist.

College policy regarding advising roles is ambiguous. The college's formal policy on advising has not changed since the statement was updated since 2005, despite the plans that have been put into place. It reads

A comprehensive academic advising system is available for all students. The student services center has primary responsibility for advisement and of new students and for career counseling. Academic divisions have primary responsibility for the advisement of continuing students enrolled in their programs. All academic divisions will participate in advising and each

division will develop its own advising plan in coordination with student services, following the guidelines below:

1. Advising is an expectation of all full-time faculty, with specific responsibilities assigned by the division director.

2. Programs will deliver orientation for students during the first semester of enrollment following admittance into a program.

3. Advising is available to all program-placed students and may be a required for registration for those on academic suspension.

Students are generally unaware of any advising policies and usually go to the campus student services center when they need help. As one advisor explains, students come to student services personnel with "multiple issues," which often overlap and interconnect. Students do not always know who to ask for, and often do not know what to ask. A student who initially seeks academic advising may also have issues that would be better served by a counselor. Student services personnel assist students throughout the semester, and, according to an advisor, are inundated with students "during peak times," such as peak registration periods and the beginning of the term.

When the college restructured advising for the accreditation-related advising plan, several changes in advising roles took place. The college moved from a system of local, campus-level control to a more centralized system. At each campus, there are several types of advisors in student services at each center, each reporting to a different college-wide director or dean, depending on the specialization. These

deans and directors report to various associate vice presidents and vice presidents, depending on the position. A separate administrative position, responsible for the implementation of the accreditation-related advising plan, was created, but this administrator does not have direct relationships with those responsible for carrying out advising.

According to an advisor who worked at the college before the restructuring took place, counselors and advisors have different supervisors as a result of the new structure. In the past, a director led each campus student services center, but a front line advisor reports that this structure "didn't really work," so there was "a lot of structure change" and this position was removed. According to a campus student services director, despite the incorporation of advisors and counselors on each campus, there is no formal campus leadership for student services. This campus director states that he "only has two direct reports," which makes the delivery of advising very difficult to manage at the campus level and "would prefer to have direct supervision" of advising staff, as it would "improve trust and communication" within student services. Each campus also has an academic dean as a leader, but this is an academic role, and it does not tend to focus on advising.   In the past few years, the addition of positions at the central level was incorporated, with the intent of each central director having presence at each campus. The new central, college-wide directors are "supposed to be visible at each campus, but it doesn't really work" because their responsibilities oversee all campuses. There are various central directors or deans for advising and for the different counseling specialties, such as

disability services, veterans, transfer and career. The counselors and advisors at each campus report to these central administrative leaders, instead of a campus administrator. Each campus has a director of enrollment and student services, who is responsible for overseeing all of student services operations (including financial aid and student life), but the student services staff, who carry out these operations, report to central positions instead. These campus directors have local administrative staff and "dotted line" relationships to advisor and counseling supervisors at the central campus. These directors report to a central dean for enrollment management.

The responsibility for advising does not lie solely with student services. Faculty also play a role. The college's website includes a prominent section on academic advising, with a section dedicated to the faculty advisor (including a faculty advisor mission statement, resources for faculty advisors, and expectation of the faculty advisor). The advising "hierarchy" is spelled out, listing names, programs, and responsibilities of those on a college-wide advising committee. Contact information for student services centers on each campus are listed, but no mention is made of what the counselors and advisors in student services do. The college's faculty handbook lists faculty advising responsibilities in the section pertaining to instruction. A short statement (the same dated policy statement in the student handbook), describes faculty advising as an "expectation" in the sense that faculty are to advise continuing students, that new faculty will begin advising during their second term and that training is expected to be completed during the faculty

member's first term. The outcomes of faculty advising, however, are not well-defined. The differentiation of advising roles between student services personnel and faculty advisors at Institution A is also muddied: it is unclear which students should be advised by teaching faculty, when that advising should occur, and what happens if it does not. Counselors and advisors in student services are physically separate from the faculty in academic units. The details of the handoff from student services personnel to the faculty advisor are not clear to student services staff, faculty, or students. According to an advisor, the handoff to the faculty advisor is meant to occur during the student's second year, although for some specialized programs, such as culinary arts or automotive mechanics, students are assigned to a faculty advisor immediately. Mid-level personnel, such as academic leaders and student services management, are unable to articulate the handoff process, but are aware of the issues that promote the importance of advising. This campus-level director was "unsure of how [the procedure to handoff students to the faculty advisor] works." He maintained that "students should be handed off to a faculty advisor," but that the process is complicated since "students may be assigned to a faculty advisor at a different campus" due to the student's major.

Students do not see faculty has having a predominant role in advising, unless the student is enrolled in a specialty or technical program. Student services personnel at Institution A state that faculty in specialized programs make excellent advisors, and that these programs are often difficult to understand and advise for, unless one is experienced with the program. These students develop close advising

relationships with their faculty advisors and depend on them for guidance on course selection, career choices, and the connection between academics and employment. A frontline advisor reports that faculty advising "works well for specialized programs," such as career and technical programs, whose faculty reportedly "work with student services well." She explains that these faculty tend to communicate well with student services staff to resolve issues and that students have developed relationships with these faculty already. As one campus-level director explains, faculty in "specialized and career programs prefer to advise students." In contrast, according to students in transfer programs, students generally do not seek out advising from faculty advisors. A campus director further explains that less-specialized "non-transfer program students, like business, tend not to see faculty advisors."

The incorporation of new roles at Institution A has complicated the advising process because it is unclear "who does what." Because the actual requirement is placement test score interpretation, faculty are unsure of what their role is. The position description for faculty includes a brief statement on advising expectations under a heading of support for college policy and procedure: "faculty will serve as an advisor under the college's current advising system." Neither participation in advising nor advising training is mentioned in the evaluation of faculty in the faculty handbook. Instead, a general statement is made: "full-time instructors are evaluated on discipline knowledge, teaching effectiveness, interpersonal skills, professional development, and service to the college and students." The details of the evaluation

stress classroom observations, student evaluations, a teaching portfolio, and a self-assessment. The advising committee is aware of the challenges associated with faculty advising, and has the intention of resolving them. In an effort to improve faculty advising, the advising committee paid careful attention to the need of faculty to be trained and skilled in advising. Links to advising resources for faculty advisors are included on a webpage. Faculty have a training plan and a clear advising mission:

> Historically, the relationship between students and faculty have been considered an integral part of higher education. Faculty advisors are experts in their fields and are knowledgeable about courses, educational and career opportunities in their areas of expertise. The faculty advisor assists students with program planning, course selection, and scheduling; the development and evaluation of academic plans and goals; exploration of alternatives; and assessment consequences of decisions.

The college has provided professional development in the form of advising training, but there is little accountability for not participating. Professional development at institution A is available and expected for faculty advisors, but is not necessarily a priority. The faculty handbook states that faculty are required to complete training during their first term. Although training is "required" for faculty advisors, there is no accountability for not participating. Faculty at this institution are not tenured, and the requirement to participate in training or other advising activities, according to a counselor, needs to be emphasized by the academic dean

and other leadership "in order to be appreciated by the faculty." Advising training is indirectly incorporated in the office of professional development at the college. This office focuses on a new faculty orientation and other required training for faculty, such as Title IX, information technology security, and emergency preparedness. The new faculty orientation is a series of workshops and courses, including an online courses on the new advising system, which the faculty member must complete prior to the end of the first year. A more robust resource for faculty advisor training is presented under the advising center on the college's website. This page includes a faculty advising mission, links to early alert information, procedures for reporting academic progress, the role of the advising committee, and an invitation to faculty to request advising-related training (for students) from student services personnel.

The training is developed and delivered by student services personnel, and depends on the support of academic leadership to encourage faculty attendance. A campus student services director explains that the training focuses on issues such as FERPA and classroom management. Faculty in turn, feel that advising training does not necessarily relate to how they advise students. Faculty state that they are "busy teaching" and don't have the "luxury" of participating in training that they will "rarely use." Student services personnel report a frustration in the lack of attendance at such training events, and assume that faculty do not feel that advising is an integral part of their role. Student services staff report that transfer students are often sent from faculty to student services to get questions answered. Student services staff think of faculty as "generally unfamiliar with enrollment steps," and

state that faculty usually end up directing students to student services. This practice

results in the perception that faculty are unwilling or unable to advise. The lack of

attention paid to the delivery of and accountability of attending training is a flaw in

the college's human resources frame. The tension it causes between student

services and faculty causes conflict in the advising process. Student services

personnel feel ultimately responsible for academic advising, but also feel

understaffed and underappreciated. A lack of accountability paired with a lack of

recognition or reward for participation in faculty advising training or training

activities contributes to a weak faculty advising presence. Front line advisors report

the frustrations in the lack of accountability for not following through on processes.

A Multi-Campus System Disrupts Consistency in Advising

There are several issues that result from the institution's multi-campus

nature. Allocation of resources, campus uniqueness, and student behavior all affect

the advising requirement. The allocation of resources affects the services that the

campuses can offer. Each campus advertises an advising office, which is physically

located in a student services center. With permission, I observed the student

services intake procedure at Institution A at the largest campus and one of the

smaller campuses. The student services office at the largest campus is centrally

located, with great visibility in the main building. Students were asked to sign in and

if they had an appointment. Students were directed to wait in a lobby area,

furnished with computers, college catalogs, course scheduling material, and other

printed documents. From what I observed, students did not prepare for their

meeting during the wait period, but instead focused on their smartphones. Advisors or counselors came out and called students by name, and escorted them back to individual offices. Students seemed comfortable with the procedure. Waiting times were generally a few minutes a most, as there were few students waiting to be seen. The process was similar at the smaller campus, although the physical space of the student services center was much smaller. The material available to students, as well as the number of advisors available to help students, was not as plentiful as at the larger campus. Despite the differences in size, few students were waiting to be seen at this campus either. The site visit was made approximately a month after the start of classes, and perhaps advising or counseling is not a priority at this time. During peak registration times, such as the weeks and days leading up to the beginning of the semester, may have different results. As one campus-level director explains, the delivery of services is meant to be "as consistent as possible," but with personnel differences between the campuses and the different campus services, the campuses offer the "same services, but not all the time." Personnel differences include the number of professional advisors and counselors. Neither advisors, faculty advisors, nor counselors are expected to provide transfer guidance. Instead, students are referred to a transfer center, which assists students with transfer to four-year institutions. Personnel in this center are also called advisors, but are only present on two of the six campuses. Personnel in the career center are referred to as counselors, and are available on every campus.

The uniqueness of the campuses and the diverse populations they serve contribute to the challenges of advising. Each campus offers credit courses, continuing education, and college preparedness opportunities, such as GED and ESL. The demographics of each campus also contribute to demands on personnel. At least one campus has a large non-native English-speaking population, which contributes to a need for specialized advising. Another campus has a large population of students from a wealthier part of the county, and, as one advisor notes, "parents expect one-on-one attention and often surprised that students don't get as much individual attention as they expect."

The multi-campus nature of the college contributes to student behavior. Five of the six campuses are all located within the major interstate that encircles the city, with the sixth campus just beyond this outer belt. The farthest distance between any two campuses is 30 miles, with several campus within just 10 miles of each other, which leads to students taking courses at more than one campus. Students may work with or be assigned to an advisor (or counselor or faculty advisor) at one campus, but take classes at multiple campuses due to academic, work, or life issues. There does not seem to be differentiation in assignment of faculty advisor based on the student's choice of campus. The student may take general education courses at one campus (say, closer to home), but may be assigned to a faculty advisor at another campus, due to the student's choice of major. This can be difficult for the student, because general education courses are available at all campuses.

Institution B

History and Advising Status

Institution B is a very large, multi-campus community college serving the central area of a mid-Atlantic state. Also founded in the 1960s, Institution B offers credentials in more than 150 programs, as well as offering workforce development and continuing education. The college serves approximately 25,000 degree-seeking and workforce development students. The college's mission focuses on "creating opportunities" and providing education for job-related skills, degrees and lifelong learning for students, regardless of age. An introductory video to the college touts the transferability of courses, a flexible course schedule, online options and cost savings. The college offers curriculum programs (for those seeking a degree), continuing education, adult education (sometimes referred to as basic skills), and English as a Second Language (ESL). Classes are offered at five campuses, through online learning, and at off-campus locations to students in a number of counties. The campuses are more widespread than those at institution A: the closest campuses are about 30 miles apart, with a maximum distance of 70 miles between the two most distant campuses.

The college's fact book reports the unduplicated headcount for the college in 2011 was over 20,000 curriculum students for the entire college. The largest campus serves nearly 10,000 students, one serves more than 5,000 students, and each of the remaining three serving less than 4,000 students. The ethnicity of students mirrors that of the county, with 83% of students reporting as "white." The

college is predominantly female, making up nearly two-thirds of the student body. The age of students has remained unchanged over the latest four years: 43% are between 20 to 29 years old; 28% are less than 20 years old, 16% are between 30 and 39, 9% are between 40 and 49, and 4% are 50 and older. The average age of full-time students is 23 years, while the average of part-time students is 28 years.

Graduation rates are reported for first-time full-time degree-seeking students: 12.3% of the students in the fall 2008 cohort graduated prior to fall 2011. The college has seen an increase in graduates each year since the 2009-2010 academic year, despite a decrease in full-time and overall headcount every year over the same time. Part-time headcount (69% of the total enrolled students) has also declined. This decline is present at all campuses, although in varying degrees. Table 9 summarizes the largest programs at the college and at each campus and enrollment trends over the past five years.

Table 9

Summary of Campus Programs and Enrollment Trends

Campus	Largest Programs	Program enrollment trends	Enrollment trends
College-wide	All students: Health careers	Decline in all programs	Decline in overall and full-time enrollment; increase in part-time enrollment every year

I	Overall and part-time students: Health careers Full-time students: General studies	Decline in all programs excepts one (arts, communications and humanities)	Overall enrollment has been flat after an initial decline; decrease in full-time enrollment; increase in part-time enrollment
II	All students: Health careers (followed very closely by general studies and business for full-time students)	Decline in all programs	Decline in overall, full-time and part-time enrollment
III	All students: Health careers (followed closely by general studies for full-time students)	Decline in all programs (except health careers in the past year)	Decline in overall, full-time and part-time enrollment
IV	All students: General studies (followed closely by health careers for overall and part-time students)	Decline in all programs, except health careers and technology	Decline in overall, full-time and part-time enrollment
V	All students: Health careers	Three programs have seen growth, one has remained flat, and three programs have seen a decrease.	Slight decrease in overall enrollment; a decrease in full-time enrollment; continual increase (although at a slowing rate) in part-time enrollment

Students come to Institution B for a variety of reasons, primarily to pursue credits leading to transfer or a credential leading to a job. The top majors at the college are general studies/undecided, nursing/pre-nursing, business, criminal justice, and psychology. Health careers make up nearly a third of degrees, followed by degrees in business (22%), technology (13%), and general studies (10%). Students can pursue health careers degrees at any of the campuses. Most students in the health careers programs pursue nursing, with about three times as many students pursuing nursing-related certificate programs as those pursuing an associate of arts in nursing, which prepares students for registered nurse licensure.

General studies is treated as a generic transfer degree, for students intending to transfer (usually to one of the state's four-year institutions). The general studies degree is an Associate of Arts degree and makes up 10% of all graduates. General studies students, which make up 16% of college-wide FTES, are categorized in one of two groups: transfer and undecided. Transfer general studies students (10% of all FTES college-wide) usually indicate a specific degree that they would like to pursue at a four-year institution, while undecided students (5% of all FTES college-wide) have indicated a desire to transfer, but are not sure about which program of study to pursue. The proportion of general studies students is between 12% and 20% at each campus, with the percent of each of the two groups (transfer and undecided) summarized in Table 10. The percentage of general studies students at a particular campus (in terms of the college FTES) may be small, but it may make up a significant portion of the campus FTES. Campus V, for instance, is one-and-a-half

times the size of campus I, but campus I serves slightly more full-time equivalent general studies students that campus V. Having more (or less) general studies student puts different demands on advising at certain campuses, which is discussed in the assertions that follow.

Table 10

Proportion of General Studies Students per Campus

Campus	Percent of campus FTES which are general studies "transfer"	Percent of campus FTES which are general studies "undecided"	Percent of campus FTES which are general studies	Percent of college FTES general studies students on this campus
Campus I	14%	6%	20%	2%
Campus II	11%	4%	15%	7%
Campus III	9%	8%	17%	4%
Campus IV	11%	9%	20%	1%
Campus V	7%	5%	12%	2%

In 2005, the college's strategic plan (for a three-year period) made no direct mention of improving advising as a goal or strategy, despite having a retention plan. There are hints at advising strategies, such as creating advising tools for adult learners and including intrusive advising strategies, such as monitoring the academic progress of students on suspension and helping undecided students decide on a program. The advising model included in this strategic plan maps out

the assignment of students to advisors, depending on their status (i.e. recent high school graduate, part-time student, continuing student) and academic standing (i.e. GPA). It also makes reference to counselors who are embedded in the academic units. The next strategic plan (2008-2011) again makes no direct mention of advising. This strategic plan's concluding year coincided with the year before affirmation of accreditation and the exit of the existing president. The most recent strategic plan (2012-2015) has much clearer objectives, categorized by goals and includes outcomes and names of those responsible for the outcomes. There is still no direct mention of advising, despite objectives and outcomes related to retention and degree completion. The plan mentions using best practices of national completion initiatives, but specific initiatives are not mentioned by name.

The new president arrived at the time of declining enrollments and at the same time the institution was preparing for reaffirmation of accreditation. The college went on warning status and a monitoring report was due the following year. The accrediting body was concerned with the lack of assessment of resource allocation, planning, student learning outcomes, and institutional leadership. The president's focus became centered on strategic enrollment management, a more efficient organizational structure, and an incorporation of institutional effectiveness. The college put a number of steps in place to address the concerns, such as analyses of current processes and procedures. In 2007, at the time of the institution's prior reaffirmation of accreditation, program assessments were completed for both academic and student support units, but these improvements were never

implemented. The current college reorganization of advising started as a result of the most recent self-study, a part of the reaffirmation of accreditation process. The self-study recommended improving the advising system by incorporating a formal assessment of advising, checking student pre-requisites, providing better advising information for students and training for advisors, improving faculty advising, and increasing use of technology in advising. Two major factors contributed to the design of the restructuring: (1) results from the last SENSE survey showed that students were dissatisfied with advising wait times; and (2) the institution implemented a new student information system, which provided an electronic tool to track advising. In fact, a counselor who is part of the college's advising committee, explained that the catalyst for reorganization was indeed the implementation of a new student information system, which provided an "opportunity for tracking advising."

The new student success plan included a timeline of implementation and assessment of the improvements, involving the student services and enrollment management units. One of the focus points of the plan includes completion of students' academic goals. The college used the Community College Survey of Student Engagement (CCSSE), college surveys, and student focus groups to determine areas needing improvement. Access to advisors was a main area of concern, and the college deliberately focused on improving advising as a goal.

As part of the student success plan, the organizational structure changed from a campus-based model to a centralized one. The prior structure (Figure 8)

included college-wide deans or directors of each academic program, reporting to senior academic affairs administrator. In addition, each campus was led by an academic dean, with other deans and directors (i.e. of academic affairs, enrollment management, counseling) reporting to the campus dean. However, not all positions existed on each campus, with the smaller campuses only having two lower-ranked positions (one for academic affairs and one for student services). The new structure (Figure 9) still includes a dean on each campus and replaced academic deans with department chairs.
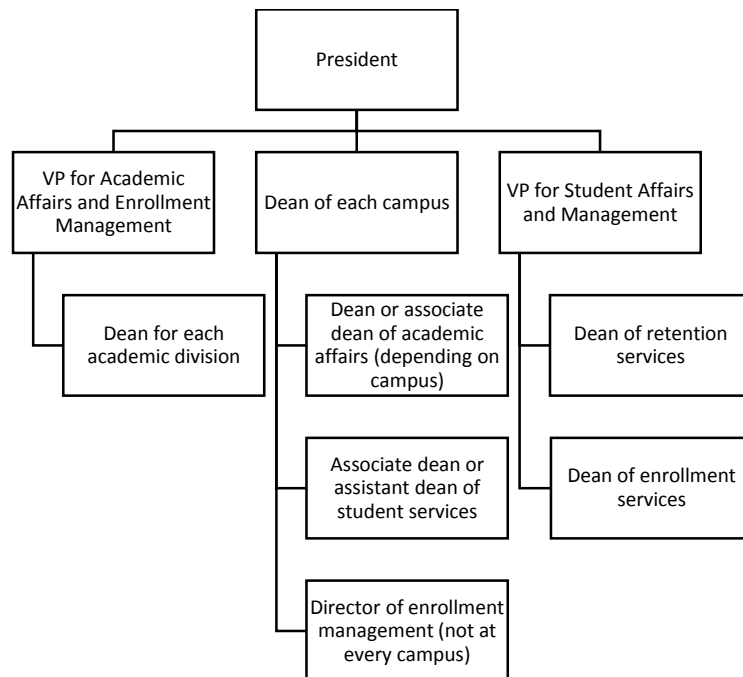

Figure 8. Abbreviated organizational chart prior to restructuring at Institution B.

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                          │    President    │
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┌─────────────────┐      ┌─────────────────┐      ┌─────────────────┐
│ Vice President  │      │ Vice President  │      │ Vice President  │
│ of each campus  │      │ of Academic     │      │ of Student      │
│                 │      │ Affairs         │      │ Affairs and     │
│                 │      │                 │      │ Enrollment      │
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  │ Associate Vice  │   │ Dean for each   │  │ Dean of Student │
  │ President for   │   │ campus          │  │ and Academic    │
  │ Curriculum and  │   │                 │  │ Success         │
  │ Instruction     │   │                 │  │                 │
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  │ Department      │                        │   Counseling    │
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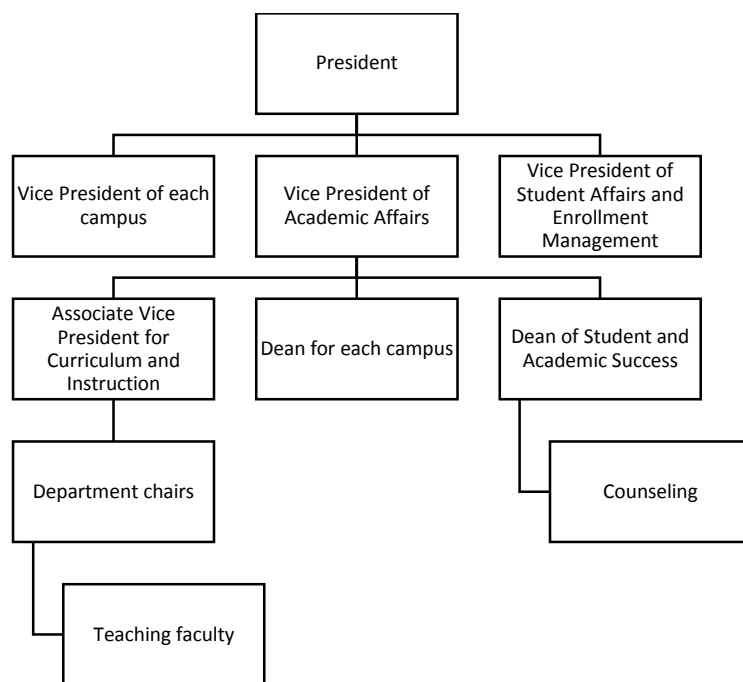
Figure 9. Abbreviated organizational chart after restructuring at Institution B.

According to the new organizational chart, the campus dean is responsible for

campus operations, including collaborating with counseling staff to determine

faculty advisor assignments. It is unclear if the campus deans work with each other

to make these assignments. Despite other detailed duties regarding collaboration

with college units, no other mention is made of the role of the campus dean

regarding collaboration with student services on advising. The department chairs,

who are college-wide, are no longer traditional administrators, but are 12-month

faculty with a substantial release from teaching duties. They are supported by

curriculum teams (made up of faculty in the respective discipline) and serve as the

points-of-contact for a number of issues, including counseling. They are also charged with holding faculty accountable for the implementation of "appropriate assessments" and are expected to consult with academic leadership in order to complete annual faculty evaluations. It is not clear how these department chairs are aware of, assess, or contribute to the development of faculty advising. Expected collaboration of academic units with student services is limited to having the departments represented at appropriate events, holding department orientations for new students as needed, and working to resolve student complaints. These department chairs are also tasked with collaborating with campus academic deans to address the professional development needs of faculty. No mention is made of the advising training needs of faculty or collaboration with student services to develop or provide such training. A student services administrator, which is a college-wide position, is charged with academic success. It is unclear how the academic leadership roles collaborate with this student services administrator. It is also unclear what kind of campus leadership is in place for campus student services units, as counselors report to a college-level administrator. A college-wide advising committee exists, and includes student services staff, faculty and administrators. The role of this committee is to provide guidance and recommendations for the student success plan and to help implement it across the college.

There was naturally concern with the new organizational structure, and the college held campus meetings to learn the concerns of faculty and staff. Faculty were clearly concerned with the role of the department chair versus the campus dean,

especially as they relate to faculty evaluation. The addition of curriculum teams to address the assessment concerns related to reaffirmation of accreditation overlaps the role of the department chair. The chairs do not serve just one campus, but are responsible for the department college-wide. Some comments at the campus meeting include concerns that counseling (and other campus services) are separated from academic departments.

Institution B communicated the changes in the advising structure and process through the college-wide advising committee. A variety of documents, including the college catalog, the most recent strategic plan, the college data book, the most recent self-study, a student profile data sheet, and the annual student planner all make several references to advising. The planner is distributed to students during orientation and is also available at student services centers. The purpose of advising is stated as "making wise academic choices and career planning" and students (in general) are encouraged to meet with an advisor. Faculty, student services staff, administrators, and students all consider advising as a requirement. The planner states that advisor approval (and an advising code) are required for registration for certain populations of students.

Information about the advising requirement is not clearly communicated. On a webpage detailing the steps to apply and register (targeted at new students), it states that advisor approval is necessary to register. This link makes no mention of why advising is important and makes it seem like a hoop to jump through rather than an important process. A yes/no checklist is provided for the student to

determine if an advising code is needed to register. On an advising webpage for new students, advising is described as a partnership to create academic goals, involving faculty counselors, advisors, and student services staff. Advising resources for students, such as counseling, transfer and disability services, are explained and contact information is listed. This same information is echoed in the college catalog. The advising requirement is affected by the college's processes and policies, advising-related roles, and the multi-campus structure of the college. The demographics and recent changes contribute to the assertions, which are discussed in detail below.

<div align="center">

Assertions

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Inconsistent Definitions and Policies Complicate the Delivery of Advising

Despite the restructuring, the college still presents a haphazard approach to advising. An inconsistent definition of advising, the advisor assignment process, and a lack of training and accountability all contribute to this assertion. Advising at Institution B is required in the sense that an advising code is required for certain populations of students in order to register for courses. In general, students are guided to take a placement exam and attend an orientation session. The purpose of the orientation, as stated on the college's website, is placement test score translation and course selection. During Institution B's orientation, which is required for new students without transfer credit, the student learns about financial aid and student life. This is in contrast to the college's previous structure of orientation, which focused on admissions and registration. According to college student services

leadership, orientation is also meant to include a sit down, one-on-one meeting with an advisor for about 20 minutes. During orientation, an advising syllabus is used. A New Student Planning Guide was developed to spell out steps for students, especially walk-ins. According to those on the frontline (student services counselors and advisors), in practice, new students attend orientation in order to have their placement test scores interpreted, are coded in the student information system as "ready for an advising appointment" and are given the advising code that will allow them to register. Even though orientation has been restructured to include new components, facilitators (student services personnel) maintain that the focus is still admission and registration, not advising. A counselor at Institution B explains the advising requirement, as she understands it is supposed to work:

> If the student does not participate in required advising, then they do not get a PIN [advising code] to register. Students try to get around it. No PINs are supposed to be given out over the phone or email until advising occurs, but this is hard to control. Students who wait until the last minute may be allowed to register in person. If the student is using paper registration [instead of registering online], then frontline [student services personnel] often overlook the need for a PIN, especially when enrollments are down.

Administrative leadership in student services at Institution B maintain that the requirement for advising is in place for all students, but front line student services personnel and faculty understand the policy as pertaining to full-time students only.

There is no current institutional philosophy on advising at Institution B.

According to a college level student services administrator, the philosophy is "still piecemeal." Similarly, a high-level student services administrator states that the advising task force talks about advising as "developmental and intrusive," but all processes still treat advising as "prescriptive and transactional." Despite a website that describes advising as a process that "helps students consider life goals, career goals, career opportunities, and deal with personal issues," advisors state that students generally don't understand what advising is or why it is needed. Students at Institution B see advisors as a "helping hand" in choosing courses and encouragement to succeed. When asked to describe the purpose of advising, one student remarked that it "focused on choosing courses and a push to succeed." Advising is not seen as a way to choose a major or discuss overall goals. The student handbook attempts to emphasize advising by stating that an advisor can help with course selection, career planning, information on degree requirements, and transfer information. However, that encouraging paragraph is followed by a complicated statement defining the population of students required to participate in advising. Students at institution B value their own definition of advising, emphasizing class selection and scheduling, which is more prescribed in nature. Campus student services leadership report that advising remains prescriptive due to a lack of resources, and the struggle now is how to supplement orientation. Student services leadership states that the institution needs to define counseling verus advising. The mid-level student services administrator states that it is a "challenge is to

differentiate between what is counseling and what is advising." Right now, the "ship is turning a few degrees" towards a more robust, effective, and smooth advising process.

Advising is not presented in a developmental context, but focuses on the prescriptive tasks to be completed. New students are directed to a variety of information sources, such as the application process, orientation sessions, placement testing, and student accounts. A "getting started" checklist is provided to prospective students, providing a list of tasks to complete: activate email, take placement test, apply for financial aid, attend orientation, register for courses, pay for courses, and purchase books. Information on college degrees and programs, as well as the technology resources available at the college, are readily available on the college website. The purpose of orientation does not refer directly to advising, but states that students will have an opportunity to discuss programs and majors, review placement test results, and register for classes. The intention of orientation is stated "as making the transition to college as smooth as possible." Advising remains enigmatic. On the website, students are directed to click on "approval to register," which leads to a checklist of eight yes/no questions to help the student determine if a code is required for registration. The list of questions can be confusing. Full-time students in their first or second term, all students in certain major, and part-time students in other majors (along with students in other listed populations) must meet with an advisor to receive an advising code. Neither definitions nor links are provided to help the student determine the meanings of

full-time, part-time, first term, or other phrases that are listed. More importantly, the purpose of advising seems to focus on the retrieval of an advising code, and not any actual advising.

A student who follows advising links on the college website will find information on how to contact one's advisor and reasons to seek advising. While there is no advising mission or philosophy statement, reasons for advising point to course selection, graduation planning, getting to know the college, career exploration, and choosing a major. It is unclear who provides the advising. Several references are made to counselors and advisors (in general) and to faculty advisors, but there is no clear separation or definition of roles, as discussed in the previous assertion.

The process of assigning a student to the appropriate faculty advisor at Institution B is complicated. According to a campus student services administrator, only certain populations of students are assigned to faculty advisors. Faculty are meant to advise in a variety of transfer programs, but "do not advise any general studies students." "Prescriptive programs," a counselor explains, are routinely advised by faculty. These programs tend to be non-transfer, applied programs. Students who meet certain criteria (i.e. GPA) are assigned to faculty advisors during the first semester, but are "pulled back" and reassigned to a student services advisor if grades drop to a level that puts the student on academic probation. A faculty member at Institution B explains that the assignment of a student to a faculty advisor is for "specific programs." General advising questions, according to this

faculty member, are addressed in a "first year seminar" course that "most students take." During an interview with a group of students, I asked if students were currently assigned to an advisor who was a teaching faculty member. The students shared the names of their advisors with each other, asking each other if they knew if the advisor was from student services or the faculty. Some students had advisors in student services, and others were assigned to faculty members. When I asked those assigned to faculty members about their interactions with their advisors, a student remarked that "all they get is emails to remind [them] about advising," and students generally did not participate in activities with the faculty.

The timing of the handoff to the faculty advisor is not prescribed by college policy at Institution B. Personnel in student services, faculty, and students could not clearly articulate the process. A senior college-wide student services administrator states that the campus counseling leadership decide when the handoff should occur on a "case-by-case basis." For instance, students who are on probation require advising, although the assignment of the student to a counselor or faculty advisor varies by campus. Students who have been reinstated from suspension are required to see their faculty advisor, but they need to see a counselor first. In addition, international students are required to see an advisor. A counselor explains that the handoff of the student to the faculty advisor is supposed to happen by the "audit date" (the deadline to drop a class) of the fall semester, but this also varies by campus. In general, a counselor explains, students "in a major and non-developmental go to faculty advisor." While the goal is to complete this handoff by

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the semester audit date, not all students are assigned to faculty advisors, and this assignment is not consistent across campuses.

A senior college-wide student services administrator states that the college "needs a more intentional, non-threatening handoff." It is perceived that students at Institution B are bounced back to student services when the faculty cannot help them. The advising task force sees this as a reason to expand student services as a better investment. Student services personnel do not want to send students to faculty who don't want them, which impedes the handoff process. Faculty do not feel that their advising role is clear, nor is it valued by academic leadership. Student services personnel at Institution B state that "faculty do not know when or where to send the student" when faced with an issue or problem that they don't know the answer to. Faculty report the same problem with student services personnel. For instance, if the student is taking the lowest levels of developmental courses, the student is assigned to a "developmental counselor" as an advisor. These counselors "can't fully help students," such as those in health programs, due to the complexity of course selection. The result is "student bounce," as these students are sent to speak with faculty, but then are sent back to their developmental advisor.

Institution B also lacks support and accountability for training. Training is "required" for faculty advisors, but there is no accountability for not participating. The academic deans at Institution B defer to personnel in student services for the assignment of advisees to faculty advisors and for the training of faculty advisors. Training is developed by a college-wide Faculty Advising Training Team, which is

made up of counselors. A senior student services administrator describes the academic deans as "not attuned to advising as teaching and learning." A counselor, who is also a member of the college's advising committee, states that a college-wide advising manual was created, and that training is required for all advisors (including faculty advisors). However, she states, there is "no fall out" if the training is not done, even though all full-time tenured or tenure-track faculty must be a faculty advisor. She states that in order for training accountability to improve, the "administration needs to support the changes" by making it clear that faculty are expected to attend training.

Even though faculty are required to attend training, a mid-level student services administrator states they "don't always take advantage of follow-up training," which is coordinated by the central administration office, and delivered by student services personnel. Student services interprets this as a lack of appreciation of advising by the faculty. This further affects the assignment of students to faculty advisors. Student services leadership gets frustrated with the lack of accountability for faculty advising, and want to see more administrative support from the academic deans. Faculty end up depending on students services for many advising-related activities. For instance, student services personnel craft email communications to remind students about advising on behalf of the faculty. A counselor at Institution B states that "some faculty feel very passionately about advising their students. Others feel ill-equipped advising those outside of their field." Since advising is thought of as communicating a code for registration, faculty have less dedication to it. Faculty

think this is a task that student services should handle, which impacts the dedication of faculty to advising, and overlaps the role of student services. However, student services staff and faculty think that students in highly selective programs do appreciate advising. Frontline student services personnel feel that advising is valued by some faculty, but not by others.

Differentiation of Advising Roles Challenges the Advising Structure

The restructuring at Institution B included new roles in advising. The incorporation of these roles, how they are defined, and how they relate to each other, both support and challenge the advising requirement. The particular issues related to this assertion include a specialization of advising roles in student services; an unclear expectation of faculty advisors; and challenging interpersonal dynamics within student services and between student services and faculty. Counselors at Institution B used to be embedded in the academic units, but now work in the student services centers, along with professional advisors. Counselors report that this has led to a "disconnectedness" with academic personnel and contributes to the perception that student services is in charge of advising. The various roles at institution B in student services are well-defined, but this specialization of academic versus life issues has contributed to a problem of coordination and control.

Student services administrators and front line staff agree that the roles of counselors and professional advisors at Institution B differ in a number of ways: Counselors are considered faculty and can earn tenure, while professional advisors are staff; counselors have the option (but are not required) to teach a first year

experience course and have a reduced advising load, while professional advisors have an advising load of 400 students; counselors work with students dealing with personal issues while professional advisors concentrate on academic issues. One counselor describes advisors as "lower paid version of counselors who do not do professional counseling." According to both a mid-level student services administrator and a counselor, counselors work with "students dealing with life issues" while professional advisors concentrate on academic issues. One particular counselor stated that "advisors can deal with issues, but should not be dealing with counseling." The institution created a "master advisor" position for those with more experience and to provide promotion opportunity for lower-level advisors in student services. An advisor explains that the multiple advising positions complicate the advising process, as students who seek academic advising may also bring up life issues. In those cases, advisors are to refer students to counselors, who conduct short term counseling, and then outsource to providers in the community. The role of the counselor varies per campus, and this issue is discussed further in the multi-campus assertion that follows.

According to student services front line staff, more professional advisors are needed for advising, but staff is not increased in numbers due to a lack of resources. As current counselors retire, professional advisors are hired to replace them, in an effort the institution refers to as "right-sizing." This leads to a struggle for power between professional advisors and counselors. According to a college student services administrator, "it was a huge culture change when professional advisors

came in," taking at least a year and a half to "hone the process." Conflict persists, as counselors still want to own advising and professional advisors are generally regarded as "a lower paid version of counselors." The lack of a clear process or ownership of roles contributes to conflict for the student as well.

According to a college student services administrator at Institution B, it was an upper level administrator who made the decision "to bring in professional advisors." Student services personnel do not feel that the process of incorporating the new positions was handled well by leadership: instead of being asked for input, they were told of the new positions. The result was a lack of trust and student services personnel looking for "a hidden agenda." Student services personnel at institution B value advising and take ownership of it. While their college leadership has focused on advising and it appears to be valued by administration, frontline advisors feel that the administration is disconnected from the reality of delivering quality advising. Upper administration is described by a mid-level student services administrator as "not understanding how difficult [advising] is to do well" and describes advising as "underappreciated" in general.

The advising committee at Institution B considered an increased role in advising by teaching faculty, but, as a committee member explains, "it was a smarter investment to expand student services." According to a senior college-wide student services administrator, faculty at Institution B are unsure of what their role is. Even though advising is part of the tenure assessment, advising is generally considered one of the many "other duties as assigned" for faculty. The role is the faculty advisor

is haphazardly sprinkled throughout the student handbook: students should see a faculty advisor when wanting to change their major, check on meeting graduation requirements, or requesting permission to repeat a course. However, there is no simple list or clear explanation of why students (or which students, for that matter) should see a faculty advisor. An administrator explains that the institution is "expanding the footprint of advising by incorporating faculty advising."

Faculty at Institution B feel that they have good communication with student services, but don't understand how their role fits into the advising process. According to a senior student services administrator, faculty don't feel "philosophically opposed" to advising, but don't like the process, and feel that students are reluctant to reach out to them. Some faculty, especially those in specialized programs, feel very passionately about advising students in their program and think those not knowledgeable about their programs can do as good a job. These interpersonal dynamics between faculty and student services personnel contribute to conflict as the advising requirement is delivered.

Students at Institution B report that faculty advisors are non-responsive and that student services advisors are "more engaged and available." The interpersonal dynamics lead to student bounce, rather than collaboration and affect the advising process. Faculty view the referral of students to "experts" in student services as collaboration, but student services personnel view the practice as a shirking of responsibility. Collaboration is difficult between student services personnel and faculty advisors at institution B, since student services personnel feel that faculty

are not held accountable for their role in advising. Like the conflict within student services, this vertical conflict is a normal occurrence. The presence of a committee helps with conflict resolution and the need for collaboration. However, a lack of conflict resolution, particularly regarding the advising process, is a strong influence.

Teaching faculty at Institution B are expected to advise, usually in areas close to their discipline, but it is not clear how it is part of the faculty evaluation process. A senior college-wide student services administrator reports that "advising is not currently part of the faculty evaluation, but [that practice] is currently changing." According to a student services administrator, faculty advisors are expected to have an advising workload of 25 students (compared to the professional advisor caseload of 400 advisees), but it is unclear if the college tracks the workload of faculty. A student services administrator states that student services staff think "some faculty are angry about having to do advising." A counselor in student services supports this perception, stating that "some faculty do it because they have to." This is worrisome, she explains, because the "quality of advising depends on commitment." Student services leadership state that the advising task force felt that faculty don't have the training to provide quality advising, and that "student services fixes mistakes that they make."

A Multi-Campus System Disrupts Consistency in Advising

As a multi-campus college, Institution B's advising requirement is challenged by differing roles in student services at each campus, the assignment of advisors to students, and the variety of educational opportunities at each campus. At Institution

B, I observed the intake procedure at one of the smaller campuses. Student services at this campus is difficult to find, as it is in a poorly-labeled building on an upper floor. The room is crowded with dated furniture. A receptionist sits behind a tall cubicle, and asks visitors to sign in on the one computer that sits on a nearby table. Several signs spelling out advising policies and procedures are visible, and the waiting area has copies of the schedule of classes and advising-related material. Students sign in and wait until called. Students are not engaged in any productive task while waiting, but seem familiar with the process. Again, waiting time was fairly short, as there were few students seeking help. This may be due to the timing of the site visit, which occurred at the end of the spring semester.

At some campuses, counselors may have specialized roles, such as serving developmental students, students who intend to transfer, or international students. According to a mid-level college-wide student services administrator, since resources are limited, professional advisors were not incorporated to the existing structure at all campuses at once. As counselors retired, professional advisors were brought in, which created a "disparity between campuses," because some retirements did not happen at the same rate at each campus. As one counselor explains, the personnel "varies from campus to campus," since "some campuses have very few full-time teaching faculty, so all the advising is done by counselors." A senior college-wide student services administrator states that there is "tension between counselors and advisors" since counselors "want to own advising." This college leader states that counselors are "not leveraging expertise appropriately" in

the sense that they need to use their position in the hierarchy to dictate what advisors should and should not do.

Being a multi-campus college complicates the advising processes. At some campuses, students who have selected a major and are not in any developmental courses are assigned to a faculty advisor. Students who are on probation may remain with a faculty advisor, but at some campuses, these students are reassigned back to an advisor in student services. At some campuses, students are assigned to a faculty advisor once the student reaches a certain number of completed credits. At other campuses, the student is assigned to the faculty advisor during the student's second year. The assignment is done on a case-by-case basis, taking into account the caseload of faculty.

The campuses offer various educational opportunities in varying degrees, as presented in the college's schedule of course. If the student visits the schedule of classes webpage, the student must make a campus selection first, and is then provided with a dropdown list of courses offered at that campus. There is no guidance on how these courses fit into various degrees. The college catalog offers a description of each campus and highlights interesting features. However, a list of programs that students can pursue at each campus is absent. It is difficult to determine which programs are offered at which campuses.

The college has a list of general education requirements, and it is conceivable (but unclear) that these courses are available at every campus. So, students who wish to pursue a particular degree that is only fully offered at one

campus may still be able to get started on general requirements at any campus. This lack of clarity of programs per campus is not only true for the curriculum programs, but also for continuing education and adult education. The offerings may determine which campus a student attends, even if it is not the closest geographically. A close investigation of the class schedule revealed the offerings available on each campus, summarized in Table 11.

Table 11

Educational Offerings at Each Campus of Institution B

Campus	Curricular programs	Continuing education	Adult education	ESL
Campus I	Yes	Some	No	No
Campus II	Yes	Yes	Yes	Yes
Campus III	Yes	No	No	Very little
Campus IV	Yes	Very little	No	Some
Campus V	Yes	Yes	No	No

In addition to the differences at each campus, all campuses have students pursuing the general studies degree. There are more general studies students at some campuses than others, and may make up a significant proportion of a campus population. Advising general studies students can be challenging, as pathways are more ambiguous and less structured, and require more input from the students. The number of general studies students can put a strain on advising resources at each

campus, since these students are generally advised by student services personnel. To further complicate the issue, some campuses have hired part-time advisors, which creates an imbalance in the structure.

It is difficult to determine which campuses offer which courses. Campuses are described in the student handbook, catalog, and website, but the campus availability of programs or courses is not included. Each of the campuses serve all students, but not in the same capacity. A student interested in business, for example, may visit the academic programs website to learn more about opportunities. The student needs to select from a long list of the various degrees (i.e. accounting, business administration, business management) in this program. Once the student selects a degree, the student is directed to a page with a variety of resources. These include a program guide, which describes the purpose of the program, the curriculum, and the campuses at which the courses are available. A student wanting to take a variety of courses would need to start with a campus preference to determine if all desired courses are available at that location. A student who investigates individual programs on the website would also find other resources, including an advising checklist, articulation agreements with four-year institutions in the state, scholarship opportunities, and a long list of advising worksheets for transfer to particular institutions. These worksheets detail how the degree at Institution B transfers to various in-state four-year colleges and universities and popular online institutions. This can be confusing for the student: the business administration associate of arts degree, for example, lists nearly 50 transfer options,

each with its own specific guidelines and how the degree transfers. If the student

has not yet decided where to transfer (or even if an AA in Business Administration is

the best choice), the posted guidance can be daunting.

Summary

Institutions A and B, both very large, multi-campus community colleges, state

that they require advising. The advising requirement is very different at each

institution, with both requirements far from a meaningful, developmental advising

philosophy. Institution A's requirement boils down to placement score

interpretation and Institution B requires students to receive an advising code to

register, without clear guidance on what should be accomplished to receive that

code. Both institutions implemented their version of the advising requirement as a

part of the reaffirmation of accreditation process. Despite the watered-down

expectation of advising, the implementation of the requirement still challenged the

institutions to put policies, processes, roles, and resources into place. Institution A

has a clear advising definition and mission, but the lack of clear roles and

expectations result in frustration and a lack of meaningful advising. Institution B's

lack of a clear advising definition contributes to the confusion of roles and

expectations as well.

CHAPTER 6: DISCUSSION

The purpose of this study is to understand the characteristics of community colleges which require academic advising. The shift in community colleges from access to success contribute to the recent attention to student success initiatives, such as first year experience, orientation, college success skills courses, and other advising-related initiatives. In a study of very large, multi-campus community colleges which require advising, the themes that emerged are concerned with the differences in intended policy and delivered processes and practice; the challenges of a multi-campus system; and the differentiation and integration of advising roles in student services. In this chapter, I reflect on the findings, relate the findings to the literature on advising, discuss the use of the Bolman and Deal framework, provide recommendations for institutions considering incorporating advising as a requirement, and suggest areas for further investigation.

Reflection on Findings

As I started this case study, I deliberately sought out institutions that had recently implemented an academic advising requirement. Both institutions selected have an advising requirement, but they pale in comparison to the rich, transformational experience of the requiring developmental advising. Both institutions' requirements (placement test score interpretation at Institution A and the need for an advising code at Institution B) may be considered intrusive, since they force interaction between the

student and someone in an advising role. However, when the intrusive advising is considered as placement testing, course selection, and class scheduling, it is prescriptive in nature. This process can be detrimental, especially for community college students, who are unlikely to participate in further advising opportunities (ACT 2004; Bailey et al., 2015; O'Banion 1972). Both institutions took several years, plus the addition of roles, an organizational restructuring, and a collaborative effort, to build up to their current advising requirements. Given the simplicity of each requirement, one could assume that it would take an even more monumental effort to incorporate a more meaningful advising requirement that addresses the developmental needs of the student, such as academic planning or goal setting. However, it may be the lack of vigor in the requirement that has led to the challenges presented in the assertions. The first assertion dealt with the friction between advising philosophy, expectations, policies, and practices. Because the advising requirement in both cases was simply a first step, perhaps the challenges resulted from a misunderstanding of the intention of the requirement. Those close to the delivery of advising understand this best. At Institution A, advisors who interpret the placement test scores likely know that those students probably won't return for advising beyond prescriptive needs. At Institution B, the communication of the advising code is done with little guidance on what else should occur between the advisor and student. Both institutions have the opportunity to capture these students and develop goals and plans, but in the absence of a more robust advising policy, nothing worthwhile happens systemically. It both cases, it is a lost opportunity. Both institutions have created a culture where the advising is part of the vocabulary of the faculty, student services staff,

administrators, and students. In addition, the organizational restructuring and addition of roles at each institution has prepared them to deliver developmental advising. The student leads to a more complicated question that is difficult to answer: despite the time, resources, roles, and collaboration spend on developing advising, why did each institution choose to implement such a weak requirement? This question, and others that arose from the study, are presented in recommendations for future research.

Contributions to the Literature on Advising

Required Advising

In general, students who seek out advising (when it is not required) are often those who are more likely to succeed (Bailey & Alfonso, 2005). When the institution requires certain actions on the part of the student, the student is then motivated to succeed (Varney, 2007). This study describes two institutions which have defined the advising requirement in terms of placement, orientation and class scheduling, even though members at the institutions (especially those in student services) define advising much differently. The students in this study did not seem apprehensive about meeting the advising requirement – they did what they were told (i.e. attended orientation to have their placement test scores evaluated or contacted their advisor to get a registration code). At both institutions, a block was put in place to prevent students from registering until certain actions were completed. It may look like advising is being promoted by implementing such a requirement, but both cases illustrate that the consequence is a mismatch between intended policy and actual practice. Personnel in student services at Institution A don't consider the translation of placement test scores as advising.

Similarly, the communication of an advising code at Institution B is hardly advising at all. To the contrary, this study supports that students think the service they received (i.e. placement test score translation or the communication of an advising code) *is* the advising. As a result, the processes and roles involved in advising become convoluted to those who are to deliver advising.

This study supports that institutions are willing to incorporate advising by mandating participation in elements of advising. To address the need for improvements in advising, the institutions both incorporated required elements of advising that are prescriptive in nature. At both institutions, the academic goal setting and planning pieces are absent from the required advising process. When goal setting and academic planning are absent from the advising requirement, they may become absent altogether (Gordon, 2008). CCCSE reports that only "38 percent of students reported that an advisor helped them to set academic goals and create a plan for achieving those goals" (Bailey et al., 2015, p. 55). While this kind of data was not available for either college studied, there is no evidence to suggest that results would be any different.

Commitment to Developmental Advising

At both institutions in the study, the impetus to require advising came from outside the college. The catalyst for both cases was tied to a reaffirmation of accreditation process. While both institutions recognized a need to improve advising, the end goal in both cases was to improve retention of students. Requiring students to take placement tests and register can certainly have a direct impact on enrollment numbers and may be a sufficient advising requirement to meet those types of goals. Institutions that have made a

commitment to developmental advising, including goal exploration and academic planning, have seen increases in retention rates (CCCSE, 2012). Neither college in this study have made that kind of commitment, nor have they communicated how retention goals will be measured in terms of the advising requirement. Smith's (2010) study at a large community college focused on data on students who set goals, a key element of developmental advising. Students who set a goal at an advising session were retained at higher rates that those who were "undecided." This case study supports the need for a deliberate goal setting process and the need to measure retention based on advising elements.

A review of the literature reveals that the lack of research on intrusive advising may be due to the inability of community colleges to fund "truly intensive advising services" (Karp, 2013, p. 13). When college units work as fragmented segments, delivery of quality advising suffers (Levin & Montero-Hernandez, 2009). This study supports this finding, as the institutions in the study are unable to provide services that speak to developmental advising, and deliver prescriptive advising instead. Even a commitment to requiring these basic, non-affective elements of advising took a restructuring of advising at both institutions, including training, the creation of advising-related documents, and the incorporation of new roles in student services and an increased advising role of the faculty advisor. This suggests that moving to a system that requires advising in the developmental mindset would take a more monumental commitment by the institution.

Roles in Advising

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A deliberate commitment to developing the student as a whole requires a firm understanding of the definition of advising, and that requires that the institution spell out that definition. A weak definition of advising affects the delivery of advising, because expectations, goals and roles are unclear. Policy should spell out the intention of advising (i.e. assessment and placement, orientation, academic goal setting and planning, registration) and put into place processes and roles that makes the practice possible. Personnel at colleges that have embraced developmental advising view advising as teaching (Thomas & Minton, 2004). Institution A has a very clear advising definition and mission statement, which is communicated through the college website. However, policies and the function of roles don't enforce the definition. Having a definition or mission statement is not enough: As Thomas and Minton (2004) state, personnel need to embrace it. Such a definition or philosophy is absent at Institution B, which may contribute to the lack of clear policies, processes, and roles.

The role of the advisor is critical in developmental advising, as the student comes with different "motivations, values abilities, and other personal characteristics" (Grites & Gordon, 2000, p. 120) that the advisor must consider when helping the student set goals and a plan to attain them. The lack of human resources contributes to the inability of community colleges to deliver required advising (Levin & Montero-Hernandez, 2009). The literature suggests that intrusive advising requires institutions to increase the number of advisors (Karp, 2013). However, this study demonstrates that the addition of human resources does not necessarily solve the problem. The study supports the research of Kezar and Lester (2009), which contends that hiring more layers often causes

communication challenges and contributes to the building of silos. When the institutions added professional advisors in student services, the result was confusion. Student services personnel had internal conflict due to the nature of the roles, how they overlap, and how they are incorporated into the current structure. As Kezar and Lester explain, "the multiplicity of subunits creates difficulty in integrating across services and processes" (2009, 32). Students do not understand the differences between the various roles. Faculty do not understand why the prescriptive elements of advising fall on their shoulders when new positions have been added in student services. The lack of clear processes and the political and power shifts in student services complicate the delivery of advising. The purpose, process, and goal of advising (at its various stages) needs to be spelled out for each stakeholder (advisor and advisee) in order to be successful. The transition from (or back-and-forth between) student services advisor (or counselor) to faculty advisor remains unclear and the advising gets lost in the process.

Developmental advising is a balance between the student's personal growth and academic growth (Grites and Gordon, 2000). When the focus is too much on personal growth, advising is interpreted as counseling (Hemwall and Trachte, 2005) and faculty members likely feel unable to provide advising (or even see it as part of their job). Data supports that faculty do not incorporate the elements of developmental advising, even though student services staff and faculty view developmental advising as an "extension of classroom teaching" (Hoff, 2011, p. 76). This case study supports the findings of Hoff (2011) in the sense that training of advisors is needed. It also supports the difficulties of providing developmental advising in the absence of policies. The study on Bronx

Community College contends that faculty advisors lack the time, skills and commitment to provide developmental advising (Santa Rita, 1997). Training is offered for faculty at both institutions, but it is poorly attended. In addition, faculty are not held accountable for lack of participation in either training or advising. Advisors cited training as a critical factor for influencing the implementation of developmental advising (Hoff, 2011). Faculty may see the institution's definition of advising as prescriptive in nature and wonder where their role fits into placement test evaluation and class scheduling, both of which are usually addressed by student services personnel. This study supports Hoff's (2011) finding that there is a "gap" between understanding the importance of developmental advising and practicing it (p. 76). A recent study on faculty advising perceptions reveals that faculty believe advising is an important part of the student's experience and that they play a primary role, but recommends that faculty be held accountable for their role in certain advising functions (Johnson-Garcia, 2010). The findings of Institution A and B support Johnson-Garcia's study, as accountability of faculty, in terms of attending training and delivering advising, is an issue. Faculty direct students back to student services, and it was inferred by student services personnel that faculty do not know how to advise. However, it may be that faculty feel that the prescriptive nature of advising is not part of their job. This supports previous research that "the differentiation between academic and student affairs is another of the pronounced divisions that prevent collaboration on campus" (Kezar & Lester, 2009, p. 32).

Bolman and Deal Framework

The use of the Bolman and Deal frames allowed me to investigate the major facets of each institution, namely the structure, human resources, political dynamics, and culture. This organizational theory provided a framework to understand the institutions from the inside out. However, the use of the Bolman and Deal organizational theory became more of a guiding principle than a driving force in terms of analysis. The institutions could not be cleanly compartmentalized into the four frames. The theory informed the analysis by framing the design and initial research questions.

The assertions that emerged extended beyond the themes representing the organizational frames. Through the investigation of structure, I was able to discover how the requirement of advising was affected by the existing policies and roles at the institution, and how these policies and roles were changed and shaped by the advising requirement. At Institution A, the addition of advising roles in student services were a direct result of the incorporation of the advising requirement. These additional personnel affected not only complicated the division of labor (a structural component) at the college, but affected concepts related to the other frames as well, such as human resources (accountability and interpersonal dynamics) and politics (conflict and collaboration). At Institution B, an investigation of the structure led to the discovery of the disconnect between intention (delivery of advising) and practice (delivery of an advising code). The advising requirement is explained by administrators as participation in advising, which is made possible by the requirement of an advising code to register. However, a lack of policy that spells out the intention of advising leads to the delivery of an advising code, rather than a delivery of advising. This lack of policy also affects other

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concepts related to other frames, such as the human resource and political frames. The ambiguity of the intention of advising leads to unclear expectations in advising roles, which further affects accountability, interpersonal dynamics, and collaboration.

Investigating the human resources at each institution gave me the opportunity to learn about the interpersonal dynamics between student services personnel and faculty and within student services. The more I investigated the roles involved with advising, I found that no single frame paints a complete picture. An investigation according to singular frames, even when brought together, does not adequately describe the institutions. Human resources affect structure, and culture affects politics. The investigation of roles saw overlap of all four frames. At both institutions, the role of faculty advisors is described by the differentiation and integration of the role (structure), how advising fits into the existing faculty role (politics), and the interpersonal dynamics between student services staff and faculty (human resources). At institution B, the addition of professional advisors in student services is described by the differentiation and integration of roles and by the division of labor (structure) and how advisors and counselors see advising as part of their job (politics). How advisors' roles are defined shapes how the advising requirement is put into practice. This practice is also shaped by the accountability of advisors (human resources), how various personnel embrace advising as part of their role (politics), and how the institution defines advising (symbols).

Each frame overlaps the other and it can be difficult, or perhaps unwise, to filter out one frame in order to understand another. This is especially true when describing the

advising requirement at the colleges. The requirement at Institution A does not prevent

students from registering if they do not participate in advising. Once a student has

placement scores interpreted, the registration hold is released. This "perceived block"

can be framed in terms of structure, in terms of the coordination needed to carry out the

requirement. At Institution B, the advising requirement can also be framed in terms of

human resources, specifically the accountability of advisors to deliver advising, and not

just the advising code. Collaboration (a feature of the political frame), especially between

the academic and student services units at both institutions, contributes to the advising

requirement.

The use of Bolman and Deal's organizational framework was an effective starting

point to understand the characteristics of each institution. There is a constant back-and-

forth between each of the frames, each informing and shaping the other. No organization,

and certainly not very large, multi-campus community colleges, can be reduced to four

separate perspectives. This is not what Bolman and Deal intend, nor is it how I

approached the study. Instead, the intertwining of the frames is key to understanding the

institutions as a whole. In fact, Bolman and Deal (2008) maintain that "studies…all point

to the need for multiple perspectives in developing a holistic picture of complex systems"

(p. 326). Institutions intending to implement an advising requirement (or other initiatives)

may find the Bolman and Deal framework useful to ensure that the multiple perspectives

of the institution are addressed. Bolman and Deal (2008) explain that "life in

organizations is packed with happenings that can be interpreted in a number of ways" (p.

313). Understanding that these "multiple realities" exist can help leadership address the

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"conflict and confusion [that occurs] as individuals look at the same event through different lenses" (p. 313).

Implications for Practice

A description of an institution using the Bolman and Deal framework allows one to discover the structures, resources, politics and culture currently in place. It also helps determine how a substantial change could be incorporated. As community colleges change focus from access to success, there will likely be more attention paid to requiring promising practices, such as advising. With the limited resources available, institutional leadership must make carefully negotiated decisions, keeping the organizational framework in mind. In order to make the most of these limited resources, this study lends itself to the following recommendations. First, the elements of an advising requirement, whether prescriptive, developmental, or intrusive, must be made clear and must be supported. Collaboration across college units is needed to form and understand a common definition of advising. Once the definition of advising is made clear, the intention of the advising requirement needs to be spelled out as well. While it may not be feasible for an institution to require every aspect of developmental advising, the requirement needs to incorporate elements that go beyond prescriptive advising. It is possible to incorporate developmental advising if it is embraced in a community that understands that advising is teaching and if the required elements support the developmental model. A deliberate process and clearly defined roles (with accountability for responsibilities) also support an advising requirement. Advising roles will likely overlap, but the core responsibilities of each advising stakeholder must be spelled out.

This cannot be done without a clear definition of advising. For instance, what are the expectations of the student, the intake advisor, the faculty advisor, the counselor (and any other players)? Lastly, a clearly articulated evaluation of the advising requirement will contribute to its improvement. The goals need to move beyond retention and completion. Instead, some measure of academic planning and goal setting and their relation to a student's path to success will help inform the implementation of the advising requirement.

Both institutions found that their policies regarding advising were not strong enough to compel students to see an advisor and put new mandates in place to ensure that they do. Despite this effort, each requirement is prescriptive in nature and neither institution has demonstrated the intent to further develop the commitment to advising. At Institution A, the core values of advising are broadcast, but the policy (interpretation of test scores for registration permission) does not demonstrate a commitment to the core values. As Institution B, no definition of advising is communicated, and the policy (the communication of an advising code) is also prescriptive in nature. Even though both institutions have taken deliberate actions to require advising in some manner, the actual requirements are a far cry from the developmental nature that is espoused to be beneficial. Despite putting in place a required interaction with an advisor, neither institution took advantage of the opportunity to move beyond prescriptive advising. The benefits of deliberate goal setting and academic planning pieces warrant that they should be parts of any required advising experience. The onboarding process of students should include a brief discussion of goals, with the student's intentions recorded electronically

for future changes. Students can use electronic tools to map out their academic plan, so they are aware of foreseeable obstacles (developmental needs, credit limits, time to complete) from the beginning. Students and advisors can use these tools throughout the student's academic journey, reflecting on progress and adjusting plans and goals in student success courses or advising sessions. Advising is not a once-and-done experience. What a student learns about goal setting, academic planning, course selection, and scheduling at the start of the academic journey will be applied and adjusted until completion. By using a software to capture goals and plans, students will be able to access and update as needed or required. Advisors, even if they change throughout the student's journey, can access plans, keep track of advisees, and provide feedback as needed. In order for this to work, the goal setting and academic planning pieces must be required, with consequences for non-participation. Institutions can identify those populations most at risk, and put further requirements in place (i.e. a registration block every semester) to revisit goals and plans. Even for those students whose progress does not warrant such a requirement, every advising session is an opportunity to revisit goals and plans.

For institutions deliberating how to include an advising requirement, an important first step is an evaluation of current policies, processes, practices, and roles to gauge where the institution currently sits on the advising continuum, to determine if the institution currently supports advising closer to the prescriptive or developmental model. An assessment of the institution's culture, specifically how various stakeholders define advising, will also be valuable. Understanding how the various constituencies differ in

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their definition of advising, and how this differs from the proposed definition will help guide discussions, form training, and prevent conflict. This assessment will help determine how much of a change would be required to implement an advising requirement with developmental components, such as goal setting and academic planning. Incorporating developmental advising in community colleges is difficult when academic and student services units are seen as separate units (Santa Rita, 1997). Collaboration between academic units, student services, and administration is important when crafting an advising philosophy or definition, so everyone is on the same page when policies are proposed or resources are requested.

By deliberately committing to developmental advising from the start, roles can be shaped and defined to support processes that align with policy. Clearly defined roles may improve the challenges presented by the differentiation and integration of the advising roles and the division of labor issues that exist at both institutions in this study. Personnel at both institutions struggled to explain the handoff process (from student services advisor to faculty advisor). Faculty seemed confused about their role in advising. It is difficult to hold faculty accountable for advising when the expectations are unclear. However, once those expectations are defined, advising should become part of a faculty member's evaluation.

There is no single advising system that fits every college. As student demographics change and colleges discover areas for improvement, advising programs will need to be further developed. The outcomes of advising (i.e. retention, degree/certificate completion, transfer) need to be assessed and enhancements should be

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made to improve results. An analysis of student goals set and goals achieved may provide valuable data.

Implications for Further Research

It is clear from the study that the institutions struggled with structure, resources, politics, and culture to incorporate required advising. Despite the incorporation of a weak advising requirement, one could assume that academic planning or goal setting were proposed as objectives at some point in the development of the current advising requirement at each institution. It would be helpful to understand the reasons that a more developmental requirement was not considered feasible, needed, or possible.

To better understand how the weak requirement affects the perception of the importance of advising, it would be informative to follow up with these particular institutions to address the following: Does a weak advising requirement, plus the addition of professional advisors, affect how faculty view their role? Do these particular requirements contribute to student learning or with improved engagement between student and advisor? Has either institution developed advising further by requiring more meaningful advising experiences, such as academic planning or goal setting? What prevented the institutions from implementing a more robust advising requirement?

With limited resources and a difficultly to truly require developmental advising, it may make sense to determine which populations would best be served by required advising. Further research that would build upon this study could include:

- How have community colleges incorporated required elements of developmental advising, specifically goal setting and academic planning. Specifically, what are the processes and roles that support the requirement?

- How have community colleges successfully incorporated faculty advising? Why is faculty advising in specialized programs successful? What do they do with their students that is helpful for the student and makes the faculty feel that it is part of their job?

- What does advising look like at institutions with the "guided pathway model"? What can we learn from private two-year institutions about them about advising roles and effects on student success?

Conclusion

Both institutions in this study were moved to implement an advising requirement as a response to a reaffirmation of accreditation element. Despite the restructuring of policy, process, and roles, the requirement in both cases was prescriptive in nature. As community colleges shift focus from access to success, the incorporation of an advising requirement may take place, even without an accreditation-related mandate. To increase student success, whether that is measured in terms of retention, persistence, enrollment, graduation, or transfer, effective advising needs to be part of the picture. Advising needs to include both prescriptive and developmental elements, and needs to be intrusive in nature to ensure that it reaches those students that need it the most. With increasingly limited resources, when community colleges make a commitment to requiring advising, the plan needs to include a deliberate focus on mission, roles, and processes. A

collaborative effort, with participation of all advising stakeholders, needs to shape the restructuring of advising. College policy needs to support the intended product, and assessment of the advising system should be use to improve it. Students come to the community college with a variety of experiences, education, levels of preparedness, and life skills. One size does not fit all, and a clear, structured pathway that meets the needs of the student requires advising that incorporates the student's goals.

APPENDIX A

Table A1

Theoretical Framework and Research Questions

Frame	Concept	What I Want to Know	Research Question
Structural	Control	What is the hierarchy at the institution? What elements are included in required advising?	How have institutions established structures (i.e. policies, roles, resources, hiring) to require academic advising?
	Division of labor	What are the roles and responsibilities of those involved with advising?	
	Coordination	What are the policies and processes that are in place to support the incorporation of required advising?	
	Efficiency	What kind of financial resources are in place to provide required advising?	
	Differentiation and integration	Who provides advising and how are those roles situated?	
Human Resource	Support	What kind of training is provided for advisors? What rewards / recognitions are in place, particularly for faculty advisors?	How has the institution provided professional development and incentives for human resources with the establishment of required academic advising?
	Accountability and empowerment	What happens if a student does not participate in required advising? How is the role of advising incorporated into the evaluation of personnel?	
	Interpersonal dynamics	Do faculty advisors see advising as part of their job, or is it a role that has imposed on them?	
	Power	Do student services personnel feel that faculty advisors have the "soft skills" necessary to advise students? Do faculty feel that student services personnel have the academic knowledge to advise student in particular programs?	

Political	Conflict	What was the catalyst for reorganization?	How do the political dynamics of the institution (i.e. power, conflict, collaboration) influence the establishment of required advising?
	Conflict resolution	How was the reorganization structure determined? By whom?	
	Collaboration	How do faculty and student services work together to provide advising?	
	Culture	How does the institution define advising? How do the faculty? How do student service personnel? Does the institution have an advising philosophy?	
Symbolic	Value	How is the importance of advising communicated to students? How do faculty promote the importance of advising? How do student services personnel promote the importance of advising?	What role does the institution's culture play in the establishment of required academic advising?
	Ceremony	Does the institution have any activities to underscore the importance of advising (i.e. orientation, milestone achievement markers, advising fairs)	

APPENDIX B

Invitation to Institutions

Dear XXX,

As a doctoral student at George Mason University, I am conducting research on community colleges which require academic advising. I understand that XXX Community College requires academic advising in some capacity. I have attached a survey to help me understand how XXX Community College requires academic advising. My goal is to identify colleges that require academic advising and to study them further.

Would you kindly fill out this survey and return it to me by email? Please contact me directly if you have any questions or concerns.

Sincerely,

Alison Thimblin
athimbl2@gmu.edu
703 878-4676

APPENDIX C

Survey of Institutions

Thank you for participating in this voluntary survey. When complete, please return to athimbl2@gmu.edu. If you have any questions or concerns, please contact the researcher, Alison Thimblin, at athimbl2@gmu.edu or 703 992-7716.

Name and location of college.	College:
Please describe the size of your college.	☐ Very small (fall FTEs < 500) ☐ Small (fall FTEs between 500 and 1999) ☐ Medium (fall FTEs between 2000 and 4999) ☐ Large (fall FTEs between 5,000 and 9,999) ☐ Very Large (fall FTEs ≥ 10,000)
Students at my college are required to participate in academic advising.	☐ Yes (please proceed to next question) ☐ No (survey is complete)
Who is required to participate in academic advising?	☐ All students ☐ A special population of students (please describe briefly)
My college has started to require academic advising in the last three to five years.	☐ Yes ☐ No

If I may contact you for further information, please enter your name, title, and contact information below:

Name
Title
Phone number
Email
Preferred method of contact: ☐ phone ☐ email

APPENDIX D

Follow up Communication Sent to Institutions

Dear XXX,

Thank you for your response regarding academic advising at XXX Community College.   I have spent the last few weeks reviewing responses from colleges.

As a doctoral candidate at George Mason University, I would like to include XXX Community College in my study of academic advising. This study involves interviews and observations that I would conduct by visiting your college, as well as any documentation that you'd like to share. Following data collection, I will give you the opportunity to review a summary of the data and provide feedback. Once the study has been completed, I will provided you with a copy of the document. Please note that neither individuals nor institutions will be identified in the study.

Would you like to participate? I can send you further details, if necessary.

Sincerely,

Alison Thimblin
athimbl2@gmu.edu
703 992-7716

APPENDIX E

Interview Questions for College Administration

1. Please summarize how your college requires academic advising.

2. When did your college start to require academic advising?

3. Why did the institution decide to require academic advising?

4. How do you define academic advising?

5. Does the institution have an advising philosophy?

6. How does the college demonstrate that academic advising is important?

7. Is academic advising required of all students, or for a special population?

8. How does the student participate in academic advising?

9. What are the consequences if the student does not participate in academic advising?

10. Where (physically) does the required academic advising take place?

11. What is the role of student services personnel in required academic advising?

12. What is the role of faculty in required academic advising?

13. Which faculty are required to provide academic advising?

14. What kind of training is provided for advisors?

15. Is it the same for faculty advisors and student services personnel?

    a. Is the training mandatory?

b. What is the consequence for not attending the training?

16. What kind of recognition/reward system is in place for academic advisors?

17. What kind of activities, celebrations, etc. does the college have to emphasize academic advising?

18. Are there any documents, including web resources, that you can share that describe academic advising, including the various roles, expectations, definitions, or training documents?

Interview Questions for Faculty

1. Please summarize how your college requires academic advising.

2. How do you define academic advising?

3. Does the institution have an advising philosophy?

4. Why did the institution decide to require academic advising?

5. How does the college demonstrate that academic advising is important?

6. Is academic advising required of all students, or for a special population?

7. How do students know to participate in academic advising?

8. How does the student participate in academic advising?

9. What are the consequences if the student does not participate in academic advising?

10. Where (physically) does the required academic advising take place?

11. What is the role of faculty in required academic advising?

a. What, specifically, is your role in providing academic advising?

b. Why do you advise?

c. Would you provide academic advising if you were not required to?

12. How do you communicate that academic advising is important to students?

13. What kind of training is provided for advisors?

a. What kind of training did you participate in to learn about providing academic advising?

b. Was the training mandatory?

c. What motivated you to attend the training?

d. What is the consequence for not attending the training?

e. Did you feel that the training adequately prepared you as an academic advisor?

f. Is the training the same for faculty advisors and student services personnel?

14. Do you feel that academic advising is an integral part of your role as a faculty member? In what way?

15. How do you work with student services to provide academic advising?

16. How would you describe ability of student services personnel to advise for academic programs?

17. How would you gauge student services' opinion of the ability of faculty to provide academic advising?

18. How do you feel your role as an academic advisor is valued at the institution?

19. What kind of recognition/reward system is in place for faculty advisors?

20. How is academic advising part of your evaluation?

21. What kind of activities, celebrations, etc. does the college have to emphasize academic advising?

22. Are there any documents, including web resources, that you can share that describe academic advising, including the various roles, expectations, definitions, or training documents?

Interview Questions for Student Services Personnel

1. Please summarize how your college requires academic advising.

2. How do you define academic advising?

3. Does the institution have an advising philosophy?

4. Why did the institution decide to require academic advising?

5. How does the college demonstrate that academic advising is important?

6. Is academic advising required of all students, or for a special population?

7. How do students know to participate in academic advising?

8. How does the student participate in academic advising?

9. What are the consequences if the student does not participate in academic advising?

10. Where (physically) does the required academic advising take place?

11. What is the role of student services personnel in required academic advising?

    a. What, specifically, is your role in providing academic advising?

    b. Why do you advise?

c. Would you provide academic advising if you were not required to?

12. How do you communicate that academic advising is important to students?

13. How do you respond to the question "what do counselors do?"

14. What is the role of faculty in required academic advising?

15. How do you work with faculty advisors to provide academic advising?

16. How do you think faculty members consider academic advising as part of their role at the college?

17. How would you describe the faculty's ability to provide academic advising?

18. How would you gauge faculty opinion of the ability of student services to advise for academic programs?

19. What kind of training is provided for advisors?

    a. What kind of training did you participate in to learn about providing academic advising?

    b. Was the training mandatory?

    c. What motivated you to attend the training?

    d. What is the consequence for not attending the training?

    e. Did you feel that the training adequately prepared you as an academic advisor?

    f. Is the training the same for faculty advisors and student services personnel?

20. How do you feel your role as an academic advisor is valued at the institution?

21. What kind of recognition/reward system is in place for academic advisors in student services?

22. How is academic advising part of your evaluation?

23. What kind of activities, celebrations, etc. does the college have to emphasize academic advising?

24. Are there any documents, including web resources, that you can share that describe academic advising, including the various roles, expectations, definitions, or training documents?

Interview Questions for Student Groups

1. Please summarize how your college requires academic advising.

2. How do you define academic advising?

3. Does the institution have an advising philosophy?

4. How does the college demonstrate that academic advising is important?

5. Is academic advising required of all students, or for a special population?

6. How do you know that you should participate in academic advising?

7. What is your responsibility when it comes to seeking academic advising?

8. Where (physically) does academic advising take place?

9. What happens if you do not participate in academic advising?

10. Would you participate in academic advising if it was not required?

11. What kind of activities, celebrations, etc. does the college have to emphasize academic advising?

12. Are there any documents, including web resources, that you can share that describe academic advising, including the various roles, expectations, definitions, or training documents?

APPENDIX F

Informed Consent Document

INFORMED CONSENT FORM
A Case Study of Community Colleges that Require Academic Advising

RESEARCH PROCEDURES
This research is being conducted to inform a doctoral dissertation on the institutional factors that contribute to supporting required academic advising at community colleges. If you agree to participate, you will be asked to participate in interviews and/or be observed while providing academic advising.

RISKS
There are no foreseeable risks for participating in this research.

BENEFITS
There are no benefits to you as a participant other than to further research in academic advising at community colleges.

CONFIDENTIALITY
The data in this study will be confidential. The data will be coded as follows: (1) your name will not be included on the surveys and other collected data; (2) a code will be placed on the survey and other collected data; (3) through the use of an identification key, the researcher will be able to link your survey to your identity; and (4) only the researcher will have access to the identification key.)

PARTICIPATION
Your participation is voluntary, and you may withdraw from the study at any time and for any reason. If you decide not to participate or if you withdraw from the study, there is no penalty or loss of benefits to which you are otherwise entitled. There are no costs to you or any other party.

CONTACT
This research is being conducted Alison Thimblin at George Mason University. She may be reached at 703 992-7716 for questions or to report a research-related problem. Her faculty advisor is Dr. Jaime Lester, who can be reached at 703 993-7065. You may contact the George Mason University Office of Research Integrity & Assurance at 703-993-4121 if you have questions or comments regarding your rights as a participant in the research.

This research has been reviewed according to George Mason University procedures governing your participation in this research.

CONSENT
I have read this form and agree to participate in this study (for nonexempt research projects, include this statement and a place for the participant's signature and the date of signature).

_____
Name

_____
Date of Signature

Version date:

Revised 07/2005   1 of 1

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BIOGRAPHY

Alison L. Thimblin received her Bachelor of Science in Mathematics from Syracuse University in 1991.   She went on to receive her Master of Science in Mathematics at the University of Oklahoma in 1996. After completing her Doctorate of Arts in Community College Education at George Mason University in 2015, she will continue her leadership as Dean of Natural Science and Mathematics at the Woodbridge Campus of Northern Virginia Community College.