

ABSTRACT

AUCOMPAUGH, MARYANN SOUTH. Faculty Advisor Viewpoints of Advising Roles—A Q Methodology Study (Under the direction of co-chairs Drs. Carrol Warren and Diane Chapman).

Academic advising is a critical component of student success, retention, and completion. The advising process is vital to the success of community college students and serves as a tool for connecting students with faculty. Faculty advisors are often immersed in the college culture and are highly familiar with discipline and institutional requirements. As advisors, faculty must thoroughly understand the institution's mission, the programs and pathways offerings, communication with a diverse population of nontraditional students, and available resources to meet the needs of the student in a holistic manner. Faculty may be in the best position to fill the role of academic advisor but missing from the literature are the viewpoints of what faculty advisors perceive as necessary resources, skills, and knowledge to be successful in such roles.

A Q methodology approach was used to help identify viewpoints about the knowledge, skills, and resources necessary in community colleges as it pertains to faculty-provided academic advising. Data were collected using QMethod software from 22 participants who completed a Q sort and a post-sort questionnaire. This research resulted in the identification of four distinct viewpoints: curriculum guidance, student advising, student accountability, and advising culture without support. Participants with a curriculum guidance viewpoint supported a prescriptive advising approach. Participants with a student advising viewpoint completed their assigned responsibilities as an assigned duty. Participants with a student accountability viewpoint saw faculty advisors as a resource but felt students are ultimately responsible for their academic decisions. Lastly, participants with an advising culture without support viewpoints depicted advising as part of the institutional culture but on a program or departmental level, not an institutional level.

© Copyright 2022 by Maryann South Aucompaugh

All Rights Reserved

Faculty Advisor Viewpoints of Advising Roles—A Q Methodology Study

by
Maryann South Aucompaugh

A dissertation submitted to the Graduate Faculty of
North Carolina State University
in partial fulfillment of the
requirements for the degree of
Doctor of Education

Adult and Community College Education

Raleigh, North Carolina
2022

APPROVED BY:

Carrol Warren
Committee Co-Chair

Diane Chapman
Committee Co-Chair

James Bartlett
Committee Member

Lisa Chapman
Committee Member

DEDICATION

This dissertation is dedicated to my father, William E. South, for providing me a life full of love and support. To my amazing husband, Matt, and daughter, Aylah, who never complained about DoorDash, laundry piling up, and my constant mood swings about never getting finished. To my Mom, Judy, who never lost faith in me—you are a saint. To my twin sister, Cary, who never complained about the headaches or shoulder pain I am sure I shared through twin telepathy. To Wesley and Lucian for entertaining Dinck so he would not destroy the house while I was writing. And to the rest of my family and friends who never stopped supporting me even though I was not around much, I LOVE YOU ALL!

BIOGRAPHY

Maryann South Aucompaugh was born in Washington, Pennsylvania, and moved to Sanford, North Carolina, in 1995. She completed her associate degree in medical administration and office administration from Central Carolina Community College and began working in health care. Maryann continued her education while working fulltime and received a bachelor's in healthcare management and a master's in healthcare administration from Franklin University. She entered a career in higher education in 2013, where she found her passion for teaching and academic advising. This passion led her to pursue an Ed.D. in Community College Leadership at North Carolina State University. After completing her dissertation, Maryann plans to continue teaching and advising within the community college arena while taking a hard-earned break from research.

ACKNOWLEDGMENTS

First and foremost, I would like to thank God for the many blessings He bestows upon me daily.

This dissertation was most likely the hardest thing I have done thus far in my life. I would like to acknowledge my dissertation chairs, Drs. Carrol Warren and Diane Chapman, for their never-ending support and motivation throughout this process. There were times I thought I would walk away and never look back, but thanks to the encouragement from these two amazing people, I made it to the end of this journey. I could not have accomplished this goal without you.

I would also like to acknowledge my committee members, Dr. James Bartlett, for his guidance during course work and his expertise in Q methodology, and Dr. Lisa Chapman, for being such a strong inspiration and role model. Thank you both for serving on my dissertation committee.

TABLE OF CONTENTS

LIST OF TABLES	vii
LIST OF FIGURES	viii
Chapter 1: Introduction	1
Introduction	1
Purpose of the Study	8
Definition of Key Terms	13
Significance of the Study	15
Chapter 2: Literature Review	17
Advising in Higher Education	17
Advising Origins	17
Early Era of Advising	18
Building Influences in Advising	19
Trends in Academic Advising	21
Technology in Advising	23
Academic Advising Practices	24
Faculty as Advisors	26
Professional Development for Faculty Advisors	28
Advising to Support Student Success	30
Career and Technical Education	32
University Transfer	33
North Carolina Community College Faculty Advisors	34
Summary: Chapter 2	36
Chapter 3: Methodology	38
The Q Methodological Approach	38
Research Design	41
Concourse Development	42
P Set	44
Pilot Study	46
Postsort Questionnaires	48
Conclusion	52
Chapter 4: Findings	53
Demographics	53
Data Collection Overview	55
Condition of Instruction	57
Factor Solutions	63
Factor Loadings	64
Factor Arrays	66
Consensus Statements	71
Factor Descriptions and Distinguishing Statements	73
Chapter Summary	93

Chapter 5: Discussion and Implications	94
Discussion of Findings.....	96
Research Question 1	98
Research Question 2	100
Implications for Practice.....	102
Registration and Course Selection.....	102
Resources for Duties as Assigned.....	104
Accountability.....	105
Building Culture Supported by Leadership	107
Implications for Policy.....	109
Recommendations for Future Research	110
Chapter Summary	113
References.....	114
APPENDICES	130
Appendix A: Q Sort Protocol—Postsort Questionnaire	131
Appendix B: Concourse Matrix.....	132
Appendix C: Q Sample	137
Appendix D: Email Script to Institution	139
Appendix E: Email Script to Participants	140
Appendix F: Participant Email Instruction Attachment.....	141
Appendix G: Q Sort Protocol—Instructions.....	143
Appendix H: IRB Approval.....	146
Appendix I: Informed Consent Form.....	147

LIST OF TABLES

Table 1	Demographics of Faculty Advisor Participants	52
Table 2	Correlation Between Q Sorts	58
Table 3	Eigenvalues and Variance	59
Table 4	Factor Solutions	61
Table 5	Four-Factor Solution	62
Table 6	Correlation Matrix	63
Table 7	Flagged Factor Loadings With Factor Grouping	64
Table 8	Factor Q Sort Values for Statements Sorted by Consensus vs. Disagreement	66
Table 9	Consensus Statement	69
Table 10	Highest- and Lowest-Ranked Statements for Factor 1	73
Table 11	Factor 1 Distinguishing Statements	75
Table 12	Highest- and Lowest-Ranked Statements for Factor 2	78
Table 13	Factor 2 Distinguishing Statements	80
Table 14	Highest- and Lowest-Ranked Statements for Factor 3	84
Table 15	Factor 3 Distinguishing Statements	85
Table 16	Highest- and Lowest-Ranked Statements for Factor 4	89
Table 17	Factor 4 Distinguishing Statements	90

LIST OF FIGURES

Figure 1	Influencing Factors for Academic Advising	8
Figure 2	Hermeneutic Circle for Academic Advising	12
Figure 3	Q Methodology Conceptual Diagram	41
Figure 4	Phases 1 and 2 of the Q Sort	48
Figure 5	KADE Process of Data Analysis	59
Figure 6	Scree Plot of Eigenvalues for Initial Factor Abstraction	63
Figure 7	Composite Sort Factor 1: Curriculum Guidance	79
Figure 8	Composite Sort Factor 2: Student Advising	83
Figure 9	Composite Sort Factor 3: Student Accountability	88
Figure 10	Composite Sort Factor 4: Advising Culture Without Support	93

Chapter 1: Introduction

Introduction

This study was designed to collect the viewpoints of faculty advisors in North Carolina community colleges to understand better the skills, knowledge, and resources necessary to be successful in their roles as academic advisors. Academic advising has played a role in higher education in the United States since the early 1600s when the country was in its infancy (Habley, 2003; Himes & Schulenberg, 2016). Students and institutional leaders continue to value advisors who provide accurate information about degree requirements (Allen et al., 2013; Allen & Smith, 2008; Council for the Advancement of Standards in Higher Education [CAS], 2019; Smith & Allen, 2006). Students and faculty have consistently reported advising as one of the most essential student services colleges provide (Center for Community College Student Engagement [CCSSE], 2018).

Shifts in society, population, and the higher education structure have caused changes in the role of advising and the needs and expectations of students, administrators, and other stakeholders. Historically, advising entailed student supervision, a prescriptive process in which advisors told students what to study, where to worship, and how to behave. This type of *in loco parentis* advising was a long-lived practice. In the 1870s, students rebelled against academia's inflexible rules and punishments, sometimes in violent ways. Decades of campus unrest led institutions to reconsider their actions (Frost, 2000; Kuhn, 2008). A significant shift in advising did not occur until the 1960s, when students actively participated in the civil rights movement and demanded more involvement in their educational decisions (Frost, 1991; 2000, 2003). Students began to explore their own roles in the advising process.

This shift to the advising paradigm in higher education resulted in the development of an elective system that required advisors to aid students with optional paths instead of prescriptive curricula (CAS, 2019). This system of elective courses provided a variety of specialized majors from which students could choose. Twenty-first-century students have more choices in majors, minors, and courses than ever before (Clayton, 2019; Habley, 2000; 2003; 2004; 2008). In addition, enrollment has continued to increase in diversity among first-generation, lower-income, unprepared, and nontraditional students (Frost, 2000; Habley, 2004; MacDonald, 2018). Institutional leaders' efforts to meet the diverse needs of each student through disability services, student support, and special credit have indicated the importance of academic advising to the process. Unfortunately, institutions, especially community colleges, tend to have scarce resources for advising services. More often than not in academic advising, responsibilities in higher education fall on the faculty who serve as academic advisors (Alvarez & Towne, 2016; Bailey et al., 2015; Habley, 2003; Hartbridge, 2020; Kramer, 2003). As enrollment continues to grow and change, there is more demand for the faculty to meet student advising needs with little consideration of their other assigned responsibilities, such as teaching, research, committee service, and public service (Bailey et al., 2015; Kramer, 2003). There is even less explicit attention to resources and training for academic advising and holistic student support (Alvarez & Towne, 2016; Habley, 2003; Hartbridge, 2020).

In a movement for accountability in the 1980s, stakeholders pushed for a greater focus on student retention and completion within an environment focused on the quality of educational experiences, student success, and student satisfaction (Astin, 1993; Habley, 2004; Light, 2001; Pascarella & Terenzini, 1991). As advising increased and received a more visible role in higher education, organizations such as the National Academic Advising Association (NACADA)

began to focus on the quality of academic advising in higher education. This shifting focus and the need for research-based practice and theory caused NACADA to provide core values for advising, a research clearinghouse, awards and grant programs, and various conferences and seminars (NACADA, n.d.). Although scholars have studied and established the importance of academic advising, there has been no consensus on the definition of academic advising or assigned duties.

Academic advising in higher education has mainly been a function where faculty consulted with students about course selection and registration (Gordon, 1992). In this prescriptive model, advising is an administrative process linked to registration (Tuttle, 2000). Historically, academic advising was the process of fulfilling program requirements (Broadbridge, 1996; Creamer & Scott, 2000; Frost, 2000; Hurt, 2007; Vander Schee, 2007) and did not offer other additional supports that could significantly improve students' overall performance and satisfaction. Current literature has presented the advising process as a more involved process that relates to learning and informed decision-making than traditional, more prescriptive guidance. Trends in the literature have also presented the role of advising as more complex than merely assigning courses and providing signatures (Creamer & Scott, 2000; Habley, 2004; Hartbridge, 2020; Museus, 2021). Despite the extensive literature and research focused on higher education as a whole, this study pertained to faculty advising at community colleges in higher education. The advising process and its structure, or lack thereof, can vary from institution to institution, leaving advising practices to chance; however, historically, faculty have played a prominent role in academic advising (Habley, 2003; Hartbridge, 2020).

Although the role of faculty advisors primarily consists of prescribing courses for students, holistic student support is equally important. Holistic student support includes

academic, personal, and career planning. This holistic support expectation requires faculty advisors to work with students intentionally and purposefully by offering direction and assistance geared to each student's overall goals (Kimball & Campbell, 2013). Faculty advisors have beliefs, values, and viewpoints unique to their areas of interest and knowledge. Students in career and technical education (CTE) working toward an Associate of Applied Science or a diploma or certificate often have different advising needs and expectations than students enrolled in Associate of Science or Associate of Arts programs who intend to transfer to 4-year institutions. In this study, Associate of Science (AS) and Associate of Arts (AS) degrees were equivalent to university transfer (UT). Faculty advisors can share industry knowledge and necessary pathways to obtaining the career or industry-specific credentials needed for success. Even so, depending on the program, faculty advisors may have different viewpoints on the skills, knowledge, and resources required for successful academic advising in specific areas (Kramer, 2003). Transfer is an important part of education in North Carolina according to a policy brief released in 2018 (D'Amico & Chapman, 2018). The brief outlines and assesses transferring from the community college environment to the university environment. The policy brief projected that 67% of job opportunities in North Carolina would require some degree of higher education (D'Amico & Chapman, 2018). This supports the need for knowledgeable, trained faculty advisors in the North Carolina community college system that can guide students to immediate industry opportunities or help navigate university transfer options.

Existing research on advising practices primarily focuses on the secondary advisement of students in making career and college choices and on providing advisement to nontraditional college students, not specific to faculty advising roles (Clayton, 2019; MacDonald, 2018; Nichols & Barger, 2021). This study builds on advising research conducted over the years and

will serve to inform North Carolina community college faculty advising practices specific to CTE and UT degree programs.

Problem Statement

The advising process is a vital part of the success of students enrolled in community colleges. Quality advising impacts the student and the college community at large (Habley, 2008; Hartbridge, 2020; Light, 2001; Voller, 2012). Faculty and students have described access to good academic advising as a challenge and advising as a service is often underappreciated (Light, 2001; Mier, 2018). A faculty advisor is often one of the only connections students have with the institution; thus, effective academic advising is a must. Career and Technical Education (CTE) students often have unique advising needs from University Transfer (UT) students in many ways. Faculty advisors and administrators might not clearly understand how students can have similar but different needs. CTE and UT students might need different advising approaches to succeed (Hernandez, 2017). The increased demand for highly skilled technical jobs and the number of students seeking the university experience require that CTE and UT faculty advisors have the skills, knowledge, and resources needed to perform their assigned job duties (Hernandez, 2017).

One way to approach strengthening a higher retention rate among CTE and UT students is through academic advising models designed to understand the advisor's needs. Existing literature on academic advising is inconsistent and administrative and institutional expectations of the advising role vary. The undefined role and function of academic advising have resulted in a gap in understanding the time, resources, and training needed for effective academic advising between faculty advisors and community college administrators.

Community college students rely on advising to identify various levels of need: personal, academic, and career. Research has also found that academic advising contributed significantly

to higher persistence rates (Baird, 2020; Drake, 2011; Habley, 2003; Voller, 2012). When advisors do not understand students' needs or do not receive the training and resources needed to meet these needs, advising becomes a blanket process that does not provide adequate services for students. Remaining consistent over time, each student has different needs and expectations, which increases the challenges of the faculty advisor position (Clayton, 2019; Cosand, 1977). Understanding what advisors perceive as the essential components of advising is critical in further developing the role. Providing a holistic, supportive process for student success and goal attainment requires preparedness, time, resources, and training to address students' and institutions' expectations (Clayton, 2019; Habley, 2000, 2003, 2008; Habley & Morales, 1998; Mier, 2018).

Despite ongoing academic advising research, the available literature suggests that student-faculty interactions are a way to increase student involvement on campus and retention and completion rates (Baird, 2020; Drake, 2011; Habley, 2003; Hartbridge, 2020; Voller, 2012). However, there is little research on stakeholders' perceptions of necessary resources specific to community college faculty advisors related to time, resources, and preparedness. Increased retention and completion rates are advantages of having an academic advising system in place. Knowledgeable and informed advisors are equipped to work with the diverse populations associated with community colleges, helping students stay in school and become contributing members of the college and community. The North Carolina Community College System states in the Code of Governance, 1D SBCCC 400.2, Admission to Colleges, "Each college shall maintain an open-door admission policy to all applicants..." who meet code standards (State Board of Governance, 2019, p. 88). Advising barriers students may experience include academic unpreparedness, special needs, personal challenges, difficulty with registration and course

selection, and a lack of career guidance. Additionally, students are considered at risk when faculty advisors do not have a schedule that allows room for appropriate time for advising, professional development opportunities specific to academic or faculty advising, or adequate resources (Habley, 2003).

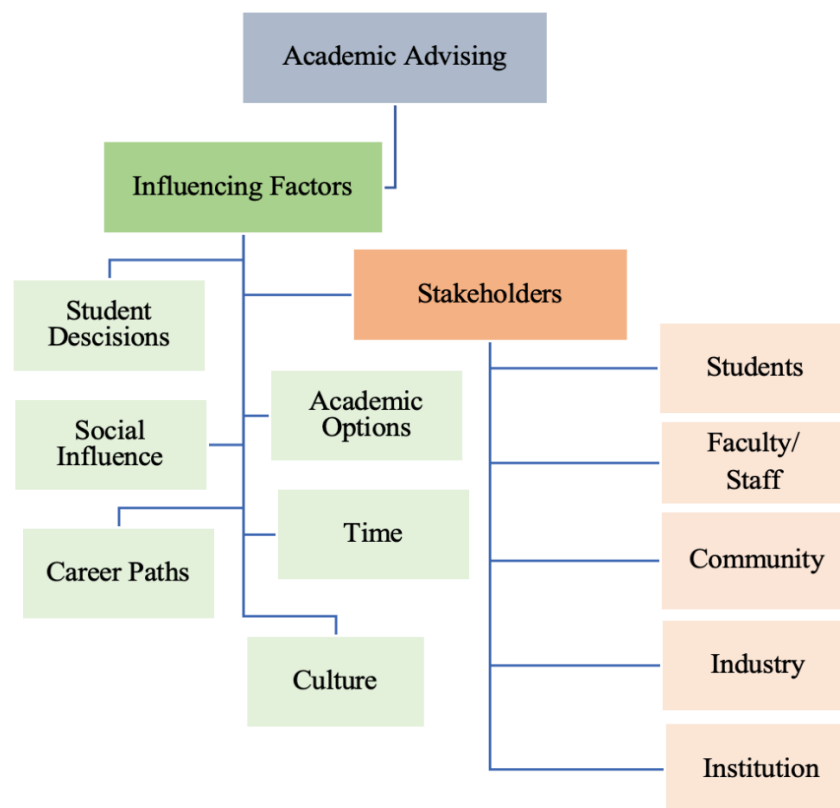
Training for new and seasoned faculty advisors may be helpful in providing essential resources and motivation. Policy recommendations have been made to identify the challenges with student structural and motivational barriers (Levesque, 2018). This study included research to better understand faculty advisors' viewpoints of the advising role. Specifically, faculty advisor viewpoints related to the knowledge, skills, and resources they perceived necessary to complete assigned advising tasks were collected. Understanding the faculty advisors' perceptions could provide an accurate reflection of what community college faculty advisors need in the arena of academic advising.

This chapter presents the study's problem statement, purpose, theory and framework, research questions, definitions, limitations, and significance. Although most advising literature has centered on advising in higher education, this study focused on community colleges in North Carolina. Light (2001) indicated that good advising is the most underrated trait with an impact on student success. Challenging questions to answer include "What is good advising?" and "What is necessary for good advising?" One concept that could have a role in the disconnect is that each faculty advisor has an individual viewpoint on the resources, training, and preparedness needed to successfully and holistically advise diverse populations of students and stakeholders of the North Carolina community college system. Figure 1 provides an example of the stakeholders who have the capacity to contribute to the academic advising process based on the literature (Baird, 2020; Clayton, 2019; Drake, 2011; Habley, 2000, 2003, 2008; Habley & Morales, 1998;

Mier, 2018; & Voller, 2012). Academic advising as a holistic process includes registration and life and career planning. The process of academic advising also requires addressing the institution's mission and values and remaining mindful of the various stakeholders vested in community colleges. Due to the subjective nature of individual viewpoints and perspectives, Q methodology was the most appropriate approach to study faculty advisor viewpoints.

Figure 1

Influencing Stakeholders for Academic Advising



Purpose of the Study

The purpose of this study is to understand North Carolina community college Career and Technical Education (CTE) and University Transfer (UT) faculty advisors' self-identified viewpoints of the knowledge, skills, and resources needed to complete their assigned academic advising duties successfully and identify any distinguishing and consensus perspectives of the

participants. Q methodology was the approach used to determine the perceived needs of the North Carolina community college (CTE) and (UT) faculty advisors who participated in this study. Q methodology was also used to determine consensus and distinguishing viewpoints between the participants of the study.

Faculty advisor involvement could increase students' success during their college experiences (Hartbridge, 2020; Tinto, 1987). Frost (1991) noted, "Involved students are more likely to be academically and socially integrated into a college community" (p. 2). Understanding advisors' viewpoints about their role and the resources and training associated with it could provide insight into increasing student involvement and achievement. Even with academic advising receiving more attention in the last few years, research is limited on academic advising in terms of its definition and the qualities of an influential advisor (CAS, 2019). Academic advising scholars have drawn upon theories from various disciplines, including education, psychology, sociology, and philosophy.

Similarly, researchers have discussed the lack of a universal definition to describe advising (Aiken et al., 2015; Allen & Smith, 2008; Bailey et al., 2015; Habley, 2004; Kimball & Campbell, 2013; White, 2015). Professional associations, for example, the National Academic Advising Association and Council for the Advancement of Standards in Higher Education, have indicated that advising is a teaching and learning activity (White, 2015). There appears to be a common acknowledgment that academic advising is a way to improve students' experiences and satisfaction with their educational experiences and as a source of support and information to which they might otherwise not have access (CAS, 2019; White, 2015).

Few studies on academic advising have included faculty advisors' viewpoints of the knowledge, skills, and resources necessary for advising. North Carolina community colleges

have challenges similar to other higher education institutions, including declining enrollment, low student retention, student motivation, and completion (Levesque, 2018; Mullen, 2019; Thomas, 2019). Academic advising, specifically faculty advising, might be the most untapped, underexplored resource of services offered by community colleges to students. Literature has shown that faculty are best positioned to foster critical relationships with students and as advisors show a genuine interest in students' success while providing much-needed advice and guidance (Habley, 2000, 2003, 2008; Hartbridge, 2020). Despite research on academic advising and its role in higher education, the advising process and necessary knowledge, skills, and resources that faculty advisors need to complete their advising responsibilities remain under-evaluated and misunderstood by many of the stakeholders involved, including those who carry out advising duties (Aiken et al., 2015; Habley, 2004). Institutional leaders must find strategic ways to allocate limited resources and develop an awareness of faculty advisors' needs for knowledge, skills, and resources to serve students better. Despite various methods for delivering academic advising services, many community colleges have a faculty-based model for meeting students' advising needs and rely upon limited funding and resources (CCCSE, 2018; Gordon, 2004; McArthur, 2005; Wiseman & Messitt, 2010). This study provides insight into what community college faculty advisors in North Carolina view as important in their roles and adds to the existing literature.

Theory and Framework

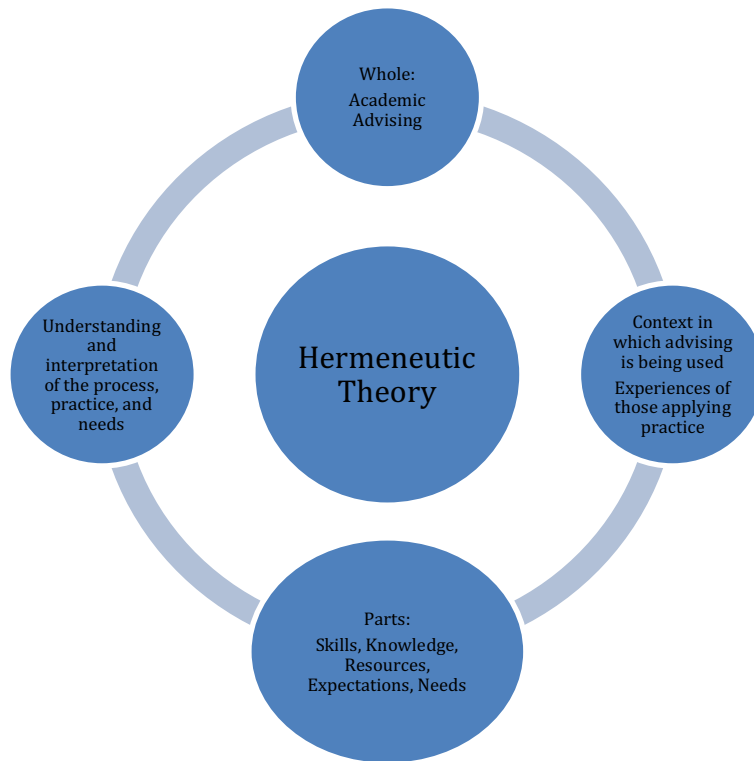
In its purest form, academic advising guides students through the complicated registration process. However, in 21st-century higher education, students need much more. Students require guidance with navigating degree requirements and course selection, career paths, and campus involvement. Some advising interactions might even require physical and mental well-being

counseling or referrals. Determining how to address a student's needs can be a time-consuming challenge, and there is no universal theoretical framework for academic advising. As Hagen and Jordan (2008) said, "There is no grand unified theory of advising" (p. 17). Theories from education, psychology, sociology, and even philosophy have been used to inform academic advising practices and research.

Considering a theoretical framework for academic advising as it applies to this study involves understanding the whole process and the individual parts as they connect with one another, which is the basis of hermeneutic theory. The hermeneutic theory is a phenomenological interpretation for dealing with human actions and the products of those actions. Scholars have evolved hermeneutic theory with human behaviors and interests to provide subjective research approaches or methodology. Scholars such as Heidegger, Gadamar, and Manen helped to evolve this theory (Kafle, 2013). The hermeneutic theory stems from the humanities and provides room to explore and apply human thoughts and perceptions to practice (Champlin-Scharff, 2010). The hermeneutic theory has some of the same concepts as developmental (Hagen & Jordan, 2008) or appreciative advising (Bloom, 2008). For example, these approaches indicate how advising should be a holistic approach to student success that includes subjective rather than objective analysis. Scholars using hermeneutic theory look at the part of a whole and the context of its delivery to gain an understanding of the whole. As shown in Figure 2, the hermeneutic circle addresses the whole of academic advising, the context of its use, the experience of those using it, and the smaller parts needed to understand and interpret what is essential for successful academic advising (Kafle, 2013). The circular form represents the academic advising process and its continued evolution.

Figure 2

Hermeneutic Circle for Academic Advising (Kafle 2013)



In this study, the hermeneutic theory was the framework used to explain how Career and Technical Education (CTE) and University Transfer (UT) faculty advisors and, by extension, their administrators could better understand the role of the community college faculty advisor. This study focused on North Carolina community college faculty advisors' perceptions of the skills, knowledge, and resources needed to succeed in their roles as academic advisors. The hermeneutic theory is a way to engage the need to understand. In this study, hermeneutic theory facilitated understanding what those in the faculty advising lifeworld perceive as relevant and meaningful to the faculty advisor role by considering the overall purpose of academic advising and comparing it to the smaller actions and duties required to advise community college students successfully. A lifeworld consists of all the experiences, activities, contacts, knowledge, and

behaviors in an individual's world (Champlin-Scharff, 2010; Champlin-Scharff & Hagen, 2013; Kafle, 2013). Faculty advisor duties and responsibilities include course selection and registration and can be associated with teaching duties (Larson, 2008). By exploring community college faculty advisor viewpoints on the skills, knowledge, and resources necessary to serve in their roles in academic advising successfully, the findings of this research can add value to the understanding of the whole of the lifeworld of faculty advising. The connection of hermeneutic theory to the perceived needs of faculty advisors allows advising processes to take individual pieces to make sense of the whole process. For this study, the hermeneutic theory was the foundation for conceptualizing and understanding faculty advisors and the role of academic advising when looking at both the whole process and individual parts of the process of advising. The research questions for this study were:

1. What are the viewpoints of faculty advisors about what skills and knowledge are needed to perform their roles and why?
2. What are the consensus statements across the viewpoints?

This study focuses on the viewpoints of community college faculty advisors providing academic advising to Career and Technical Education (CTE) and University Transfer (UT) students in North Carolina. Q methodology was the most appropriate research method to collect viewpoints specific to this population of advisors to identify consensus statements.

Definition of Key Terms

A perception is that all faculty advisors use the prescriptive process; however, there is no universal definition, roles, or responsibilities of the advisor role. Consistent definitions of academic advising, who delivers academic advising services, and the duties of those in these roles could be a way to improve the overall process. This study had the following key terms:

Academic advising. Situations when a community college student receives insight or direction about an educational, social, or personal matter from a community college employee (NACADA, 2003).

Career and technical education. Programs for an Associate of Applied Science (AAS) degree or a diploma or certificate within the AAS program (NC Community Colleges, 2020).

Concourse. A group of statements, images, or other media collected by researchers to reflect the comprehensive views of the topic (Bartlett & DeWeese, 2015; van Exel & de Graaf, 2005).

Consensus statement. Statement from the Q set in which participants have similar viewpoints (Coogan & Harrington, 2011).

Distinguishing statement. Statement from the Q set that differs between participants' viewpoints (Coogan & Harrington, 2011).

Faculty advisor. A community college instructor who provides academic advising to assigned advisees based on a curriculum major or population marker (Habley, 2003).

P set. The group of participants who complete the Q sort (Damio, 2016).

Q sample. The number of statements pulled from the concourse to sort during the Q study (Coogan & Harrington, 2011).

Sort. Each participant completes a sort which becomes the Q data, so sort indicates how one participant arranged the statements during the Q Sort process (Damio, 2016)

Special-credit students. Community college students who have not identified as CTE or UT (NC Community Colleges, 2020).

Student success. The degree to which students meet their educational goals (Habley, 2003).

University transfer. AA or AS degrees students complete to transfer to 4-year universities (NC Community College, 2020).

Significance of the Study

The significance of this study is to understand the subjective viewpoints of CTE and UT faculty advisors' viewpoints of their roles and duties could contribute to furthering the profession in practice. The study could also contribute to the development of meaningful and applicable professional development and training for faculty advisors. Academic advising is a critical component of student success, retention, and completion (Allen & Smith, 2008; Bailey et al., 2015; Baird, 2020; CAS, 2019; Drake, 2011; Habley, 2003; Kimball & Campbell, 2013). In addition, scholars and institution leaders could use the faculty advisor perceptions in this study to better plan the allocation of resources and professional development. The advising profession remains undefined and often lacks institutional training, recognition, and ongoing professional development (McGill, 2018), resulting in the reduced effectiveness of advising sessions and unnecessary barriers for students. Many community college students are first-generation, come from high-risk populations, or are academically underprepared for higher education and need more direction to succeed in their pursuit (Kuhn, 2018; Williamson et al., 2014). Students who have positive on-campus experiences and relationships feel more satisfied and perform better overall (Allen & Smith, 2008; Cohen & Brawer, 1996; Crookston, 1972; Habley, 2003; Hartbridge, 2020; Kramer, 2003; O'Banion, 1972/2009; Tinto, 2004)

This study serves to inform community college faculty advising practices. There could be indirect benefits to students, other community colleges and higher education institutions, and community college administration. Possibilities of indirect benefits include informing advising practices, resource allocations specific to advising, increased student satisfaction in relation to

advising, or could potentially contribute to faculty advising models in community colleges. This study could also be of interest to individuals in different academic advising roles who are not necessarily faculty advisors.

Summary: Chapter 1

Academic advising in higher education and community college institutions is a critical process that affects educational processes, students, student satisfaction, and student and institutional outcomes. Understanding the different viewpoints of North Carolina Community College faculty advisors toward the skills and knowledge needed for their roles could be a way to bridge the gap between administrative directives and faculty needs.

Chapter 2: Literature Review

This chapter provides an overview of the history and role of advising in higher education and how it pertains to community colleges. Academic advising is critical to higher education institutions, and academic advisors are equally crucial because of their impact on student retention and satisfaction (Baird, 2020; Drake, 2011; Habley, 2004; Light, 2001; Lowe & Toney, 2000). There is often limited institutional training, recognition, and continuous professional development in the academic advising field, which has resulted in the reduced effectiveness of advising and fewer advisor-advisee relationships. Many community college students are first-generation, come from high-risk populations, or are academically underprepared for higher education and require more direction to complete higher education successfully (Williamson et al., 2014). In addition to student barriers, faculty advisors often lack the resources, time, or training to effectively address the specialized needs of diverse student populations at community colleges. Community college students rely on advising to address various levels of need: personal, academic, and career. Understanding the origin and evolution of the advising profession is invaluable to this study.

Advising in Higher Education

Advising Origins

The earliest academic advising roles date back to the Sophist Hippocrates before academic advising was defined. The Sophists provided some “defining ideas in formal higher education” (Frost, 2000, p. 4). Still, early English universities had the most influence on developing the first colonial academic institutions in the New World. The founding of Harvard in 1620, the College of William and Mary in 1693, and Yale in 1701 was the beginning of modern Western thinking. These universities and colleges had a classic Greek, Latin, and history

curriculum to produce Puritan scholars, well-educated ministers, lawyers, and doctors. Students and teachers lived in the same buildings, shared a common discipline, and spent time during lectures, meals, prayer, and recreation. Students took the same courses, received instruction from the same few professors and tutors, and had no elective courses. At the time, education was a very formal environment. The universities were responsible for providing for students' intellectual, personal, and academic lives and moral development. Students had stringent, inflexible rule systems, regulations, and punishments for deviating from the norm while on campus and at home. By the early 19th century, students began to rebel against the inflexible rules and penalties, sometimes in violent ways. This rebellion caused significant changes after the Civil War, which resulted in the modernization of many aspects of U.S. life and the end of this formal, strict academic era.

Early Era of Advising

In the early years of advising, faculty and students no longer communicated aside from the expected classroom discussions (Frost, 2000). Faculty primarily focused on their roles as educators, and students were an unavoidable responsibility. Remedying the disconnect between faculty and students consisted of devising an elective system to provide students with more academic freedom and choices and improve faculty-student interactions and communication. U.S. higher education began to include more practical courses in addition to the traditional, classic curriculum due to the need for academic advisors (Frost, 2000).

The time after World War II also significantly influenced higher education in the United States, leading to the most considerable change in the diversity of the postsecondary population. Socioeconomic and cultural backgrounds not only caused a shift in enrollment but produced barriers in academic advising. This new, diverse population was a factor in shaping faculty roles

and perceptions in advising and mentoring students (Frost, 2000; Kramer, 2003). Faculty began to specialize in specific areas of knowledge and expertise, institutions became more involved, and there was a greater demand for research and services. Faculty responsibilities stemmed from new, revised roles and job descriptions. Although deficient in many ways, this process created the advising era, providing direction to academic, social, and personal matters and the development of the role of academic advisors. The idea of academic advising lacked definition and examination of the process. By the early 20th century, the collegiate environment differed by region, and there was still a chasm between faculty and students (Frost, 2000; Kuhn, 2008). Educators began to consider students responsible parties in academic decisions and not passive recipients (Kuhn, 2008). With all the rapid change and growth, the surrounding communities had a significant influence on colleges and universities. Students protested and community members demanded changes, forcing higher education leaders to reinvent rules, policies, and practices in academia (Frost, 2000, 2003).

Building Influences in Advising

In 1972, Crookston depicted academic advising as a function of teaching. Crookston focused on a positive, shared approach to advising where advisors actively engage students personally and intellectually, exceeding the norm of prescriptive advising and encouraging a developmental approach. Validating Crookston's work with a 10-year study, Light (2001) found that students having positive relationships with their faculty members advanced more consistently and felt more satisfied with their overall college experience. As Crookston encouraged developmental advising in higher education, O'Banion (1972) promoted a more holistic approach to academic advising beyond registration and course selection. Over the remainder of the 20th century, Crookston's work served as a basis for further studies. Light and

O'Banion expanded the focus to include personal connections and career goals (Kramer, 2003). Advising is a process in which advisors and advisees enter a dynamic relationship to address student concerns, the advisor serving a teacher who guides an interactive partnership and enhances the student's self-awareness and fulfillment (O'Banion, 1972). Crookston defined advising as

Facilitating the student's rational processes, environmental and interpersonal interactions, behavior awareness, problem-solving, decision making, and evaluation skills where the advisor and the student differentially engage in a series of developmental tasks, the successful completion of which results in varying degrees of learning by both parties. (p. 5)

However, there is a need to consider how to define advising and the roles faculty advisors play. Glennen (2003) described the academic advisor role as giving academic advice while helping students establish goals. Individuals in advising roles provide career guidance, assist students with selecting a primary course of study, clarify graduation requirements, disseminate general information, and help students achieve academic success.

During the 1980s, diversity was a critical topic due to the increased numbers of minorities entering higher education. Academic advising continued to be a formal and organized profession. Many colleges and universities began to provide programs for students focused on student success, retention, completion and advising. First-year initiatives, learning first, life-long learning, and similar strategies have remained in higher education. Despite these efforts, national reports and other data have shown fewer advising practices and professional development opportunities, with these roles lacking as much power as expected (Frost, 2000). Academic

advising has been a constant in U.S. higher education and a leading factor in student success and institutional effectiveness.

Trends in Academic Advising

Although academic advising has been in U.S. higher education since the Colonial Era, a formal, recognized movement only began in the latter decades of the 20th century (Shaffer et al., 2010). Advisors tend to advise most college students on their courses of study and the registration process (Abdelhamid & Alotaibi, 2021), with academic advising often remaining overlooked and underestimated (Light, 2001). Frost (1991) found advising has direct, continual benefits for students who build relationships with their advisors. Students with strong, trusted relationships with at least one faculty member are more likely to discuss personal issues with their advisors that could affect their academic performance (Sayles & Shelton, 2005). The advising-as-teaching movement suggests that faculty involvement in advising is a fundamental element of student success and achievement. Faculty depend on the presentation of a solid command of the material in the classroom and their advising roles when assigned (Drake, 2013). The advising-as-teaching movement suggests that advising and teaching are similar because both are interactive occupations that result in the intellectual growth and development of the student (Coleman et al., 2021; Drake, 2013; Lowenstein, 2005)

As advisors, faculty must thoroughly understand an institution's mission, the programs and pathways offered, how to communicate with a diverse population of nontraditional students, and how to utilize available resources to meet the needs of students in a holistic manner. However, these tasks are typically additional responsibilities for already overloaded faculty. Students often receive assigned faculty advisors based on their chosen curriculum paths or majors; however, there could be another process in other programs or for special-credit or

selective enrollment students. Advisors not only inform students on class selection and registration but answer general questions, discuss personal barriers, and provide career advice. Immersed in the college culture, faculty understand both curriculum and institutional requirements and are well informed in their fields of study and industries. Faculty involvement with instruction is also a way to strengthen the student–advisor relationship (Henning, 2009).

The advising arena has limited institutional training, recognition, and continuous professional development, resulting in the decreased effectiveness of advising sessions and student–advisor relationship potential. Many community college students are first-generation, come from high-risk populations, or are academically underprepared for higher education and need more direction to complete their degrees (Williamson et al., 2014). Most of the literature on advising has focused on higher education without addressing the unique role of community college faculty advisors. Faculty advisors often lack access to the resources, time, and training to provide effective holistic advising to meet diverse students’ specialized needs.

Additional attention to academic advising as a practice distinct from student affairs and admissions resulted in organizations such as NACADA and initiatives for further defining and developing academic advising (McGill, 2018). Formed in 1979, NACADA has been a driving force in advising-related research, refereed journals, publications, and professional development in the advising arena. The organization remains an advocate in advising and a leader of the research that has contributed to the growth of the academic advising profession (Kuhn, 2008). Quality enhancement and multilevel initiatives and programs in higher education have shaped academic advising into a cornerstone of higher education.

Technology in Advising

Higher education and the processes and practices of academic advising are continuously changing phenomena. An important issue that has affected the field of academic advising is the use of technology. The COVID-19 pandemic caused higher education stakeholders to rely more on technology to offer continued support to students. The question, will technology continue to influence the delivery and expectations of academic advising in higher education? has changed to How will technology continue to have an influence on the delivery and expectations for academic advising in higher education?

Technology has also had a considerable influence on academia, including academic advising (Steele, 2018). Online learning led to the transformation of higher education, a shift in accountability from institutional inputs to student outcomes, and a change in expectations for faculty responsibilities and the ownership of curricular material. Additionally, online learning has been a means of shifting credit hours from the time students spend in class to their acquisition of knowledge and skills, altering the nature of attending class and rendering meaningless the concept of geographical service areas (Sotto, 2000). Online learning and technology use has also heightened the difficulty of advising students with diverse needs. However, email, social media, and virtual telecommunications have provided students and advisors with easy, real-time access. Technology also gives students and faculty advisors opportunities to explore a plethora of knowledge, communication tools, and accessible options. According to Tyton Partners' 2017 academic questionnaire, institution leaders reported that technology use effectively enhanced advising functions but was not a driving factor in improving advising. The survey findings showed that many institution leaders supported incorporating technology but struggled with integration, coordination, and accessibility in the advising process.

The survey also showed low advising satisfaction. Despite the struggles, many higher education institution leaders continue to use technology to implement early alert systems, career- and degree-planning tools, and assessment and resource allocation solutions.

Faculty advising remains underexplored, with online faculty advising in its infancy. E-advising is a systematic, electronic process of deploying online instruction and advising to provide online advising meetings, curriculum information, and updates on policies and procedures (Waldner et al., 2011). It also encourages advisor-advisee relationships with students completing their programs of study in an online format. E-advising is a way to use technology in the academic advising arena to support students holistically and meet them where they are, whether in a seated classroom or online platform.

Academic Advising Practices

As college and university leaders have had to adjust courses, advisors had to alter their advising services. The various academic advising models and structures indicate that nearly all college and university faculty expect to advise students in some capacity (Baird, 2020). However, advising continues to be one of the weakest components of the higher education experience (Habley, 2004; He & Hutson, 2016). Effective faculty advisors are those who accomplish the following goals: assist students with self-understanding and acceptance of career goals and life decisions, assist students with developing appropriate educational plans and their decision-making abilities, and provide specifics about policies and support programs and resources (Gordon et al., 2000). However, there is still debate about the best way to advise students for success.

Common advising discussion topics include descriptive versus prescriptive academic advising and debates about effective styles and strategies for improving student success,

persistence, and completion (Baird, 2020; Habley, 2004). Early advising was a purely prescriptive process involving linear communication, with the advisor solely responsible for communication and course selection. Prescriptive advisors told students what classes to take and when to take them. More academic freedoms have emerged over time. Students have become active, participating members in the educational decision process and have leaned toward a more descriptive method of advising. Studies have shown that prescriptive advising methods have the least success in producing the ideal advising situation, with descriptive methods typically including holistic student support (Habley, 2004; Kramer, 2000; Tyton Partners, 2017).

Beyond prescriptive and developmental approaches, Habley (2004) used organizational models to examine advising structures. Advising practices are challenging to categorize; therefore, Habley identified models with constructs for describing and analyzing advising programs. The decision of who should advise students is important, with the organizational structure of advising varying by college, department, and program (Habley, 2004; Hemwall, 2008).

Habley (2004) described seven advising models: faculty-only, supplemental, split, dual, total intake, satellite, and self-contained. In the faculty-only model, students receive assigned instructional faculty members, and no campus advising office exists. In the supplementary model, students have instructional faculty as advisors, with an advising office available to provide general information. In the supplementary model, the faculty advisor approves all advising transactions. The split model assigns specific groups of students, like undecided students, to an advising office, with all other students assigned to units or faculty advisors. The dual model consists of assigning each student to two advisors. One advisor is a faculty member who advises the student on course selection; the other is an official advisor assisting with the

college's general requirements, procedures, and policies. In the total intake model, administrative staff advises all students meeting specified criteria based on major or class level. Students receive new advisors as they progress and meet other requirements. There are satellite advising models from each school, college, or division within the institution and an established approach to advising. With the self-contained model, there is a central unit for advising from enrollment to departure. The three most common organizational structures for academic advising at community colleges are the self-contained, split, and faculty-only models.

The faculty-only model is the most holistic approach to the major, general education, vocational, and extracurricular aspects of the community college experience. In the faculty-only model, students receive assigned instructional faculty members without a centralized advising center (Habley, 2004). Colleges adopt this model because the faculty members are the knowledge and career experts for their particular skill sets and curricula. However, the split advising model still has faculty as the primary advisors, with counselors or admission centers guiding undeclared or selective program students.

Faculty as Advisors

Faculty advising has been a role reshaped many times throughout higher education, with diversity becoming increasingly influential. Postsecondary institutions had to adapt quickly to diverse student populations in the 20th century and continue to do so today. Notably, after World War II, diversity in higher education increased and continued to do so with the establishment of community colleges. Curricula and performance expectations have also affected faculty advising. Enrollment increases after the war began to influence perceptions of the faculty advisor role (Habley, 2003).

The role of the faculty advisor is a middle-level administrative duty. Ultimately, the goal is to develop meaningful relationships with students or engage one-on-one to facilitate regular conversations regarding academic, personal, and social concerns (Niska, 2014). Higher education research and best practices have indicated that the best way for students to engage at an institution is to build relationships with faculty members (Astin, 1993; Baird, 2020; Gordon et al., 2000; Tinto, 1993). There is a need to develop the skills and knowledge required to take a holistic approach to student needs, expectations, and success, especially for at-risk populations (Miller, 2016). An advising session can be time-consuming and challenging, with few resources to fill the gaps. Academic advising continues to be a focus in higher education due to its link with student retention; therefore, there is also an opportunity to better prepare faculty advisors for engaging with and meeting the needs of students on a higher, more complex level. Faculty advisors foster student expectations for success in academia and beyond by providing clear academic and career advice, promoting student involvement within the college, offering holistic assistance, and encouraging student interests (Miller, 2016). Because quality academic advising is crucial to student success and faculty advisors are responsible for numerous tasks including advising work, it becomes an issue when faculty advisors are not provided clear expectations of advising duties or trained in their role as an academic advisor (Drake, 2013).

Tinto (2004) found that good advising positively impacted retention and graduation when knowledgeable advisors focused on the student population's needs. Undecided students, students who decide to change their majors, and first-generation students who might not know how to navigate the services within higher education benefit the most from a holistic approach to advising. Holistic support for student learning extends beyond the classroom, as college professions outside of instruction have an increased role in student success. Historically,

academic advising consisted of pairing students with faculty; however, by process, faculty advising was the discipline-specific assignment of courses by the faculty of that discipline. Advising focused less on actual planning and advising than selecting the next set of course sequences for the student (Williamson et al., 2014). Research has suggested that faculty are the most utilized source of academic advising and advising support, and faculty involvement in student support continues to show growth.

The faculty advisor's role shifts with cultural, societal, and historical changes. Academic advising is integral to colleges and universities, whether formally defined or just a process. Often knowledgeable and immersed in the college culture, faculty tend to have a deep understanding of the requirements of their disciplines and institutions. Faculty involvement in instruction strengthens the student–advisor relationship (Boeck, 2022; Habley & Morales, 1998; Habley, 2004; Henning, 2009; Kramer, 2003). The advising arena tends to have limited institutional training, recognition, and continuous professional development, resulting in the limited effectiveness of advising sessions and the potential for student–advisor success (Kramer, 2003). Many community college students are first-generation, come from high-risk populations, are academically unprepared for higher education, and need more direction to complete higher education successfully. Effective faculty advising and involvement can have a significant impact on student retention, success, satisfaction, and campus involvement. However, there has been limited research on the attitude, culture, and experience of faculty with advising (Habley, 1998; Habley, 2004; Kramer, 2003; Light, 2001; Tinto, 1999; Voller, 2012; Williamson et al., 2014).

Professional Development for Faculty Advisors

Advising duties are generally additional responsibilities to the faculty's heavy workloads of teaching, administrative tasks, course development and preparation, and other assigned duties.

Regardless of faculty perceptions of advising and other duties, advising is an essential and much-needed component of the college experience. Academic advising and the advisor–student relationship are significant components of student success. Despite knowledge of the significant role of academic advising in the college experience and student success, only one-third of institutions of higher learning provide advising-specific professional development or training (Habley, 2004). Also, less than one-fourth of these opportunities include faculty, the individuals most likely to take on the academic advisor role (Hutson, 2010).

Professional development should include a wide variety of topics, such as college policies and procedures, advising theory, technology, best practices, and diversity training on mental health, career, or military/veteran support. Training should provide faculty advisors with the necessary tools and resources to promote student success (King, 2000; Voller, 2012). Similarly, NACADA surveys in 1980 and 1985 found that advisors reported the low status of advising on campuses and the lack of support for advising as significant issues (Polson & Cashin, 1981). Other barriers to professional development include time, cost, compensation, and participation (Smith, 2007). Addressing these barriers and developing programs for new faculty to foster a culture of lifelong learning and continuous professional growth could provide benefits invaluable for academic advisors, students, and institutions.

Many institutions fail to regularly invest in professional development opportunities specifically for faculty advisors and provide little to no formal training for the individuals providing academic advising services (Alvarez & Towne, 2016; Grites, 2018; Hutson, 2013; Voller, 2012). Academic advisors should be aware of educational options, college policies and procedures, student demographics, curriculum programs, career training, and mental health resources. Advisors should also know about persistence, completion, and graduation statistics.

Structured academic advising is a way to promote the success of students as they make their way through higher education (Cohen & Brawer, 1996; Kramer, 2003; Weatherton & Schussler, 2021). Academic advising can directly affect student persistence, retention, graduation, and satisfaction and indirectly affect intentions, grades, and campus participation (Allen & Smith, 2008; Baird, 2020). Most advising responsibilities fall to faculty members who already have heavy workloads, and there has been a decline in the designated role and an increase in expectations. Faculty often regard advising as a low-priority task compared to their other assigned duties. This view, coupled with a lack of training and professional development, has not produced a conducive advising environment for student success and strong relationships.

The coordination of training for new and seasoned faculty advisors in all programs is a necessity. Professional development should include a wide variety of topics, such as college policies and procedures, advising theory, mental health training, career training, military veteran training, technology, and best practices. This training should provide faculty advisors with the tools and resources to promote student success (Voller, 2012). Training should also be a means of setting job performance variables to measure for assessment. Faculty advisors could benefit from relevant professional development opportunities and resources, enabling them to gain knowledge and accountability for encouraging student success. Ideally, students and faculty advisors should strive to foster academic learning, formulate knowledge, and utilize resources. The student and advisor should be willing to share responsibility for the relationship and communication of information.

Advising to Support Student Success

Retention and completion are advantages of having an academic advising system in place (Drake, 2011). Research has also shown that academic advising significantly contributes to

higher persistence rates (Creamer & Scott, 2000; Drake, 2011; Kardash, 2020; McArthur, 2005). Knowledgeable and informed advisors can work with the diverse community college populations and help students stay in school and become contributing members of their colleges and communities. Advising support can include addressing academic unpreparedness, disabilities, personal issues, registration and course selection, and career guidance. Cosand (1977) stated that community college faculty should have the ability to identify various student needs, including personal. Community college academic advisors who do not understand students' specific needs provide generic advice. Additionally, some aspects of the academic advising process remain unknown, such as the courses students could pass or fail. Due to these unknown factors, faculty advisors cannot always provide optimal advice. Faculty advisors and academic advising, as a whole, should have a specific focus on the needs of individual students (Abdelhamid & Alotaibi, 2021).

Students have advising expectations beyond academics, including guidance in selecting career paths, reaching completion, building trust, and dealing with challenges that impact academic performance. Each topic requires various knowledge and experience to address students' expectations and requirements. Advisors who understand students' needs can provide appropriate advising services to meet those expectations and requirements. However, faculty advisors who lack the appropriate training or continuous professional development opportunities and support for skill growth could leave students at risk (Kramer, 2003). Maintaining an effective advising protocol is a necessity and should include providing adequate resources, personnel, space, training, and rewards.

Career and Technical Education

According to the U.S. Department of Education's (2021) Office of Career, Technical and Adult Education, there were almost 12 million students in the United States in secondary or postsecondary CTE curricula in the 2016–2017 academic year. Often, community colleges are the primary institutions providing licensure and certification for various occupations and continuing education opportunities for soft skills, such as critical thinking and problem-solving. Evolving industries and careers are requiring more specialized forms of knowledge. Thus, many industry leaders have turned to community colleges to provide certification training (Hirschy et al., 2011). As the job market grows increasingly more competitive and demanding, secondary education is crucial for developing the skills needed for employment opportunities and higher wages. Postsecondary education could be a means of increasing the number of job options and potential earnings of those entering the job market (Hodge & Lear, 2011; Kandalec, 2016). Students looking to enter the workforce with less than 4-year degrees can choose from numerous postsecondary options. Career and technical programs at the community college level provide job training and knowledge for an applied associate degree, diploma, or certificate for industry needs. Students need a solid foundation of career development and support to make informed decisions about their future goals. Community college faculty advisors offer students the necessary support and unique perspectives based on industry experience. Students' career perspectives can influence the knowledge and skills they need to succeed when they enter the job market.

Many who plan to enter the workforce fail to realize the importance of the transferable skills needed. Self-confidence, decision-making, and communication are transferable skills, regardless of position or job title. Unpreparedness in students could result from students' failure

to actively listen to professors and advisors, a lack of class participation, or an inability to learn from interactions and experiences throughout education (Hodge & Lear, 2011). Thus, faculty advisors can reinforce and strengthen transferable skills in both classrooms and advising sessions.

University Transfer

Career and technical education, CTE, students differ from students seeking academic majors at 2-year institutions, as they intend to further their education by transferring to 4-year institutions. CTE programs provide technical knowledge and skills for specific occupations, whereas university transfer, UT, programs prepare students to enter 4-year universities via general education course completion. According to Wyner et al. (2016), dedicating resources to transfer students is a best practice, and accurate and intentional faculty advising is a crucial resource. Transfer students are a unique population receiving services from the North Carolina Community College System (NCCCS). Therefore, system faculty advisors need to answer questions, help students complete required tasks, and refer them to other offices only when necessary. Schwienteck (2018) stated that cross-training could be the key to reinforcing the one-college model and the perception of the ability to address issues beyond individual departments quickly. Wyner et al. also found that institutional resources were a powerful way for the administration to show institutional priorities and practices for CTE faculty advising. Research has shown that students feel less concerned about organizational structure and more worried about the institution's responses and actions to student concerns and needs (Schwienteck, 2018). By creating pathways and offering tailored, informed faculty advising, community colleges can show they prioritize students. Thus, there is a need to understand faculty advisors' viewpoints on

the knowledge, skills, and resources necessary to effectively advise students to support their success.

North Carolina Community College Faculty Advisors

Community colleges have open-door admission policies and lower tuition and are a means to higher education to populations that otherwise might not have access. Many students enter community colleges with the intent to enter a variety of technical work fields or transfer to universities to earn 4-year degrees (Wyner et al., 2016). This study focused on NC community college faculty advisors who advise students enrolled in career and technical education, CTE, and university transfer, UT, programs. The mission of the North Carolina Community College System, NCCCS—the third-largest community college system in the United States—is to provide open opportunities for quality higher education with minimal barriers (North Carolina Community Colleges, 2022). The North Carolina Community College System also focuses on student success and developing knowledgeable students for improved student well-being. In the 2017–2018 academic year, there were about 682,000 students enrolled in North Carolina’s 58 community colleges, with 138,000 enrolled in CTE programs (North Carolina Community Colleges, 2022). According to the NCCCS website, academic advising is the core of student success. Academic advising is also a collaborative process for assisting students with their career and educational goals by providing targeted support and interventions, aiding students’ progress through programs, and helping students with informed decision-making. AAS programs are typically CTE programs, which provide students with skills, knowledge, and training for specific workplace competencies. UT programs usually consist of AA and AS degrees to transfer to 4-year institutions.

Hasty (2012) conducted interviews with 15 Eastern North Carolina community college faculty advisors. The findings showed that the schools lacked official academic advising definitions or descriptions of advisors' competencies, clarity about advising roles and duties, formal training processes, regular advisor assessments, or a way to acknowledge faculty advisors. At many North Carolina community colleges, instructors take on advising responsibilities in addition to their teaching duties. Community colleges assign faculty advisors to students based on their programs of study. However, the roles faculty advisors must fill, including their duties, responsibilities, and expectations, remain officially unidentified at the state level. Academic advising services should address the expectations and needs of the unique population served in community colleges, which led to institutions' different approaches to academic advising (e.g., centralized, decentralized, faculty advising, or split models).

An advising organizational structure is the "formalization of those factors that are unique to the institution in which the program must function" (Habley, 1983, p. 536). Organizational models provide the opportunity to consider institutional culture, the people involved, and the policies and procedures used to govern institutional activities. The institution must address the practical needs of students and staff, professional development and training, accountability, communication, and the costs of delivery, and faculty advisors are a significant part of this design. Although some have suggested that a holistic approach to advising delivery is necessary for student success, each institution is different and academic advising is not a one-size-fits-all process. Faculty advisors understand aspects of the community college. Therefore, they can advise students through a college concept to provide information, guidance, and support services to their advisees, such as program planning, college resources, student services, and career planning.

Summary: Chapter 2

Although the academic advising literature has focused on history, retention, and satisfaction, it has not addressed the influence of faculty advising on student learning and development. Advising should entail developing the student holistically. The ever-changing populations enrolled in North Carolina community colleges present unique challenges to faculty advisors. Understanding faculty advisors' viewpoints of the wide range of resources, knowledge, and skills they need for successful academic advising could be a critical means of helping students achieve academic success. Quality advising programs, training, and professional development require time and effort to plan and implement. Many advisory programs do not operate as intended and vary widely in quality and effectiveness. Those who utilize the services should have a part in developing applications. Grassroots participation and buy-in are necessities for developing training, resources, and, ultimately, a culture of more effective advising (Niska, 2014). Research has indicated that students and faculty interactions and advisor-advisee relationships correlate with increased on-campus student involvement, retention, and completion rates (Habley, 2004; Voller, 2012); however, few studies have addressed the perceptions of faculty advisors. Community college faculty advisors need specific time allotments, resources, and preparedness. Improving the understanding of advisor perceptions related to necessary resources and training could provide insight into improving student involvement and achievement.

Although there has been significant and recent research on the definition of academic advising and the qualities and skills of an effective advisor, little research has focused on faculty advisors' perceptions in the community college setting. The role of advising in higher education has inspired researchers to explore community college faculty advisors' perceptions to improve

practice and student success outcomes. The literature review contributed to the goal of the study, which was to bridge the gap between what the participating advisors perceived as necessary to participate in student success and administrators' directives for advising practices and resources.

Chapter 3: Methodology

This study used Q methodology to research faculty advisors' viewpoints on the knowledge, skills, and resources they considered essential for successful advising. The study focused on North Carolina Community College faculty advisors. This chapter includes an overview of Q methodology, the process, concourse development, participant selection, and data collection methods. Q methodology is useful for determining perspectives or viewpoints on a topic (Brown, 1993). Therefore, it was an appropriate approach for this study, as it provided for the subjectivity of faculty advisor perceptions and viewpoints.

The Q Methodological Approach

William Stephenson developed Q methodology to provide a systematic means for examining human subjectivity (Brown, 1993; Watts & Stenner, 2012). Q methodology is a research technique used to examine a subjective phenomenon from an individual perspective (Watts & Stenner, 2012). The qualitative aspect of Q methodology derives from its ability to show the *how* and *why* of an individual's viewpoint. Q methodology helps identify patterns, understand categorized individual perceptions or opinions, grouping individuals based on their perceptions (McKeown & Thomas, 1988), and quantifiably measuring participants' perceptions, attitudes, and beliefs (Watts & Stenner, 2012). Q methodology allows researchers' a research design space to define the problem and develop statements for creating a concourse, guiding the study, and selecting the participants (McKeown & Thomas, 1988). Each participant decides on the placement of statements on a grid, which provides the opportunity to gather the data and quantifiably measure opinions and attitudes toward the topic. The participants decide what they find meaningful or significant throughout the study (Coogan & Herrington, 2011), with their subjective views used to interpret the themes. Q methodology also includes a quantitative factor

analysis for developing factors. Valenta and Wigger (1997) stated, “Q methodology research emphasizes the qualitative how and why people think the way they do and is not as concerned with the quantitative how many people think a certain way” (p. 502). Q methodology is a suitable approach for discovering viewpoints toward subjective topics, as there is less focus on the distribution in a larger population (Brown, 1993; McKeown & Thomas, 1988). McKeown and Thomas (1988) defined subjectivity for use in the Q method as “a person’s communication of his or her point of view on a matter of personal or social importance” (p. ix).

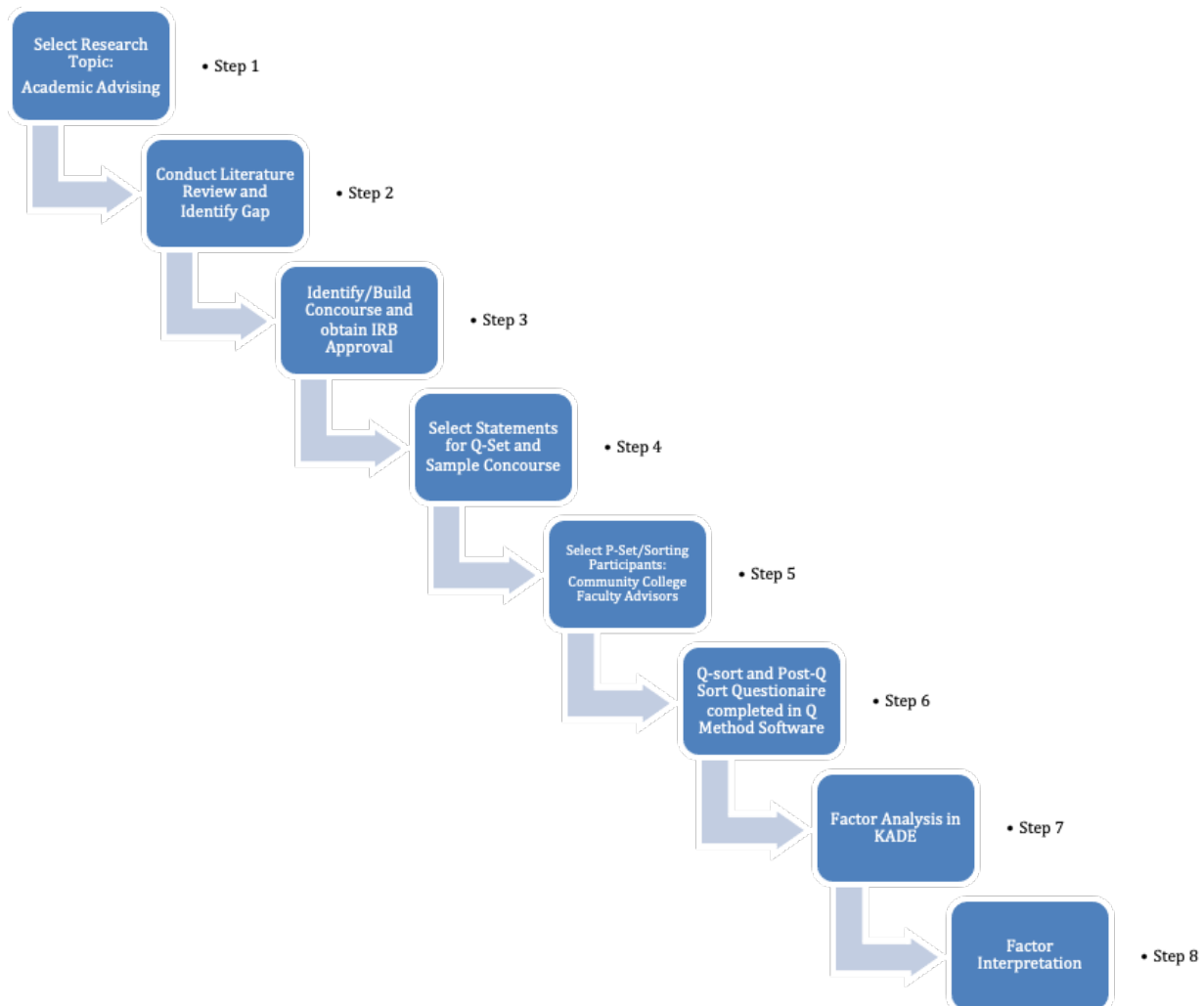
Q methodology is a form of empirical research used to understand individual perceptions and inform practice. The Q method researcher gathers participants’ points of view and opinions on subjective topics and groups participants based on similar perspectives. The P set is a sample deliberately selected for as much heterogeneity as possible and relevance to the research in question (Exel & Graaf, 2005; Stephenson, 1953). Because Q study participants are variables, fewer participants are needed than traditional sampling methods (Bartlett & DeWeese, 2015; Watts & Stenner, 2012), as low response rates do not present a risk of bias. The primary purpose of the Q methodology is to identify similar and distinguishing perceptions within the sample and the goal is to understand views on a particular topic (Bartlett & DeWeese, 2015; McKeown & Thomas, 1988). Q methodology enables the identification of similarities and differences in subjective perceptions, with the concourse providing a comprehensive list of items for understanding the individuals’ viewpoints.

Watts and Stenner (2012) concluded that the distribution type had little to no effect on the factors and that the forced distribution produces less work and confusion for the participants. Forced distribution also facilitated the ease of analyzing this study’s results. Q methodology enables the analysis and interpretation of subjective viewpoints and rationale (Brown, 2004;

Watts & Stenner, 2012). As indicated in Chapter 1, Q methodology was the best choice for this study because it enabled an understanding of the faculty advisor viewpoints specific to North Carolina community colleges concerning the time, resources, and preparedness needed for the academic advising role. Q methodology consists of concourse development and the selection of sorting statements, participant identification or the P set, the Q sort itself, and the data analysis. Figure 3 shows the eight-step process taken, from research topic selection to the conclusion and interpretation of the collected data specific to this study. The process of conducting the study in these eight steps provided an opportunity to refine the topic, review scholarly literature to identify a gap, identify and build a concourse, obtain Institutional Review Board (IRB) approval, establish a Q sample and final concourse, identify a P set, collect data through QMethod software including sorts and postsort questionnaires, conduct a factor analysis, and interpret factors which resulted in findings.

Figure 3

Q Methodology Conceptual Diagram



Research Design

This study investigates community college faculty advisors' viewpoints on the knowledge, skills, and resources specific and necessary for faculty academic advising. The study had two guiding research questions:

1. What are the viewpoints of faculty advisors about what skills and knowledge are needed to perform their roles and why?
2. What are the consensus statements across the viewpoints?

The Q sort occurred online with QMethod software. The participants also completed a postsort questionnaire (see Appendix A) to provide demographic information and responses about their reasoning specific to the sorting process. Lastly, statistical analysis and interpretation of the data occurred to produce the study's findings.

Concourse Development

A concourse is the initial collection of statements from which the Q sample will come (McKeown & Thomas, 2013). Each statement on a concourse is derived from a problem, meaning, or opinion, depending on the context. The concourse can be built utilizing a variety of statements, posters, pictures, and other modes of communication in written and verbal form (Stephenson, 1953). The concourse has a definite self-referent aspect, depending on the research and each participant (Watts & Stenner, 2012). This study was guided by two research questions which contributed to the creation of the concourse. Each statement in the concourse may have different meanings and interpretations for each participant. This Q method study contains statements representative of the research topic so that participants can determine what is the most or least important to their role as a faculty advisor. The compilation of the statements was based upon various sources and includes as many subissues within the topic as possible, so the participants could truly express their distinctive viewpoints on the research topic. Statements receive meaning when the participants complete the sorting (Coogan & Herrington, 2011; Watts & Stenner, 2012).

Researchers can derive and collect Q methodology concourse statements from many scholarly and practice-based resources (Brown, 2004; van Exel & de Graaf, 2005; Watts & Stenner, 2012). For this study, an extensive literature review occurred to uncover the history behind academic advising, the influences on academic advising, advising research, advising

models, trends in academic advising, and other topics on academic advising. The concourse (see Appendix B) development occurred through an examination of scholarly literature, faculty advisor observations, the 2018 National Academic Advising Association (NACADA) Annual Conference materials, Advising Unconference 2018 materials, personal communications with advising professionals, and advising focus groups at a North Carolina community college. To summarize, these steps allowed for the identification of the concourse:

Step 1: Review of Scholarly Literature

Step 2: Personal observations and notes from faculty advising appointments

Step 3: Presentations and materials from the 2018 NACADA

Step 4: Presentations and materials from the Advising Unconference 2018

Step 5: Personal communication with advising professionals documented

Step 6: Advising focus groups hosted by a community college's quality enhancement plan efforts

A total of 104 statements from the sources in the six steps contributed to the development of the concourse. The content from all sources was compared for accuracy of distinct themes. The cumulative list of statements was recorded using a Microsoft Excel spreadsheet and was placed into categories. After a review of all 104 statements, overlapping themes were eliminated, and 48 statements were included in the sort.

Q Sample

The concourse was the means to select a subset of statements, called the Q sample. All statements in the concourse were reviewed. Duplicate statements were then removed to narrow down the number of statements being used and avoid repeat use. The remaining statements were then separated into topics. Once the remaining statements were separated by topic, they were

reviewed again to check for redundancy. From those statements a representative set of statements were selected from each topic to be used as the Q sample. The study's goal was to comprehensively represent faculty advisors' perceptions and provide a balanced representation of the statement items. The Q sample was a subset of the concourse determined by eliminating duplicate statements and merging similar statements. Appendix C contains a list of the statements used in this Q sample. The Q sample was added to QMethod software, with the participants sorting the statements per the instructions provided by the software. After Institutional Review Board (IRB) approval, a pilot of the Q sample occurred to review the opinion statements for clarity and bias. The selection of the final Q sample for the study followed the pilot of the opinion statements.

P Set

The P set includes the participants of the Q methodology study. The priority of the P set selection was to select faculty advisors at specific community colleges for students from AAS, AA, and AS programs. The first part of the process for acquiring participants for this study consisted of contacting the North Carolina Community College System (NCCCS) office to gather information identifying the institutions relying upon faculty as advisors. After contacting the NCCCS, six North Carolina community colleges were identified as utilizing faculty advisors in the academic advising process. The researcher contacted the Institutional Research department at six institutions via email (see Appendix D) to determine interest in participating in the study and to obtain the proper institutional process and approvals. Ultimately, four colleges participated in this study. IRB approval was obtained by the researcher for this study from the university as well as the four participating community colleges. After receiving approval from the institutions, the researcher contacted potential participants via publicly available email

addresses, providing an invitation to participate and explaining the study's intent (see Appendix E). It may be important to note that invitations were sent at the height of the COVID-19 pandemic. There were approximately 300 initial emails sent to potential participants at the four participating North Carolina community colleges with only seven responses. Due to the low number of responses, a follow-up email was sent two weeks after the initial email. After the follow-up email was sent, an additional 64 responses were received. Of the 71 individuals who responded to one of the invitation emails, 22 (31%) completed the Q sort process and participated in the P set. The final P set for this study consisted of 22 faculty advisors from four North Carolina community colleges who advised students enrolled in AA, AS, and AAS degree, certificate, or diploma programs. To summarize, these steps allowed for the identification of the P set:

Step 1: IRB approval was obtained

Step 2: The researcher contacted the NCCCS office's advising point of contact to gather information about advising practices across the system

Step 3: Six community colleges were identified as using faculty advisors

Step 4: Institutional Research departments of each college were contacted and invited via email to participate in the study

Step 5: Four community colleges confirmed participation

Step 6: Email invitations were sent by the researcher to potential participants at each college

The selection of the participants occurred within four community colleges in North Carolina with faculty advisors of AA, AS, and AAS degree, diploma, and certificate programs. This sample allowed the best comprehensive inclusion of opinion and subjective viewpoints for

this study. According to Watts and Stenner (2012), the participants serve as variables. Therefore, the research occurred with strategic rather than opportunistic sampling because participant viewpoints must matter in relation to the subject of the study.

Pilot Study

A pilot study informed the Q sort development prior to the beginning of data collection. Seven individuals were purposefully selected because they served in faculty advisor roles within Career and Technical programs or University Transfer programs. The pilot group was made up of four CTE faculty advisors and three UT faculty advisors. The pilot group was provided the QMethod software link to complete the Q sort that contained the informed consent, Q sort instructions, condition of instruction, and postsort questionnaire. These individuals provided feedback to the researcher to lessen confusion and strengthen the overall flow and instructions for the study. These individuals were excluded from the p-set. As a result of the feedback received from pilot group participants, adjustments were made to the format of the text boxes in the QMethod to create a more user-friendly and visually accessible delivery. Also, one suggestion resulted in the creation of a PDF version of the Q sort instructions (see Appendix F), provided in the email invitation, to supplement the online version of instructions embedded in the QMethod software.

Condition of Instruction

Each card in a Q sample had one statement, and each participant sorted the statement based on the condition of instruction. The condition of instruction (see Appendix G) indicated to the participants how they should view the sort based on the research questions, and this study consisted of the set of instructions used by all participants when ranking each statement. The participants received advisement that there was no right or wrong response and they should use

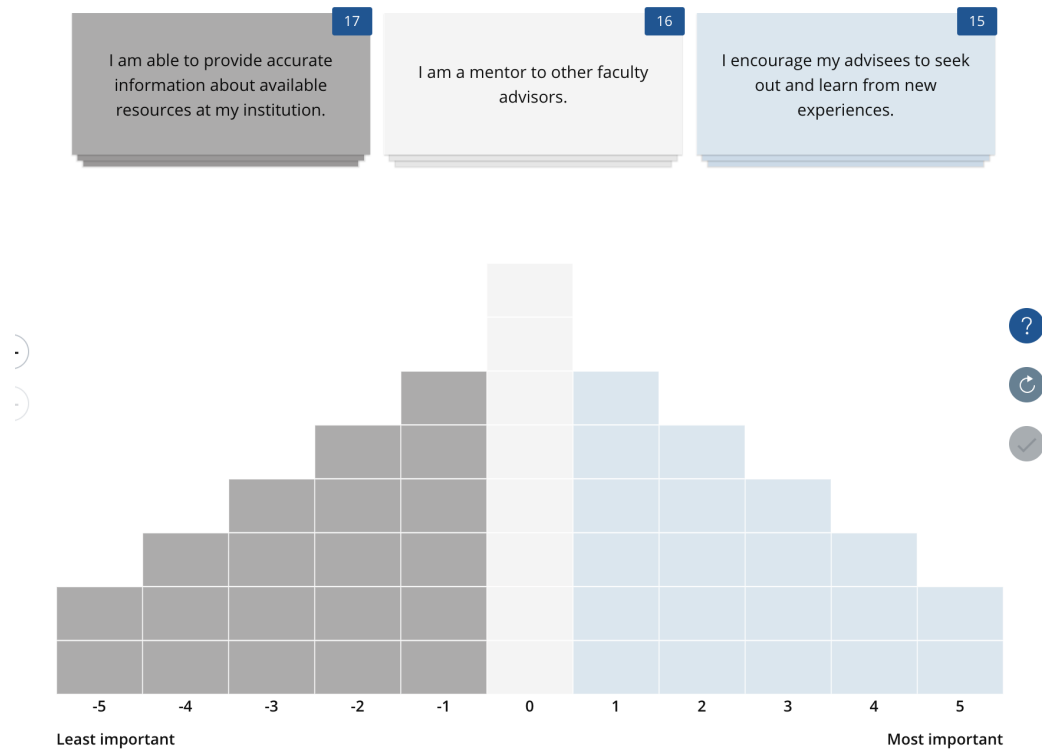
their subjective points of view, not what they thought the researcher wanted to hear. The condition of instruction was to please rank each statement from least important to most important as you feel it relates to your success as a faculty advisor. The participants sorted statements with a forced distribution indicated on the Q sort grid.

Q Sort Data Collection

The data collection phase of this study included the use of QMethod software. A Q sort can occur either manually, face-to-face, or remotely via an electronic or web-based platform. Web-based data collection was the best choice for this study due to the COVID-19 pandemic and the inability to meet in person. The researcher remained available to the participants via email and telephone if they had questions during the sorting process. The Q-sort link, instructions, and the researchers' contact methods were provided to the P set via email (see Appendix E). The Q sort was the process in which the participants placed each statement on a grid (see Figure 4) based on the instructions given by the researcher. Prearranged, forced-choice distribution occurred via a matrix grid (see Figure 4). The Q sort occurred in two phases. In the first phase, the participants divided the statement cards into three piles: most important, neutral, and least important (see Figure 4). The purpose of the first phase was to help the participants organize their thoughts by making judgments on cards in large groups before sorting them on the grid. The second phase involved participants sorting the cards onto the forced distribution grid (see Figure 4).

Figure 4

Phases 1 and 2 of the Q Sort



Note. The top part of the figure shows the completed sort into three piles for phase 1. The bottom part of the figure is the blank grid prior to sorting in phase 2.

Postsort Questionnaires

A postsort questionnaire (see Appendix A) occurred after the Q sort to understand better the statement rankings and the reason behind their placement. Postsort questions are often a part of the follow-up process in Q methodology research designs (Watts & Stenner, 2005). The postsort questionnaire resulted in data that provided a qualitative value component to the study. After completing the sort, each participant completed a postsort questionnaire to provide a collection of demographic information. The participants were asked to answer a series of questions, resulting in a narrative of their experience and provided a way to capture their reflection on the sorting process (see Appendix A for the postsort questionnaire). The

questionnaire enabled the participants to reflect on the Q sort and provide richer qualitative insights into their perspectives (Watts & Stenner, 2012) for a more robust analysis of the faculty advisors' perceptions. For this study, postsort data contributed to a deeper understanding of the participants' sorts and individual viewpoints on the sorting process and statement placement.

Data Analysis

Data analysis in Q methodology typically includes a correlation and an inverted factor analysis. Factor analysis is the primary method used to determine which participants share similar viewpoints in a Q-method study. This occurs after generating a correlation matrix (Brown, 2004). The correlation matrix allows for associations to be identified between sorts (Watts & Stenner, 2012). This study first analyzed data through a correlation. Next, factor analysis was conducted to group participants into similar viewpoints based on factor loadings. The factor analysis resulted in factor loadings as the extent of the similarities and dissimilarities among participant viewpoints emerged (Brown, 2004). For this study, factor loadings resulted in a 4-factor solution, which is described in detail in chapter four. Q Methodology provided a structure for the ability to study the subjectivity of viewpoints by grouping participants who sorted statements with similar perspectives. Once data were collected from the sorting process, data were exported to a CSV file. QMethod software allowed the researcher to download both the CSV and text files. The downloaded files were then uploaded to KADE software. KADE software was used to run the data analysis. QMethod software eliminated sorts that were incomplete, cleaning the data. A Pearson Correlation was conducted as the first step in analysis to determine relationships between sorts. KADE software gives the option to select Principal Component Analysis or Centroid Factors. Principal Component Analysis was chosen for the analysis of this study to eliminate the redundancy of data for a more accurate reflection of data

points in the output of the scree plot. Once Principal Component Analysis was selected in KADE, the options to analyze data further included Varimax rotation or Judgmental. For this study Varimax Rotation was the best choice so that rotations would result in patterns to better determine the number of factors to select. The following steps summarize the analysis of the data using KADE:

Step 1: Exported CSV and TXT files from QMethod software with no manipulation needed

Step 2: QMethod CSV and TXT files from QMethod software were uploaded into KADE

Step 3: Data were checked to ensure correct files were uploaded and cleaned

Step 4: A Pearson Correlation coefficient was calculated

Step 5: A Principal Component Analysis using Varimax rotation was conducted

Factor loadings occurred and arrays of factor scores, z scores, and the scree plot output were used to interpret the extent of the consensus related to individual Q sort statements.

Output was examined including factor characteristics, distinguishing statements, and factor visualizations/composite sorts. Individual positive loadings on a factor indicated a consensus with others on that factor; negative loadings indicated a dissimilar viewpoint (Brown, 2004). By examining factor characteristics, distinguishing statements, and composite sorts; for example, the number of factors, the number of participants loaded on each factor, and if any participants were excluded from a factor, data analysis was able to reveal findings.

Postsort Questionnaire Analysis

A postsort questionnaire (see Appendix A) allowed for the capture of the demographic data among participants, the reasons why participants ranked their statements high and low, and if participants experienced any difficulty with the placement of statements. It also allowed

participants a space to indicate if they felt a statement had been eliminated and should be added. The analysis of the postsort questionnaire added value to the KADE analysis and further confirmed the factors included in the results.

Demographic Data Analysis

The demographic data analysis resulted in the capture of gender, age group, the number of years of experience working in education, the level of education completed, and ethnicity. Additionally, participants shared the type of program and/or degrees for which they advised, their assigned academic advising caseload, the approximate amount of time they spend advising students, and acknowledgment of any release time granted by their institution. Participants were also asked about additional responsibilities they had because of their advising role, the types of resources and professional development they had received, and their definition of advising.

Limitations

This study focused on North Carolina community college faculty advisors. The methodology relied upon for this study was Q methodology because of its capacity to measure and analyze human subjectivity by capturing viewpoints (Watts & Stenner, 2005). This study relied upon faculty advisor viewpoints about their advising roles from four North Carolina community colleges. Faculty participants in this study included only those who advise students in career and technical education (CTE) programs or university transfer (UT) programs at one North Carolina community college. While their job duties include serving a community college as both an instructor and advisor is standard practice at many community colleges, the distinct viewpoints of faculty advisors in this study may not be representative of all faculty advisors who teach and advise in CTE or UT programs at community colleges, which limits the studies' findings being applicable at a broad scale.

In addition, data collection occurred between June 2020 and February 2021 and resulted in an array of unique themes. One limitation of this study, specific to the Q sort method, is that the participants were limited in the choices they had of the statement items related to a selective set of perceptions available to sort. Due to the timeframe of the data collection, some shifting in the recruitment methods occurred because of the COVID-19 pandemic. This study took place during a pandemic, which could have resulted in reduced participation.

The responses to the postsort questionnaire indicate that the software and instructions used to collect the data may have been limited. Some of the participants disliked the forced distribution aspect of the study and indicated they would have felt more comfortable participating in the study face-to-face. In addition, the remote data collection process resulted in a limited amount of postsort questionnaire responses, as there was no opportunity to further connect with participants to ask additional clarifying questions.

Conclusion

The goal of collecting and analyzing the data in this study was to understand the viewpoints of faculty advisors about the knowledge, skills, and resources they considered important for advising; Q methodology was the approach used for the analysis and interpretation of the subjective viewpoints and rationale. Q method was most appropriate for understanding North Carolina community college faculty advisors' perceptions of the knowledge, skills, and resources necessary for academic advising. At the time of this study, the participants worked at North Carolina community colleges, where they advised students enrolled in Associates in Applied Science, Associates in Science, or Associates in Arts degree programs. The data collection occurred with the Q method and factor analysis to address the research questions.

Chapter 4: Findings

This chapter provides the results and findings of this study. The goal of the research was to gain an understanding of faculty advisors' self-identified viewpoints of the knowledge, skills, and resources necessary to complete assigned academic advising duties successfully. In this study, academic advising consisted of situations where a community college student received insight or direction about an educational, social, or personal matter. Additionally, a faculty advisor was a community college instructor who provided academic advising services to advisees based on curriculum majors or population markers.

This chapter presents the study participant demographics, data analysis and findings, factor distribution, and consensus and distinguishing statements. The Q-study and postsort questionnaires were collected via QMethod software. After importing Q sorts and associated data into KADE software, factor analysis was run to group the participants into separate groups with similar viewpoints. This study provided insight into North Carolina community college faculty advisors' viewpoints and a conceptualization and understanding of the skills and knowledge needed to perform the advising role. Specifically, the purpose of this study was to answer the following research questions:

3. What are the viewpoints of faculty advisors about what skills and knowledge are needed to perform their roles and why?
4. What are the consensus statements across the viewpoints?

Demographics

Invitations to participate went to six North Carolina community colleges selected based on collective feedback from the North Carolina Community College System Office and subject matter experts on academic advising in North Carolina. Four community colleges responded and

were part of the sample, with 22 faculty advisors participating in this study after receiving email invitations to participate (see Appendix E). The demographic data collected through the postsort questionnaire (see Appendix A) included gender, age range, ethnicity, degree taught, and education level. Table 1 shows the descriptive statistics of the participants, all of whom served in the role of a faculty advisor at the time of the study. The participants also worked full-time at their institutions at the time of the study.

Table 1

Demographics of Faculty Advisor Participants

Demographic variable	Category	<i>n</i>	Percentage
Gender	Male	4	18%
	Female	17	77%
	Not provided	1	5%
Age	35–44	7	32%
	45–54	7	32%
	55–64	7	32%
	Not provided	1	4%
Ethnicity	White	17	77%
	Black	2	9%
	Other	2	9%
	Not provided	1	5%
Degree taught	University transfer	13	59%
	Career and technical education	7	31%
	Other	1	5%
	Not provided	1	5%
Education level	2-year	2	9%
	4-year	2	9%
	Master's	11	50%
	Doctorate	6	27%
	Not provided	1	5%
Release Time	No release time	17	77%
	1-5 hours	4	18%
	6-10 hours	1	5%

Note. *n* = number of participants in the P set; percentage = total percentage

Of the 22 participants, 95% ($n = 21$) provided demographic information (age, gender, education level), and 5% ($n = 1$) declined to respond to the postsort questionnaire. A majority of the participants were women (77%; $n = 17$), with only 18% ($n = 4$) being men. Also, a majority were White/Caucasian (77%; $n = 17$), 9% ($n = 2$) were Black and 9% ($n = 2$) reported other. The participants ranged in age from 35 to 64. Most taught University Transfer, UT, (59%; $n = 13$), 31% ($n = 7$) taught Career and Technical Education, CTE, and 5% ($n = 1$) taught in other areas. Participants with master's degrees represented 50% ($n = 11$) of the p set, with 27% ($n = 6$) having doctorates and 18% ($n = 4$) having 4-year degrees or less. See Table 1 for demographic information. Only 23% ($n = 5$) of participants received release time to complete their advising duties, and 77% ($n = 17$) did not receive release time. The demographic data highlights that most advising faculty who contributed to this study were female and mostly White. At least half of the participants had completed a graduate degree beyond the baccalaureate.

Data Collection Overview

The study received IRB approval (see Appendix H) from the university and permission to conduct the research from the four participating community colleges was granted. Answering the two guiding research questions consisted of using QMethod software to collect data electronically and a combination of QMethod software and KADE software to conduct the analysis. Faculty advisor viewpoints from North Carolina community colleges were the focus of this study. A conversation with a North Carolina Community College System (NCCCS) representative revealed the various advising models used at community colleges in North Carolina. Of the six North Carolina community colleges relying upon the faculty advising model invited to participate, four responded and received further instructions, subsequently providing approval to contact faculty advisors. Each potential participant was invited to complete the Q

study via an email that linked the informed consent (see Appendix I), the Q sort, and the postsort questionnaire (see Appendix A) in the QMethod software. The invitation (see Appendix E) was sent to the participants' publicly listed college emails. The email invitations included a synopsis of the study's purpose, a user-friendly instruction document (see Appendix F), and a link to the QMethod software to participate. By clicking an acknowledgment box in Qmethod, participants confirmed their agreement to participate in the study and provided consent. The participants verified that they were currently serving in roles as North Carolina community college faculty advisors. The participants then received directions to complete the Q sort and postsort questionnaire. The process of receiving virtual acknowledgment of informed consent from the participants kept the research in compliance with COVID-19 restrictions. At each phase, the participants received additional instructions for the Q sort process within the QMethod software, which included the condition of instruction (see Appendix G) used to guide the data collection.

Postsort Questionnaire

The goal of the postsort questionnaire was to gain additional insight. The questionnaire included follow-up questions on why the participants rated certain statements about advising as the most or least important, providing additional data for the final four-factor solution. The participants also used this opportunity to explain whether they felt there were statements that should not have been included in the study and if they felt any additional statements should have been part of the study. Lastly, the participants answered demographic questions on gender, age range, and education level. The postsort questionnaire responses were exported from the QMethod software into a Microsoft Excel file for analysis and review.

Condition of Instruction

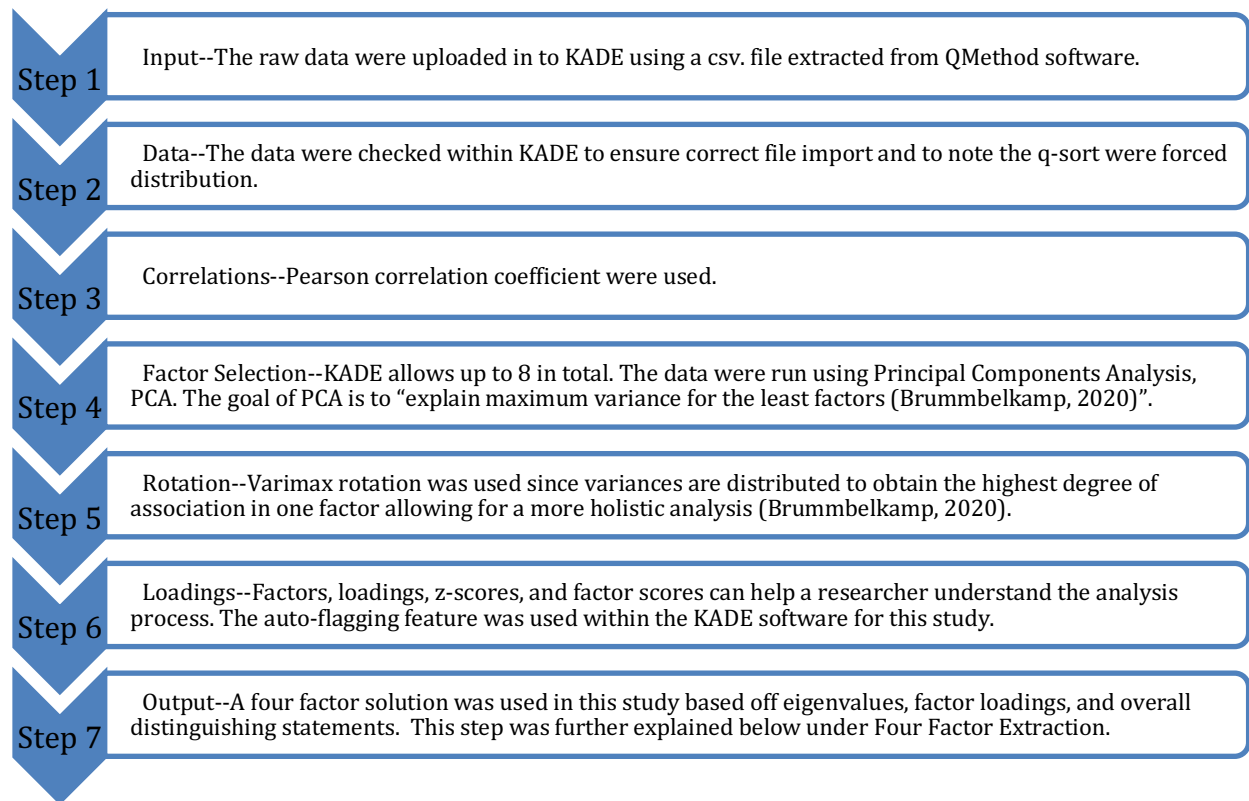
There were two phases during the data collection process. In Phase 1, the participants presorted 48 statements (the Q sample) into three piles (least important, neutral, and most important). In Phase 2, the participants sorted each statement on a forced distribution grid, from -5 (*least important*) to +5 (*most important*). The condition of instruction was to please rank each statement from least important to most important as you feel it relates to your success as a faculty advisor. After the sorting process, the participants completed the postsort questionnaire.

Data Analysis Overview

Once the data collection process was finished, the completed Q sorts were converted into a CSV file within the QMethod software and uploaded to KADE for analysis. The KADE software supported the output of factor analysis, correlation matrix, eigenvalues, factor loadings, factor arrays, and the consensus and distinguishing statements. The purpose of Q-methodology analysis is to find similar and differing viewpoints between participants (Bartlett & DeWeese, 2015; Brown, 1993; Coogan & Herrington, 2011). The researcher checked the data output from KADE to check for correct files and to ensure the q-sort was a forced distribution. Analysis for this study included a correlation, Principal Components Analysis (PCA for factor selection, Varimax rotation, looking at factor loadings, z-scores, factor scores, and auto-flagged items, and using these analyses to determine a four-factor solution. Data analysis for this study followed the seven steps recommended for KADE (see Figure 5).

Figure 5

KADE Process of Data Analysis



After following the seven steps, the data analysis consisted of a four-factor solution based upon factors representative of groups and high and low viewpoints collectively. The four-factor solution made the most sense for this study because after analyzing the data with other solutions and considering the number of participants loading in each factor, the exclusion of participants on factors, the total variance, and the highest factor loading, a four-factor solution resulted in the most complete analysis of the data combined.

Correlation and Eigenvalues

The analysis phase of the Q methodology consisted of comparing the participants’ Q sorts through factor analysis and statistically simplifying the data. Applying correlation statistics to matrix rows in this process provided the opportunity to measure the similarities and

differences between individual sort rankings (Watts & Stenner, 2012). The resulting matrix showed the correlation between each participant sort (see Table 2). Data output resulting from factor analysis to obtain the groupings of data arrays, with highly correlated arrays indicating the factors representative of the clusters of participants with similar opinions. The correlation matrix showed the degree of agreement or disagreement between two participants' sorts (Watts & Stenner, 2012). A high level of agreement between two scores was represented by +1.00 and a high level of disagreement between two scores was represented by -1.00 (Bartlett & DeWeese, 2015).

The correlation data showed that .61 was the highest correlation value between Participants 5 and 20, with the next highest correlation value for Participants 5 and 17, at .58. The high correlation between these sorts showed that the participants sorted the Q set into similar configurations; hence, the participants all loaded in the same factor. The lowest correlation was -.1 for Occurrences 7 and 9 and 7 and 20. This finding showed a negative correlation; therefore, the participants did not sort the Q set in similar configurations and ultimately loaded in different factors. The patterns of similarities and differences in the correlation matrix showed the initial relationships and contributed to the early stages of factor analysis (Watts & Stenner, 2012).

Table 2*Correlation Between Q Sorts*

P ^a	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
1	100	28	24	50	33	29	29	-6	8	30	23	21	43	35	40	27	37	-6	-3	21	26	20
2	28	100	12	35	41	12	-15	-3	25	33	25	13	36	15	-2	14	19	-8	-4	26	-7	16
3	24	12	100	29	35	21	-15	11	7	3	18	35	24	24	40	14	23	11	0	19	32	22
4	50	35	29	100	49	22	19	6	5	17	32	37	34	39	28	29	19	28	5	28	36	21
5	33	41	35	49	100	30	22	2	30	17	57	41	51	31	28	42	58	23	25	61	23	35
6	29	12	21	22	30	100	10	-4	20	24	26	27	44	31	31	27	42	-3	20	25	19	48
7	29	-15	-15	19	22	10	100	-12	-1	25	17	23	3	22	24	19	18	21	27	-1	32	23
8	-6	-3	11	6	2	-4	-12	100	4	12	15	10	6	8	9	6	1	-5	13	-5	-11	-4
9	8	25	7	5	30	20	-1	4	100	34	45	19	19	15	13	32	19	14	26	27	8	38
10	30	33	3	17	17	24	25	12	34	100	38	8	6	56	15	3	15	-3	15	19	18	9
11	23	23	18	32	57	26	17	15	45	38	100	39	31	29	22	33	53	-3	50	46	13	18
12	21	13	35	37	41	27	23	10	19	8	39	100	27	19	53	23	33	14	33	19	24	9
13	43	36	24	34	51	44	3	6	19	6	31	27	100	16	27	16	47	-9	-3	45	1	43
14	35	15	24	39	31	31	22	8	15	56	29	19	16	100	24	-12	28	5	24	18	40	14
15	40	-2	40	28	28	31	24	9	13	15	22	53	27	24	100	36	19	0	40	14	20	30
16	27	14	14	29	42	27	19	6	32	3	33	23	16	-12	36	100	26	27	28	27	6	36
17	37	19	23	19	58	42	18	1	19	15	53	33	47	28	19	26	100	-8	26	43	26	21
18	-6	-8	11	28	23	-3	21	-5	14	-3	-3	14	-9	5	0	27	-8	100	6	9	26	19
19	-3	-4	0	5	25	20	27	13	26	15	50	33	-3	24	40	28	26	6	100	23	11	6
20	21	26	19	28	61	25	-1	-5	27	19	46	19	45	18	14	27	43	9	23	100	7	23
21	26	-7	32	36	23	19	32	-11	8	18	13	24	1	40	20	6	26	26	11	7	10	38
22	20	16	22	21	35	48	23	-4	38	9	18	9	43	14	30	36	21	19	6	23	38	100

Note. ^a P = participant.

After reviewing the correlation matrix with all eight factors, principal components were selected and varimax rotation occurred using KADE to find a solution for maximizing the number of Q sorts significantly loading onto a factor. This process allowed for further explanation of the variance with an appropriate number of factors (Watts & Stenner, 2012). The calculation of an eigenvalue consists of summing the squared loadings of all the Q sorts on a given factor, with any factor having an eigenvalue <1.0 being a noninterpretable factor grouped by chance (Watts & Stenner, 2012). The eigenvalues underwent review for the initial eight extracted factors. The eigenvalues indicated the appropriate number of factors for a solution, but they were not the only consideration (Brummbelkamp, 2020). Considering the eigenvalues that resulted from the data analysis and demonstrated in Table 3, it was determined that all eight factors had an eigenvalue greater than 1. To further analyze the data and explore a reduction in factors, the percentage of explained variance of eigenvalues and the cumulative percentage of explained variance of eigenvalues was considered as the next step (see Table 3). No factors were eliminated based solely on Table 3.

Table 3

Eigenvalues and Variance

	Factor 1	Factor 2	Factor 3	Factor 4	Factor 5	Factor 6	Factor 7	Factor 8
Eigenvalues	5.884	1.906	1.711	1.649	1.436	1.291	1.181	1.087
% explained variance	27	9	8	7	7	6	5	5
Cumulative % explained variance	27	36	44	51	58	64	69	74

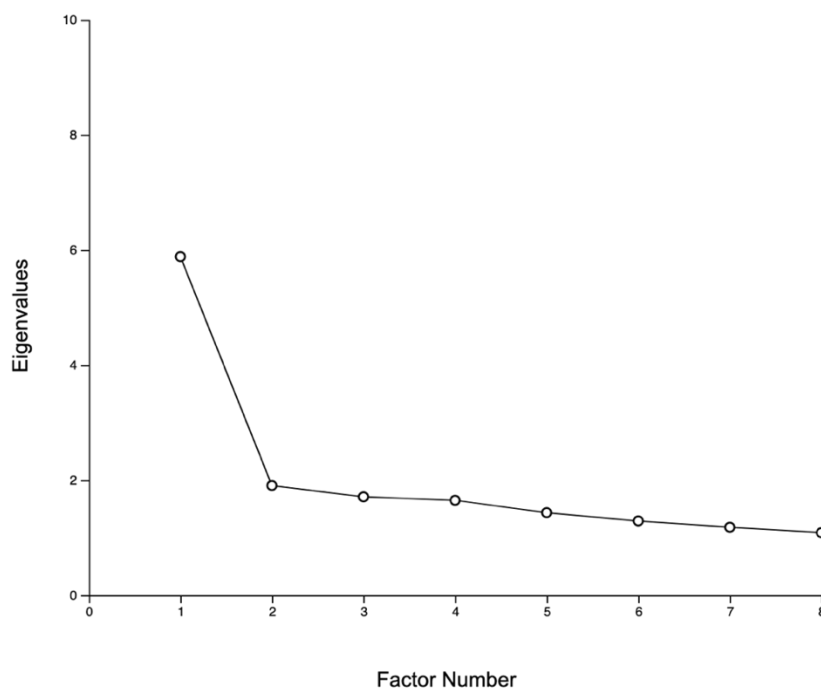
Scree Plot Diagram

The scree plot diagram in Figure 6 depicts the eigenvalues on the y-axis and the factors on the x-axis. The scree plot is used to help determine the number of factors that should be considered by looking at the slope of the curve and where it begins to level off. The elbow bend

occurred at factor 2, with a little dip after factor 4. The scree plot helped the researcher to justify a 2- to 4-factor solution but considering the eigenvalues for all eight of the initial factors had an eigenvalue >1 . The researcher must consider additional criteria to include the number of distinguishing and consensus statements and the rank of each statement within the composite sorts. The correlation matrix combined with consideration of Eigenvalues and the scree plot results contributed to determining which factors must be considered to explain the maximum amount of variance in the data.

Figure 6

Scree plot of eigenvalues for initial factor abstraction



Factor Solutions

Factor extraction is a means of identifying patterns of similarities. A four-factor extraction is a “sensible starting point” (Watts & Stenner, 2012, p. 197) for factor extraction based on a Q sort with 22 sorts. However, there were other considerations for this study as well. Considering the number of participants who significantly loaded on a factor was essential. Participants load on a factor when they have sort patterns similar to the other sorts in that factor and different from those loaded in another factor (Coogan & Herrington, 2011). To err on the side of caution, this analysis was initially run with a five-factor extraction, followed by a three-factor extraction, as well as a two-factor extraction. Table 4 depicts the characteristics of 5-, 4-, 3-, and 2-factor solutions. The percentage of explained variance for a five-factor solution was 57%, but six of the 22 Q sorts showed the failure to load in a factor. Next, one of the 22 Q sorts showed the failure to load in the four-factor solution, accounting for 51% of the variance. A three-factor solution also occurred, in which two of the 22 Q sorts showed the failure to load in a factor, accounting for only 44% of the variance. The two-factor solution resulted in the two factors being too similar and not distinct enough because of overlap. After analysis, the researcher determined the number of factors extracted from the data (Coogan & Herrington, 2011; Watts & Stenner, 2012). A four-factor solution was the best choice for this study based on the evaluation of eigenvalues, explained variances, and the number of participants who loaded or did not load in a factor. As shown in Table 4, factor solutions including the factor numbers, significant loads, explained variance, eigenvalues, highest factor loading, and failed loads are summarized.

Table 4*Factor Solutions*

Factors	Significant loads	Total variance explained	Eigenvalue (EV)	Highest factor loading	Failed loads
5	16	58%	5.88	.837	6
4	21	51%	1.91	.8105	1
3	20	44%	1.71	.7547	2
2	21	36%	1.65	.7447	1

Factor Loadings

Table 5 presents the characteristics of the four-factor solution. The composite reliability showed the probability that the participants had similar sorts upon repeating the process (Brummbelkamp, 2020). Descriptions of the defining variables were revealed by looking at the number of defining variables or participants, including the composite reliability and factor Z-scores in each factor. By reviewing Table 5, it is apparent that 10 participants fell into Factor 1, 5 participants in Factor 2, 4 participants in Factor 3, and 2 participants in Factor 4.

Table 5*Four-Factor Solutions*

	Factor 1	Factor 2	Factor 3	Factor 4
No. of defining variables	10	5	4	2
Avg. rel. coef.	0.8	0.8	0.8	0.8
Composite reliability	0.976	0.952	0.941	0.889
<i>SE</i> of Factor Z-scores	0.155	0.219	0.243	0.333

Factor correlation was a means to discern the agreement between the factors. Table 6 shows the factor correlation for the four-factor solution. Factors 1 and 3 had the highest level of agreement (.3779), and Factors 2 and 4 had the lowest level of agreement (.3383). The closer a value is to +1.00, the higher the level of factor agreement; the nearer a value is to -1.00, the lower the level of factor agreement (Bartlett & DeWeese, 2015). There was a similarity used to differentiate the participants who associated with one factor from the participants associated with

other factors. The factor loadings showed each participant's association with each identified vantage point. Groups of participants with similar viewpoints or perspectives were clustered in a factor (Bartlett & DeWeese, 2015; Watts & Stenner, 2012).

Table 6

Correlation Matrix

	Factor 1	Factor 2	Factor 3	Factor 4
Factor 1	1	0.3678	0.3779	0.3515
Factor 2	0.3678	1	0.3406	0.3383
Factor 3	0.3779	0.3406	1	0.362
Factor 4	0.3515	0.3383	0.362	1

After the four-factor solution selection, the identification of factor descriptions, uniquely naming each factor occurred based on the consensus and distinguishing statements. Consensus statements indicated the similarity of statements selected by participants across factors, whereas the distinguishing statements indicated the differences in statement placing across the factors. The postsort questionnaire responses provided an understanding of the participants' interpretations of the statements (Watts & Stenner, 2012). Factor loading showed the extent of similarities and dissimilarities in a composite factor array (McKeown & Thomas, 2013). Table 7 presents each participant's factor loading. By viewing Table 7, the factor each participant loaded into is evident. When more than one participant loads onto a factor, they share similar viewpoints. The closer the factor loading is to a 1, the more they agree with that factor. For example, in Table 7, participant 13 loads mainly into Factor 1 based on their loading of 0.808. From Table 7, True and False represents the threshold of the factor loadings. A true loading indicates that two or more participants share that viewpoint.

Table 7*Flagged Factor Loadings with Factor Grouping*

Participant	Factor 1	F1	Factor 2	F2	Factor 3	F3	Factor 4	F4
13	0.808	TRUE	-0.046	FALSE	0.015	FALSE	0.008	FALSE
5	0.719	TRUE	0.252	FALSE	0.318	FALSE	0.058	FALSE
20	0.607	TRUE	-0.015	FALSE	0.355	FALSE	-0.030	FALSE
2	0.606	TRUE	-0.350	FALSE	0.063	FALSE	0.169	FALSE
17	0.559	TRUE	0.104	FALSE	0.336	FALSE	0.176	FALSE
1	0.541	TRUE	0.192	FALSE	-0.138	FALSE	0.449	FALSE
4	0.536	TRUE	0.356	FALSE	-0.105	FALSE	0.304	FALSE
22	0.496	TRUE	0.408	FALSE	0.004	FALSE	-0.058	FALSE
6	0.492	TRUE	0.218	FALSE	0.143	FALSE	0.172	FALSE
3	0.454	TRUE	0.305	FALSE	-0.130	FALSE	0.072	FALSE
21	0.126	FALSE	0.607	TRUE	-0.157	FALSE	0.422	FALSE
18	0.007	FALSE	0.578	TRUE	-0.052	FALSE	-0.176	FALSE
7	-0.098	FALSE	0.568	TRUE	0.132	FALSE	0.349	FALSE
15	0.263	FALSE	0.548	TRUE	0.211	FALSE	0.136	FALSE
12	0.306	FALSE	0.466	TRUE	0.296	FALSE	0.089	FALSE
16	0.378	FALSE	0.437	FALSE	0.355	FALSE	-0.329	FALSE
19	-0.088	FALSE	0.339	FALSE	0.765	TRUE	0.093	FALSE
11	0.402	FALSE	0.077	FALSE	0.718	TRUE	0.205	FALSE
9	0.290	FALSE	0.038	FALSE	0.548	TRUE	-0.010	FALSE
8	-0.044	FALSE	-0.078	FALSE	0.309	TRUE	0.046	FALSE
14	0.194	FALSE	0.153	FALSE	0.119	FALSE	0.811	TRUE
10	0.120	FALSE	-0.097	FALSE	0.346	FALSE	0.734	TRUE
Explained variance	19		12		11		10	

Factor Arrays

Factor arrays provided the opportunity to start the data interpretation and theme development while determining statement similarities and differences (Bartlett & DeWeese, 2015). The participants in this study sorted and ranked statements based on the importance of each statement to the faculty advisor role in North Carolina community colleges. The rankings occurred with whole numbers from +5 (*most important*) to -5 (*least important*) with a forced distribution. Table 8 shows the arrays for each factor. Bartlett and DeWeese (2015) described a factor score on the factor array as “another term for a z score of a given Q statement and is comprised of all the scores given to that specific statement by each participant in the study” (p. 79). The factor arrays, shown in Table 8, contributed to forming the factor descriptions by

providing a visual composite Q sort for the four factors in the four-factor solution. A crib sheet was utilized to examine the Q sample statements across factors. Table 8 reflects the crib sheet and includes the highest and lowest ranked statements of each factor, along with how each factor ranked the highest and lowest statements relative to the other factors in this study. Consensus and distinguishing statements were also identified across all factors.

Table 8*Factor Q Sort Values for Statements Sorted by Consensus vs. Disagreement*

Participant	Statement	Factor 1	Factor 2	Factor 3	Factor 4	Z-score variance
18	I can provide my advisees with important dates and deadlines.	0	0	0	0	0.007
37	I know how to identify and evaluate effective advising.	1	1	1	1	0.032
22	I am able to help my advisees with financial aid questions.	-4	-3	-3	-3	0.032
42	I am able to help my advisees develop soft skills.	-2	-2	-1	-2	0.033
44	I understand the reason/importance of academic advising.	3	3	2	2	0.039
31	The institution recognizes/rewards successful faculty advising.	-3	-4	-5	-4	0.041
19	I am able to identify advisees in need.	1	2	2	4	0.099
2	I have the necessary time to plan for advising meetings.	0	0	0	1	0.1
36	Advising is data-driven and informed at my institution.	-2	-1	-3	-3	0.11
5	I aim to build strong, lasting professional relationships with my advisees.	-1	0	0	-2	0.122
38	The Institution has an evaluation process for faculty advisors.	-2	-3	-4	-5	0.128
3	I can provide timely and accurate information to my advisees about available resources.	1	2	0	-1	0.152
34	I understand and exercise confidentiality and protect student information.	4	3	5	3	0.152
26	I am able to help advisees draw connections between their goals and their interests, skills, and abilities.	1	3	1	3	0.154
48	I am prepared to help my advisee navigate institutional policies and procedures.	1	-2	1	1	0.158
43	I aim to understand my advisees' social/personal concerns.	0	1	0	-2	0.174
7	I am able to follow up with advisees after our meetings.	-1	0	-2	0	0.18
14	I am able to assist my advisees with self-understanding and acceptance.	-3	-1	-1	1	0.209
35	Advising is driven by student learning outcomes.	-4	-2	-2	0	0.21
27	I am prepared to be a mentor/coach for my advisees.	2	3	0	1	0.217
17	I am able to connect my advisees with support services as needed.	4	0	3	2	0.235
45	I am provided the fiscal resources needed to complete my advising roles.	-3	1	-1	-3	0.235
15	Advisors are held accountable for their role in the advising process at my institution.	0	-1	-1	-3	0.235
11	I am prepared to help my advisees with non-academic-related difficulties.	2	-1	-2	0	0.296
24	I clearly understand my role as a faculty advisor.	4	1	3	4	0.305
41	I encourage my advisees to seek out and learn from new experiences.	-2	-2	0	2	0.357
40	I am a mentor to other faculty advisors.	2	-3	-1	0	0.388
20	I am able to provide accurate information about available resources at my institution.	3	0	3	0	0.398
9	I am able to direct my advisees to information for educational options.	3	0	2	-2	0.424
16	I am able to advocate for my advisees.	0	4	4	1	0.432
32	Institutional leadership encourages innovation for faculty advising.	-4	-5	-4	0	0.439

Table 8 Continued

Participant	Statement	Factor 1	Factor 2	Factor 3	Factor 4	Z-score variance
13	I am able to manage an advising meeting.	3	-1	2	2	0.485
28	Faculty advising is well-defined at my institution.	2	-1	-2	2	0.503
30	I encourage my advisees to make their own informed decisions.	2	2	4	-1	0.504
46	I am provided professional development as a faculty advisor.	0	2	-2	-2	0.518
4	I can provide my advisee information about campus clubs and organizations.	-1	-4	0	-1	0.535
10	I am able to allot appropriate time for meeting with my advisees.	0	1	-5	-1	0.68
6	I have alternative methods available to meet with advisees (phone, virtual, text).	0	5	1	5	0.699
25	Campus advising policies/expectations are clearly communicated by institutional leadership.	1	-5	-1	-4	0.719
1	I show the same respect to all advisees.	5	0	3	5	0.726
8	I strive to make early, first contact with my advisees.	-3	4	1	-1	0.745
21	I meet exclusively with my assigned advisees.	-5	1	1	0	0.766
33	I am motivated by high expectations and standards for academic advising.	-2	2	2	-3	0.949
47	Academic advising is part of the institutional culture.	-1	-4	-	3	1.14
23	I understand the current labor market and industry demands.	-1	5	-3	4	1.42
39	I have an advising philosophy.	-5	-3	4	3	1.628
12	Advisees are held accountable for their role in the advising process.	-1	-2	5	-4	1.863
29	I am able to provide accurate information about curriculum programs at my institution.	5	4	-3	-5	2.692

Curriculum guidance, student advising, student accountability, and advising culture without support emerged as themes through the analysis of the factor loadings in this study. Distinguishing statements, statement rankings, and postsort questionnaire responses underwent further analysis to describe each factor more fully. Although the study had a forced placement, the participants reflected on how the statements ranked low were not necessarily unimportant but less so than the advising role from the participants' viewpoints. Advising roles, duties, and viewpoints differ by person and institution. The study occurred with consideration of this point in the interpretation of the data. Institutional demographics, student population, advising loads, teaching loads, and instructional areas could have affected how the participants ranked the importance of each statement. However, the information provided in the postsort questionnaires showed that each participant agreed that students were the focus of advising; what differed was what each advisor felt the students needed more of to succeed.

The study addressed Research Question 1, "What are the viewpoints of faculty advisors about what skills and knowledge are needed to perform their roles and why?" The faculty agreed in the postsort questionnaire that students were the driving factor for academic advising; however, the perceptions of the skills and knowledge needed for academic advising varied based on the curricula, institution, and faculty advisors' overall expectations. The study produced the following themes: curriculum guidance, student advising, student accountability, and advising cultures without support. Examination of the consensus statements was an essential step in identifying and further interpreting the faculty advisors' viewpoints of the skills and knowledge needed to perform the advisor role.

Consensus Statements

The study addressed Research Question 2, “What are the consensus statements across viewpoints?” The study also provided further insight into Research Question 1, “What are the viewpoints of faculty advisors toward the skills and knowledge needed to perform their role, and why?” Table 9 presents the statements that did not show significant differences between the factors. These statements were consensus statements as all had similar placements for all four factors.

Table 9

Consensus Statement

Statement number	Statement	Factor 1	Factor 2	Factor 3	Factor 4
S2*	I have the necessary time to plan for advising meetings.	0	0	0	1
S18*	I can provide my advisees with important dates and deadlines.	0	0	0	0
S19	I am able to identify advisees in need.	1	2	2	4
S22*	I am able to help my advisees with financial aid questions.	-4	-3	-3	-3
S31	The institution recognizes/rewards successful faculty advising.	-3	-4	-5	-4
S34	I understand and exercise confidentiality and protect student information.	4	3	5	3
S36	Advising is data-driven and informed at my institution.	-2	-1	-3	-3
S37*	I know how to identify and evaluate effective advising.	1	1	1	1
S42*	I am able to help my advisees develop soft skills.	-2	-2	-1	-2
S44*	I understand the reasons/importance of academic advising.	3	3	2	2

Note. Consensus statements are those that do not distinguish between any pair of factors. All listed comments are nonsignificant at $p < 0.01$, and those flagged with an * are also nonsignificant at $p < 0.05$.

Statement 2 (*I have the necessary time to plan for advising meetings*) and Statement 18 (*I can provide my advisees with important dates and deadlines*) had a neutral score in each composite sort. This finding does not necessarily suggest the unimportance of the statement. However, that time for planning advising meetings and providing dates and deadlines were

factors that were neither more nor less important to the faculty advisor role. This finding could have emerged because academic advising is a required duty for many faculty advisors. Regardless of schedules or allotted time, advising is a critical process at North Carolina community colleges. Advising dates and deadlines usually link to registration, so students must interact with their faculty advisors to register for the next semester at predetermined periods. Many of the consensus statements shown in Table 9 had neutral scores, resulting in further analysis of the consensus statements with scores at the highest and lowest positions. Statement 44 (*I understand the reason/ importance of academic advising*) had a relatively high and significant placement, a finding supported by the postsort questionnaire responses. As a faculty advisor, each participant felt that academic advising was critical to supporting community college students' success somehow. Regardless of factor and viewpoints, the participants considered faculty advisors to have essential roles at North Carolina community colleges. Statement 34 (*I understand and exercise confidentiality and protect student information*) had a relatively high score (*most important*), indicating that confidentiality and student information security are important components of the faculty advisor role at North Carolina community colleges. Legislation such as FERPA requires confidentiality and student information security, resulting in strict policy and procedure in this area.

S22 (*I am able to help my advisees with financial aid*) had a low score (*least important*). Again, this finding does not indicate the unimportance of financial aid knowledge but suggests that faculty advisors in North Carolina community colleges might consider other skills and knowledge more critical in their roles. This finding could have emerged because financial aid is a complex topic, and faculty advisors rely on the financial aid department staff to handle issues in

this area. Understanding the role and importance of academic advising was a shared viewpoint, along with maintaining student information security and confidentiality.

Although multiple themes emerged and received consideration, four themes were most relevant to this study. Using distinguishing and consensus statements for each factor and the overall composite Q sorts resulted in the themes of curriculum guidance, student advising, student accountability, and advising culture. The following sections address these themes.

Factor Descriptions and Distinguishing Statements

Distinguishing statements are items from the Q sample which serve to identify distinct viewpoints between the factors. A factor is a collective of participants who share a viewpoint on a topic; therefore, the factor has a linear nature (Bartlett & DeWeese, 2015; Brown, 1993).

Differentiating between factors can occur by comparing the highest- and lowest-ranked statements to gain more insight into the interpretation of the factors (Bartlett & DeWeese, 2015). For this study, a combination of sorted statements, the qualitative data from the postsort questionnaire, and the researcher's understanding of the topic contributed to interpreting the factors (Zabala et al., 2018). The highest and lowest ranked statements for each factor underwent analysis to find the differences and similarities in the viewpoints between the factors. The distinguishing statements for each factor and the factor array of each statement for all four factors are found in the following sections.

Factor 1: Curriculum Guidance

Factor 1 accounted for the largest number of participant loadings of all four factors. The 10 participants accounted for 47.6% ($n = 10$) of the P set and 27% of the explained variance; there was an eigenvalue of 5.884. Factor 1 was identified as "Curriculum Guidance" because this factor represented participants who shared a viewpoint that providing accurate curriculum

information and guidance is most important to the successful role of a faculty advisor. Providing students with the appropriate support services was also important. Generally, these participants also agreed that understanding their role as community college faculty advisors was more important, and having an advising philosophy was least important.

Highest and Lowest Ranked Items for Factor 1. The highest ranked statements (+5, +4) highlight the importance this group places on accurate curriculum guidance, understanding the faculty advisor role, and being able to serve as the individual who connects students with support services as shown in Table 10. The lowest ranked statements, (-5, -4), depict a viewpoint where institutional encouragement, student learning objectives, and advising philosophy are the least important attributes contributing to the successful role of a faculty advisor. Participants in this group stated they ranked these statements low because information about policies, dates, and clubs can be gathered from the website. The participants who loaded onto Factor 1 also thought protecting student information and treating students with equal respect was important to their roles as faculty advisors. One participant in this group stated about their advising role, the placement of each statement, “I take my role seriously and attempt to provide students with the most accurate and relevant information for the educational goals,” and another said, “Personally, I care about my students. I will always try to give them the best advice if allowed.” To further support Factor 1 being identified as “Curriculum Guidance,” participants that loaded into this factor stated, “a clear silo in academic advising leads to confusion if the faculty advisors are not up to date on program changes and requirements of the program.” Another participant in this group stated, “when there are options, students need to be advised properly by an academic advisor who is familiar with and remains current in the program of study so that they are not

misled and take the wrong classes.” The post-questionnaire responses for this factor support faculty advising as an extension of course registration.

Table 10

Highest- and Lowest-Ranked Statements for Factor 1

Q sort rank	Statement number	Statement	Z-score
5	S1	I show the same respect to all advisees.	2.399
5	S29	I am able to provide accurate information about curriculum programs at my institution.	2.262
4	S34	I understand and exercise confidentiality and protect student information.	1.59
4	S17	I am able to connect my advisees with support services as needed.	1.559
4	S24	I clearly understand my role as a faculty advisor.	1.538
-4	S32	Institutional Leadership encourages innovation for faculty advising.	-1.289
-4	S22	I am able to help my advisees with financial aid questions.	-1.453
-4	S35	Advising is driven by student learning outcomes.	-1.463
-5	S39	I have an advising philosophy.	-1.609
-5	S21	I meet exclusively with my assigned advisees.	-1.811

S29 (+5) and S17 (+4) received high ranks as most important. These statements contrasted with the negatively scored statements, such as S22. This finding suggests that advisors in this factor consider curriculum planning, course selection, and support services are the most important tasks during the advising process. Although this factor’s participants were in agreement on the postsort questionnaire that students were the driving force of their advising role, they did not necessarily consider helping students outside of curriculum planning the most important aspect of their faculty advising role. The participants in this group strongly felt that it was not necessary to meet exclusively with assigned advisees, which further indicates that providing curriculum information was their primary duty.

Table 11 presents the distinguishing statements for Factor 1, and Figure 7 shows the composite sort for Factor 1. The participants who aligned with this factor had similar viewpoints. The participants in this factor considered providing curriculum information and course selection more important. The members of this factor also considered important to be placed upon the ability to manage advising meetings. Additionally, the participants considered the ability to provide additional institutional information, such as policies and procedures or important dates, more important than nonacademic considerations. This factor had a shared viewpoint that considered understanding current labor and market demand less important than providing accurate curriculum guidance. Providing accurate curriculum information was the primary service of faculty advisors within the NCCCS and other higher education institutions. The participants in this study ranked statements pertaining to assisting advisees with self-understanding and acceptance or advising with student learning outcomes in mind as less important. The participants in this factor also ranked meeting with assigned advisees as least important (-5), suggesting that advising is more of a registration process than a holistic approach.

Table 11*Factor 1 Distinguishing Statements*

Statement number	Statement	Factor 1	Factor 2	Factor 3	Factor 4
S29	I am able to provide accurate information about curriculum programs at my institution.	*5	4	-3	-5
S13	I am able to manage an advising meeting.	3	-1	2	2
S25	Campus advising policies/expectations are clearly communicated by institutional leadership.	*1	-5	-1	-4
S16	I am able to advocate for my advisees.	0	4	4	1
S23	I understand the current labor market and industry demands.	*-1	5	-3	4
S33	I am motivated by high expectations and standards for academic advising.	-2	2	2	-3
S8	I strive to make early, first contact with my advisees.	-3	4	1	-1
S14	I am able to assist my advisees with self-understanding and acceptance.	*-3	-1	-1	1
S35	Advising is driven by student learning outcomes.	-4	-2	-2	0
S39	I have an advising philosophy.	-5	-3	4	0
S21	I meet exclusively with my assigned advisees.	*-5	1	1	0

Note. $p < 0.05$. * Indicates significance at $p < 0.01$.

Figure 7

Composite sort Factor 1: Curriculum guidance

39. I have an advising philosophy.	32. Institutional Leadership encourages innovation for faculty advising.	8. I strive to make early, first contact with my advisees.	33. I am motivated by high expectations and standards for academic advising.	4. I can provide my advisee information about campus clubs and organizations.	2. I have the necessary time to plan for advising meetings.	19. I am able to identify advisees in need.	11. I am prepared to help my advisees with non-academic related difficulties.	13. I am able to manage an advising meeting.	34. I understand and exercise confidentiality and protect student information.	1. I show the same respect to all advisees.
21. I meet exclusively with my assigned advisees.	22. I am able to help my advisees with financial aid questions.	45. I am provided the fiscal resources needed to complete my advising roles.	38. The Institution has an evaluation process for faculty advisors.	47. Academic Advising is part of the institutional culture.	6. I have alternative methods available to meet with advisees (phone, email, etc.).	48. I am prepared to help my advisee navigate institutional policies and procedures.	27. I am prepared to be a mentor/coach for my advisees.	9. I am able to direct my advisees to information for educational options.	17. I am able to connect my advisees with support services as needed.	29. I am able to provide accurate information about curriculum programs at my institution.
	35. Advising is driven by student learning outcomes.	14. I am able to assist my advisees with understanding and acceptance.	41. I encourage my advisees to seek out and learn from new experiences.	23. I understand the current labor market and industry demands.	15. Advisors are held accountable for their role in the advising process at my institution.	3. I can provide timely and accurate information to my advisees about available resources.	30. I encourage my advisees to make their own informed decisions.	44. I understand the importance of academic advising.	24. I clearly understand my role as a faculty advisor.	
		31. The Institution recognizes/rewards successful faculty advising.	42. I am able to help my advisees develop soft skills.	7. I am able to follow-up with advisees after our meetings.	18. I can provide my advisees with important dates and deadlines.	37. I know how to identify and evaluate effective advising.	40. I am a mentor to other faculty advisors.	20. I am able to provide accurate information about available resources at my institution.		
			36. Advising is data-driven and informed at my institution.	12. Advisees are held accountable for their role in the advising process.	10. I am able to allot appropriate time for meeting with my advisees.	25. Campus advising expectations are clearly communicated by institutional leadership.	28. Faculty advising is well-defined at my institution.			
				5. I aim to build strong, lasting professional relationships with my advisees.	43. I aim to understand my advisee's social/personal concerns.	26. I am able to help advisees draw connections between their goals and their interests.				
					46. I am provided professional development as a faculty advisor.					
					16. I am able to advocate for my advisees.					

Legend	
	Distinguishing statement at P< 0.05
	Distinguishing statement at P< 0.01
	Consensus Statements

Factor 1 is representative of community college faculty advisors who felt the most important aspect of their advising role was to provide students, not necessarily their advisees, with information and guidance for their programs of study, course registration, and graduation requirements. Although supporting students outside of curriculum guidance was still part of their role, the participants did not consider it the most important aspect. This was somewhat contradictory to the postsort responses that students were the driving force behind faculty advising. The participants in this group would likely follow a prescriptive approach to advising.

Factor 2: Student Advising

Factor 2 accounted for 22.7% ($n = 5$) of the P set and 9% of the explained variance. The factor had an eigenvalue of 1.906. Factor 2 was identified as “Student Advising” because this factor represented participants who shared a viewpoint that the most important part of academic advising is tools and knowledge to aid the student. Generally, these participants agreed that providing accurate curriculum information and having numerous communication methods were more important and an institutional culture for academic advising was least important to the successful role of a faculty advisor.

Highest and Lowest Ranked Items for Factor 2. The highest ranked statements (+5, +4) for this factor represented communication and accurate information for student-driven academic advising was most important (see Table 12). The lowest ranked statements (see Table 12), (-5, -4), depict a viewpoint where institutional culture, recognition, and encouragement are less important to the successful role of a faculty advisor. Participants in this factor shared a viewpoint that faculty advising is about the advisee. One postsort reply to support this was, “I feel the most important statements were about the advisee and less about the organization.” Participants in this group ranked statements pertaining to the institution low because although

they are not unimportant, they are not the most important aspects of academic advising. One participant in this group stated they placed institutional statements low because the statement “did not directly impact the student.” Another participant said on the postsort questionnaire that “advisors should put the advisee above organizational procedure in importance.” To further support Factor 2 being identified as “Student Advising,” the postsort questionnaire responses were in agreement that student support and success are ultimately the purposes of faculty advising.

Table 12

Highest- and Lowest-Ranked Statements for Factor 2

Q sort rank	Statement number	Statement	Z-score
5	S6	I have alternative methods available to meet with advisees (phone, virtual, text).	1.786
5	S23	I understand the current labor market and industry demands.	1.487
4	S8	I strive to make early, first contact with my advisees.	1.392
4	S29	I am able to provide accurate information about curriculum programs at my institution.	1.335
4	S16	I am able to advocate for my advisees.	1.286
-4	S4	I can provide my advisee information about campus clubs and organizations.	-1.751
-4	S47	Academic Advising is part of the institutional culture.	-1.778
-4	S31	The Institution recognizes/rewards successful faculty advising.	-1.829
-5	S25	Campus advising policies/expectations are clearly communicated by institutional leadership.	-1.901
-5	S32	Institutional Leadership encourages innovation for faculty advising.	-1.923

Table 13 presents the distinguishing statements for Factor 2 and Figure 8 shows the composite sort for Factor 2. Factor 2 included a viewpoint based on general advising duties with little institutional support. The faculty advisors who shared this viewpoint approached advising from a student perspective. Statement 8 (*I strive to make early, first contact with my advisees*)

and S29 (*I am able to provide accurate information about curriculum programs at my institution*) had a high ranking (+4). The participants indicated the importance of communication with advisees and the provision of information about curriculum programs. The participants indicated professional development as moderately important to the role of the faculty advisor. The participants did not consider a clear understanding of the advisor role and fiscal resources as important to their advising roles. The participants ranked providing information on extracurriculars and institutional policy and procedure less important than duty-driven activities. A review of the distinguishing statements and the composite sort for Factor 2 showed that this factor's participants considered information, knowledge, and resources directly applicable to the role of faculty advising more important than institutional involvement and support.

Table 13

Factor 2 Distinguishing Statements

Statement number	Statement	Factor 1	Factor 2	Factor 3	Factor 4
S8	I strive to make early, first contact with my advisees.	-3	*4	1	-1
S29	I am able to provide accurate information about curriculum programs at my institution.	5	*4	-3	-5
S46	I am provided professional development as a faculty advisor.	0	*2	-2	-2
S24	I clearly understand my role as a faculty advisor.	4	1	3	4
S45	I am provided the fiscal resources needed to complete my advising roles.	-3	*1	-1	-3
S1	I show the same respect to all advisees.	5	*0	3	5
S13	I am able to manage an advising meeting.	3	*-1	2	2
S48	I am prepared to help my advisee navigate institutional policies and procedures.	1	-2	1	1
S39	I have an advising philosophy.	-5	-3	4	3
S40	I am a mentor to other faculty advisors.	2	-3	-1	0
S4	I can provide my advisee information about campus clubs and organizations.	-1	*-4	0	-1
S47	Academic advising is part of the institutional culture.	-1	*-4	-1	3
S32	Institutional leadership encourages motivation for faculty advising.	-4	-5	-4	0

Note. $p < 0.05$. * indicates significance at $p < 0.01$.

Figure 8

Composite sort Factor 2: Student Advising

-5	-4	-3	-2	-1	0	1	2	3	4	5
25. Campus advising es/expectations are clearly communicated by institutional leadership.	4. I can provide my advisee information about campus clubs and organizations.	39. I have an advising philosophy.	48. I am prepared to help my advisee navigate institutional policies and procedures.	14. I am able to assist my advisees with f-understanding and acceptance.	7. I am able to follow-up with advisees after our meetings.	43. I aim to understand my advisee's social/personal concerns.	46. I am provided professional development as a faculty advisor.	34. I understand and exercise confidentiality and protect student information.	8. I strive to make early, first contact with my advisees.	6. I have alternative methods available to meet with advisees (phone,
32. Institutional Leadership encourages innovation for faculty advising.	47. Academic Advising is part of the institutional culture.	38. The Institution has an evaluation process for faculty advisors.	41. I encourage my advisees to seek out and learn from new experiences.	11. I am prepared to help my advisees with non-academic related difficulties.	17. I am able to connect my advisees with support services as needed.	37. I know how to identify and evaluate effective advising.	30. I encourage my advisees to make their own informed decisions.	27. I am prepared to be a mentor/coach for my advisees.	29. I am able to provide accurate information about curriculum programs at my	23. I understand the current labor market and industry demands.
	31. The Institution ognizes/rewards successful faculty advising.	40. I am a mentor to other faculty advisors.	42. I am able to help my advisees develop soft skills.	13. I am able to manage an advising meeting.	5. I aim to build strong, lasting professional relationships with my advisees.	24. I clearly understand my role as a faculty advisor.	19. I am able to identify advisees in need.	26. I am able to help advisees draw connections between their goals and their interests,	16. I am able to advocate for my advisees.	
		22. I am able to help my advisees with financial aid questions.	35. Advising is driven by student learning outcomes.	28. Faculty advising is well-defined at my institution.	9. I am able to direct my advisees to information for educational options.	10. I am able to allot appropriate time for meeting with my advisees.	33. I am motivated by high expectations and standards for academic advising.	44. I understand the ason/importance of academic advising.		
			12. Advisees are held accountable for their role in the advising process.	15. Advisors are held accountable for their role in the advising process at my institution.	18. I can provide my advisees with important dates and deadlines.	45. I am provided the fiscal resources needed to complete my advising roles.	3. I can provide timely and accurate information to my advisees about available resources.			
				36. Advising is data-driven and informed at my institution.	1. I show the same respect to all advisees.	21. I meet exclusively with my assigned advisees.				
					20. I am able to provide accurate information about available resources at my institution.					
					2. I have the necessary time to plan for advising meetings.					

Legend	
	Distinguishing statement at $P < 0.05$
	Distinguishing statement at $P < 0.01$
	Consensus Statements

Factor 2 included a duty-driven approach to the role of faculty advisors. The provision of curriculum guidance, information on labor and market demands, and the resources needed to advise successfully suggest that the participants in this group understood their role as faculty advisors with student success in mind. The participants in this factor ranked statements on understanding labor and market demands, providing accurate curriculum information, and understanding the faculty advisor's role as more important than statements on institutional culture, student accountability, and student self-exploration. Statements related to the resources necessary for communication and advising meetings were also ranked more important than those unrelated to the advising process. Increasing student enrollment and advising demands have given faculty advisors less time to concentrate on students holistically; as a result, they can fall into a process of duties instead of individual student advising (Abdelhamid & Alotaibi, 2021; Habley, 2004). The participants in this factor still consider the importance of the student in the advising process.

Factor 3: Student Accountability

Factor 3 had four participants loaded. Factor 3 accounted for 18.2% ($n = 4$) of the P set and 8% of the explained variance and had an eigenvalue of 1.711. Factor 3 was identified as “Student Accountability” because this factor represented participants who shared a viewpoint that the most important part of academic advising advisee accountability. Generally, these participants agreed that advisees/students should be encouraged to make their own informed academic decisions. Moreover, the faculty advisor’s role was to provide accurate, timely information while acting as an advisee/student advocate.

Highest and Lowest Ranked Items. The highest ranked items for Factor 3 included statements about student advisee accountability (S12) and encouraging student advisees to make

their own informed decision (S30) (see Table 14). The highest ranked statements also highlighted that it was important for faculty advisors to advocate for student advisees. A participant in this factor stated, “the most important to me in advising is knowing what I need to know to effectively help the student make informed independent decisions. I like to be able to present them with the options without feeling that I am pushing them or trying to make decisions for them”. The lowest ranked statements highlighted a viewpoint where institutional involvement was less important to a faculty advisor’s role. It also highlighted that faculty advisors did not have appropriate time to allot to advising and that faculty advisor accountability is also less important than student advisee accountability. One participant stated, “I do not feel that it is my role with general advising students to assist them with things such as soft skills,” and another participant stated, “time allocation is not made for advising. Each adviser can have a very different number of advisees”. The postsort questionnaire responses help support an advising environment where the student makes their own academic decisions and the faculty advisor provides the necessary information to assist in the decision-making process.

Table 14*Highest- and Lowest-Ranked Statements for Factor 3*

Q sort rank	Statement number	Statement	Z-score
5	S12	Advisees are held accountable for their role in the advising process.	2.042
5	S34	I understand and exercise confidentiality and protect student information.	1.923
4	S30	I encourage my advisees to make their own informed decisions.	1.593
4	S16	I am able to advocate for my advisees.	1.491
4	S39	I have an advising philosophy.	1.305
-4	S32	Institutional Leadership encourages innovation for faculty advising.	-1.226
-4	S38	The Institution has an evaluation process for faculty advisors.	-1.274
-4	S15	Advisors are held accountable for their role in the advising process at my institution.	-1.348
-5	S31	The Institution recognizes/rewards successful faculty advising.	-1.693
-5	S10	I am able to allot appropriate time for meeting with my advisees.	-1.824

Factor 3 presented the viewpoint of holding students accountable for their academic choices. The participants with this viewpoint considered student accountability significantly more important than any other factor. In this factor, the faculty advisors were more of a resource and less of an active influencer in the informed decision process. Table 15 shows the distinguishing factors for Factor 3, and Figure 8 shows the composite Q sort. S12 (*Advisees are held accountable for their roles in the advising process*) received a rank of most important (+5) by the participants in this factor. In addition, the placement of statements on the composite sort for Factor 3, such as S30 (*I encourage my advisee to make their own informed decisions*) and S17 (*I am able to connect my advisee with support services as needed*), showed that the participants considered the students responsible for making their own academic decisions.

Statements regarding advisor accountability, time allotments, and labor market demands received a rank of less or least important. This suggests that advisors with this viewpoint share pertinent information but ultimately hold advisees accountable for their academic decisions.

Table 15

Factor 3 Distinguishing Statements

Statement number	Statement	Factor 1	Factor 2	Factor 3	Factor 4
S12	Advisees are held accountable for their role in the advising process.	-1	-2	*5	-4
S25	Campus advising policies/exceptions are clearly communicated by institutional leadership.	1	-5	-1	-4
S23	I understand the current labor market and industry demands.	-1	5	*-3	4
S15	Advisors are held accountable for their role in the advising process at my institution.	0	-1	*-4	-1
S10	I am able to allot appropriate time for meeting with my advisees.	0	1	*-5	-1

Note. $p < 0.05$. * indicates significance at $p < 0.01$.

Figure 9

Composite sort Factor 3: Student accountability.

-5	-4	-3	-2	-1	0	1	2	3	4	5
31. The Institution recognizes/rewards successful faculty advising.	32. Institutional Leadership encourages innovation for faculty advising.	22. I am able to help my advisees with financial aid questions.	46. I am provided professional development as a faculty advisor.	14. I am able to assist my advisees with f-understanding and acceptance.	4. I can provide my advisee information about campus clubs and organizations.	48. I am prepared to help my advisee navigate institutional policies and procedures.	33. I am motivated by high expectations and standards for academic advising.	1. I show the same respect to all advisees.	30. I encourage my advisees to make their own informed decisions.	12. Advisees are held accountable for their role in the advising process.
10. I am able to allot appropriate time for meeting with my advisees.	38. The Institution has an evaluation process for faculty advisors.	23. I understand the current labor market and industry demands.	7. I am able to follow-up with advisees after our meetings.	42. I am able to help my advisees develop soft skills.	41. I encourage my advisees to seek out and learn from new experiences.	37. I know how to identify and evaluate effective advising.	9. I am able to direct my advisees to information for educational options.	20. I am able to provide accurate information about available resources at my institution.	16. I am able to advocate for my advisees.	34. I understand and exercise confidentiality and protect student information.
	15. Advisors are held accountable for their role in the advising process at my institution.	29. I am able to provide accurate information about curriculum programs at my	35. Advising is driven by student learning outcomes.	40. I am a mentor to other faculty advisors.	5. I aim to build strong, lasting professional relationships with my advisees.	21. I meet exclusively with my assigned advisees.	19. I am able to identify advisees in need.	24. I clearly understand my role as a faculty advisor.	39. I have an advising philosophy.	
		36. Advising is data-driven and informed at my institution.	11. I am prepared to help my advisees with non-academic related difficulties.	45. I am provided the fiscal resources needed to complete my advising roles.	43. I aim to understand my advisee's social/personal concerns.	26. I am able to help advisees draw connections between their goals and their interests.	13. I am able to manage an advising meeting.	17. I am able to connect my advisees with support services as needed.		
			28. Faculty advising is well-defined at my institution.	47. Academic Advising is part of the institutional culture.	18. I can provide my advisees with important dates and deadlines.	6. I have alternative methods available to meet with advisees (phone,	44. I understand the ason/importance of academic advising.			
				25. Campus advising es/expectations are clearly communicated by institutional leadership.	3. I can provide timely and accurate information to my advisees about available resources.	8. I strive to make early, first contact with my advisees.				
					27. I am prepared to be a mentor/coach for my advisees.					
					2. I have the necessary time to plan for advising meetings.					

Legend

- Distinguishing statement at $P < 0.05$
- Distinguishing statement at $P < 0.01$
- Consensus Statements

The viewpoint in Factor 3: Student Accountability focused on accountability on the student's part and presented the faculty advisor as an available resource for goal completion. In support of this finding was White's (2015) observation that "academic advisors work with students to enable them to be confident and assertive in their own abilities to learn, generate, and apply new knowledge and to empower them to embrace their own knowledge, learning, thinking, and decision making" (p. 272). Students need to get involved in the decision-making process throughout their academic experiences, and faculty advisors can provide the information students need to self-advocate and be the driving factor in reaching their academic and life goals. Participating in this process also enables students to develop critical thinking and effective communication skills.

Factor 4: Advising Culture Without Support

Factor 4 accounted for 9% ($n = 2$) of the P set and 7% of the explained variance. Only two participants loaded into this factor, but a distinct viewpoint for these participants was worthy of mention. Factor 4 was identified as "Advising Culture without Support." Generally, these participants agreed with the participant from Factor 3 that advisees/students should be encouraged to make their own informed academic decisions and that the faculty advisor's role was to provide accurate, timely information while acting as an advisee/student advocate. Participant responses to the postsort questionnaire support this viewpoint. One participant stated, "As a teacher and advisor, there are things which are important such as preparing students for success, and things which are not important, which are mainly touchy-feely subjects. If students have concerns, they'll bring them up on their own. College students are controlling their own futures." Another response from the postsort questionnaire from participants who loaded into Factor was, "You cannot FORCE a student to register, cannot force them to go to class, cannot

force them to succeed. Ultimately, the education and success are on them.” The difference between Factor 3 and Factor 4 viewpoints is that the Factor 4 composite sort, along with the highest and lowest ranked items, depicts a culture for academic advising even if the culture does not reach campus-wide to include upper administration and leadership.

Highest and Lowest Ranked Items. The highest ranked items in this group were S6 (*I have alternative methods available to meet with advisees (phone, virtual, text)*) and S1 (*I show the same respect to all advisees.*) at most important (+5). S24 (*I clearly understand my role as a faculty advisor.*), S23 (*I understand the current labor market and industry demands.*) and S19 (*I am able to identify advisees in need.*) also rank high (+4). Faculty advisors that share this viewpoint understand the role of a faculty advisor and how it supports student success but does not necessarily feel that the institutional culture reflects faculty advisor support. One participant responded that “the institution may have some things in place (training), and I'm just not aware of them”. Another responded, “Institutional goals would never be appropriate for an entire college, the students would not be served well, teachers would constantly be found at fault, and setting faculty on point for student success is a losing fight.” The lowest ranked statements (least important, -5) were S29 (*I am able to provide accurate information about curriculum programs at my institution.*) and S38 (*The Institution has an evaluation process for faculty advisors*). S19, S12, S31, and S25 also ranked low (-4). This supported the lack of institutional support and involvement. Factor 4 was the only factor in which the participants significantly ranked institutional culture as important to the faculty advisor role (see Table 16 and Figure 10). However, the participants did not consider important institutional support through encouraging innovation and high expectations and standards for academic advising, as shown in Table 17. This finding suggests that the faculty advisors who shared this point of view felt they lacked

institutional support even though faculty advising is part of the institutional culture. This finding also suggests a culture for advising among faculty advisors but may not be institutional-wide. This finding emerged from the negative placement of statements such as S33 (*I am motivated by high expectations and standards for academic advising*).

Table 16

Highest- and Lowest-Ranked Statements for Factor 4

Q sort rank	Statement number	Statement	Z-score
5	S6	I have alternative methods available to meet with advisees (phone, virtual, text).	1.987
5	S1	I show the same respect to all advisees.	1.903
4	S24	I clearly understand my role as a faculty advisor.	1.903
4	S23	I understand the current labor market and industry demands.	1.729
4	S19	I am able to identify advisees in need.	1.297
-4	S12	Advisees are held accountable for their role in the advising process.	-1.638
-4	S31	The Institution recognizes/rewards successful faculty advising.	-1.638
-4	S25	Campus advising policies/expectations are clearly communicated by institutional leadership.	-1.645
-5	S29	I am able to provide accurate information about curriculum programs at my institution.	-1.645
-5	S38	The Institution has an evaluation process for faculty advisors.	-1.729

Factor 4 showed that the participants in this group felt that although there was a culture for academic advising, it was not a campus-wide culture but one built by individuals at the department or program levels. Administrators, faculty, and staff must share the responsibility for creating a campus-wide culture with shared values to support the benefits of academic advising on all levels. This factor did not indicate institutional involvement directly related to faculty advisors as most important. Statements pertaining to the institution and institutional support

received a lower rank (less important) than statements about knowledge and information, which suggests that institutional influence was not an important part of the advising culture.

Table 17

Factor 4 Distinguishing Statements

Statement number	Statement	Factor 1	Factor 2	Factor 3	Factor 4
S47	Academic advising is part of the institutional culture.	-1	-4	-1	*3
S32	Institutional leadership encourages innovation for faculty advising.	-4	-5	-4	*0
S30	I encourage my advisees to make their own informed decisions.	2	2	4	-1
S33	I am motivated by high expectations and standards for academic advising.	-2	2	2	-3
S12	Advisees are held accountable for their role in the advising process.	-1	-2	5	-4

Note. $p < 0.05$. * indicates significance at $p < 0.01$.

Figure 10

Factor Group 4: Advising culture without support

-5	-4	-3	-2	-1	0	1	2	3	4	5
29. I am able to provide accurate information about curriculum programs at my	31. The institution recognizes/rewards successful faculty advising.	45. I am provided the fiscal resources needed to complete my advising roles.	9. I am able to direct my advisees to information for educational options.	4. I can provide my advisee information about campus clubs and organizations.	18. I can provide my advisees with important dates and deadlines.	16. I am able to advocate for my advisees.	13. I am able to manage an advising meeting.	47. Academic Advising is part of the institutional culture.	24. I clearly understand my role as a faculty advisor.	6. I have alternative methods available to meet with advisees (phone,
38. The Institution has an evaluation process for faculty advisors.	12. Advisees are held accountable for their role in the advising process.	36. Advising is data-driven and informed at my institution.	5. I aim to build strong, lasting professional relationships with my advisees.	8. I strive to make early, first contact with my advisees.	7. I am able to follow-up with advisees after our meetings.	2. I have the necessary time to plan for advising meetings.	28. Faculty advising is well-defined at my institution.	39. I have an advising philosophy.	23. I understand the current labor market and industry demands.	1. I show the same respect to all advisees.
	25. Campus advising expectations are clearly communicated by institutional leadership.	33. I am motivated by high expectations and standards for academic advising.	42. I am able to help my advisees develop soft skills.	10. I am able to allot appropriate time for meeting with my advisees.	32. Institutional Leadership encourages innovation for faculty advising.	27. I am prepared to be a mentor/coach for my advisees.	41. I encourage my advisees to seek out and learn from new experiences.	26. I am able to help advisees draw connections between their goals and their interests.	19. I am able to identify advisees in need.	
		22. I am able to help my advisees with financial aid questions.	43. I aim to understand my advisee's social/personal concerns.	15. Advisors are held accountable for their role in the advising process at my institution.	11. I am prepared to help my advisees with non-academic related difficulties.	48. I am prepared to help my advisee navigate institutional policies and procedures.	17. I am able to connect my advisees with support services as needed.	34. I understand and exercise confidentiality and protect student information.		
			46. I am provided professional development as a faculty advisor.	3. I can provide timely and accurate information to my advisees about available resources.	20. I am able to provide accurate information about available resources at my institution.	37. I know how to identify and evaluate effective advising.	44. I understand the reason/importance of academic advising.			
				30. I encourage my advisees to make their own informed decisions.	21. I meet exclusively with my assigned advisees.	14. I am able to assist my advisees with understanding and acceptance.				
					35. Advising is driven by student learning outcomes.					
					40. I am a mentor to other faculty advisors.					

Legend

- Distinguishing statement at $P < 0.05$
- Distinguishing statement at $P < 0.01$
- Consensus Statements

Chapter Summary

Factors 1 and 4 showed that the participants considered showing the same respect to each student the most important (+5). However, in contrast, Factor 1 showed the provision of accurate curriculum information as most important (+5), and Factor 4 showed it as least important (-5). Although statements related to institutional recognition, encouragement, and evaluation of advising had low rankings across all factors, confidentiality and protecting student information had high rankings across all factors, which showed the consensus of these statements. Although some community colleges in North Carolina hire professional advisors separate from faculty, many still have faculty who serve in the advisor role and provide academic advising services to enrolled and prospective students. Understanding faculty advisors' viewpoints on the skills, knowledge, and resources necessary for the advisor role is an important way to support student success and the process of faculty advising. Student success was the driving factor for participants in this study. However, differences in demographics, institutional leadership, and faculty advisor viewpoints were the deciding variables of what the participants perceived as important to their roles. Knowledge of financial aid had a low rank among all the factors and many consensus viewpoints had a more neutral rank. Institutional support and involvement varied between factors but remained low. Ultimately, the faculty advisors immersed themselves in many areas of the community college; therefore, they could provide information, guidance, and support services to their advisees for program planning and college resources, student services, career planning, and other support services. This study provided an introductory insight into what North Carolina community college faculty advisors deem important to their roles when serving students.

Chapter 5: Discussion and Implications

We have long since left in the dust the notion that simply opening our doors to students is enough, that, once here, they can negotiate their own way through our often byzantine, labyrinthine curriculum, processes, and hallowed halls. (Drake, 2011, p. 9)

The role of the faculty advisor has continued to shift with cultural, societal, and historical changes. Academic advising is integral to colleges and universities, whether within a defined role within a college setting or just a process. Faculty members often know and are immersed in the college culture and have a firm grasp of the requirements of their disciplines and institutions. Faculty involvement in instruction is also a way to strengthen the student–advisor relationship (CAS, 2019; Habley & Morales, 1998; Henning, 2009; Kramer, 2003). Faculty advisors fulfill many responsibilities and goals, such as assisting students with self-understanding and acceptance of academic, life, and career decisions; helping students develop educational plans consistent with their curricula; aiding their decision-making abilities; and providing specific information about institutional policies, support programs, and resources (Gordon et al., 2000).

The purpose of this study was to gain an understanding of faculty advisors' viewpoints of the knowledge, skills, and resources needed to prepare to complete assigned academic advising duties successfully. The factors and themes that resulted in this study from the collection of faculty advisor viewpoints, although unique to one community college, can be of value as community colleges seek ways to implement best practices for faculty advisors. Two research questions guided this study:

1. What are the viewpoints of faculty advisors about the skills and knowledge needed to perform their roles and why?
2. What are the consensus statements across viewpoints?

Answering the research questions entailed asking 22 North Carolina community college faculty advisors to complete a Q sort and post-survey questionnaire. The participants sorted the Q set (48 statements), and the provided condition of instruction (see Appendix F) of the knowledge, skills, and resources faculty advisors need to prepare to complete assigned academic advising duties successfully. The goal of the post-questionnaire was to gain demographic information and further insight into why the participants ranked specific statements as *most important* and *least important*. In this study, the hermeneutic theory provided a framework to understand what the faculty advisors perceived as relevant and meaningful to the faculty advisor role and faculty advising lifeworld. The goal of the hermeneutic theory is to engage the need to understand. The hermeneutic circle addressed the whole of academic advising and the context of its use, the experience of those using it, and the smaller parts needed to understand and interpret what advisors need for successful academic advising (Champlin-Scharff & Hagen, 2013).

Chapter 1 presented the purpose of this study and its importance for academic advising, specifically at North Carolina community colleges. Chapter 2 provided a history and review of literature on academic advising, specifically faculty advisor roles in community colleges. Next, Chapter 3 presented the Q method, research design, data collection, and analysis. Chapter 4 presented the steps taken to analyze the results and provided insight into the findings. The analysis included the correlation of the data, a factor analysis, and the distinguishing and consensus statements. Data analysis resulted in Factor 1: Curriculum Guidance, Factor 2: Student Advising, Factor 3: Student Accountability, and Factor 4: Advising Culture Without Support. This final chapter presents the study's limitations, implications, and recommendations for future research.

Discussion of Findings

A shift in advising in higher education has increased the need to understand what students require to succeed, the part faculty advisors play in the overall picture of student success, and the resources, knowledge, and skills faculty advisors perceive as necessary to the success of their roles. The undefined role and function are a gap in the literature on the time, resources, and training needed for effective academic advising between faculty advisors and community college administration. Academic advising has evolved beyond the prescriptive approach, which focused only on registration and course selection (Creamer & Scott, 2000; Habley, 2003; Kardash, 2020; Kimball & Campbell, 2013). The quality of advising impacts both the student and the college community at large (Baird, 2020; Habley, 2004; Light, 200; Voller, 2012). Academic advising is not a one-size-fits-all process; therefore, institution leaders should consider the needs of their campuses and student populations to develop successful advising approaches. There are currently numerous models and structures for academic advising (Baird, 2020), but the faculty advisor model remains a popular choice. The dissemination of faculty advisor viewpoints could provide value to the research on faculty advisor models.

In this study, a Q methodology approach was used to research the faculty advisor viewpoints to gain a better understanding of what faculty advisors perceive as important to succeed in their role as faculty advisors. The study focused on North Carolina community college faculty advisors' viewpoints of the knowledge, skills, and resources needed to perform successfully. The study was also a means of investigating the distinguishing and consensus statements across those viewpoints. Four themes emerged from the data: curriculum guidance, student advising, student accountability, and advising culture without support. Four North

Carolina community colleges produced a sample of 22 faculty advisor participants. A four-factor solution and theming occurred to answer the research questions:

1. What are the viewpoints of faculty advisors about what skills and knowledge are needed to perform their roles and why?
2. What are the consensus statements across the viewpoints?

Student success was the driving factor reported by participants in the postsort questionnaires, a finding that aligned with the literature. The NCCCS (2022) also presents academic advising as the core of student success. Students feel less concerned with organizational structure and more concerned about an institution's responses and actions to student concerns and needs (Schwienteck, 2018). Previous research has suggested that student-faculty interaction is a way to improve on-campus student involvement, retention, and completion rates (Baird, 2020; Drake, 2011; Habley, 2004; Voller, 2012). Holistic approaches to supporting students require faculty advisors to work one-on-one with students intentionally and purposefully to lead students to goal attainment (Kimball & Campbell, 2013). Structured academic advising is a way to promote student success in higher education (Cohen & Brawer, 1996; Kramer, 2003).

This study found that differences in demographics, institutional leadership, and faculty advisor viewpoints were the deciding variables of what the faculty advisors perceived as important to their roles, which aligned with the literature reviewed for this study. The postsort questionnaire responses about release time showed that release time specifically for faculty advising duties did not play a role in the factors participants loaded into. Pardee (2004) stated, "If the organizational structure is not a good fit for the institution or its students and faculty, the advising program's effectiveness could be limited, and student satisfaction with the service could

be adversely affected” (para.1). Meeting each student’s unique needs and interests requires a tailored academic advising approach (Reid et al., 2022). These differences were factors of the various themes that emerged, as discussed in Chapter 4.

Research Question 1

Research Question 1 was, “What are the viewpoints of faculty advisors about what skills and knowledge are needed to perform their roles and why?” This question aimed to better understand faculty advisors’ perceptions of the skills and knowledge needed to succeed in the advisor roles. The hermeneutic theory provided a framework to explore the skills and knowledge faculty advisors need to succeed and understand faculty needs in academic advising as a whole. The hermeneutic theory addresses part of a whole and the context of its delivery to gain an understanding of the whole (Kafle, 2013). Knowing what the practitioners of academic advising (i.e., the faculty advisors in this study) deemed necessary for success could enable administration and leadership to build structures and cultures around academic advising.

A surprising finding was that the participants ranked the advising culture as important for the faculty advisor role in Factor 4 but less important institutional support, such as instructional encouragement in innovation, recognition, rewards, and high expectations and standards in academic advising. Statement 25 (*campus advising policies/expectations are clearly communicated by institutional leadership*) either had a very low or neutral rank. This finding could be cause for concern, as the NCCCS and many North Carolina community colleges have recently focused on academic advising. Future inquiry could determine whether the institutions had institutional, departmental, or program-based advising cultures. Another interesting finding was that only one of the four factors presented student/advisee accountability as more important to the advising process. Student-focused advising was a driving factor in the postsort

questionnaire, but each viewpoint or theme in this study presented the student role differently. This finding aligned with the literature and could have resulted from the lack of a definition and training. Gaining faculty advisor perceptions through this study was an opportunity to look more closely at the small parts of academic advising to provide insight into the advising process.

Academic advising is a critical component in community colleges and other higher education institutions. The academic advisor has an equally crucial role because of the role's impact on student retention and satisfaction in academia (Baird, 2020; Drake, 2011; Habley, 2004; Light, 2001; Lowe & Toney, 2000). Many higher education institutions use faculty as advisors due to their unique connection to institutions and students. Faculty understand the institutional mission, program pathways, and labor market demands within their areas of expertise (Bailey et al., 2015; Kramer, 2003). Undefined roles and functions within academic advising have resulted in gaps between faculty advisors' and leaders' understanding of the resources and training needed to deliver advising successfully. An intriguing finding was that many participants in this study did not report understanding the current labor market and industry demands as more important than other statements. Community colleges have begun to provide vocational and technical training; therefore, an expectation was that faculty advisors would have a firm grasp on industry needs. An unsurprising result was that at least half of the participants did not have an advising philosophy or consider one important. Focusing more on and defining advising in North Carolina community colleges could be a way to develop advising philosophies in the advising culture.

This study found that, at minimum, faculty advisors need to be able to provide accurate and timely information about program pathways and course selection. Other knowledge the faculty advisor participants in this study considered important included labor market demands,

crucial institutional dates and deadlines, and information about educational options. Skills the faculty advisors perceived as important to the role's success included effective communication, innovative thinking, and encouragement of student accountability. When faculty advisors have the skills and knowledge to accomplish their assigned duties, the students and the institutions are more likely to succeed, as measured by increased persistence, retention, and completion. Academic advising could also affect student intentions, grades, and campus participation (Allen & Smith, 2008; Baird, 2020; Drake, 2011).

Research Question 2

Each North Carolina community college is a unique institution. The population and demographics served at each community college have resulted in different approaches, structures, and needs for academic advisors. However, this study found consensus viewpoints across the participants. Research Question 2 was, "What are the consensus statements across viewpoints?" The goal of the research question was to address the consensus statements. The similar viewpoints provided a better understanding of what the North Carolina community college faculty advisors perceived as necessary to their roles as academic advisors. As stated, the hermeneutic theory was the framework used to guide the researcher in examining a part of the whole to understand the whole (Kafle, 2013).

In this study, the faculty advisors agreed that understanding the reasons and importance of academic advising was essential to the role's success. Maintaining student confidentiality was ranked highly among the faculty advisors. Time to plan advising sessions, the identification of advisees' needs, the provision of important dates and deadlines, and the ability to identify and evaluate effective advising had lower but still important ranks in the success of the faculty advisor role. The participants ranked answering financial aid questions and institutional

recognition and rewards as less important to a faculty advisor's success. These statements had a lower rank; however, the rank did not necessarily indicate unimportance but less of a direct effect on the successful advising process. The consensus statements suggest that faculty advisors might need assistance with developing skills and furthering their knowledge base on providing financial aid assistance and using institutional data to make informed decisions.

It was not an unexpected finding that the faculty advisors felt they did not have adequate time to advise students effectively, did not have the fiscal resources needed, and received limited professional development at best. Providing faculty advisors the release time needed to meet advising demands, the resources needed to meet student needs, and the relevant professional development to understand the process and responsibilities are crucial steps in successful advising. The low importance of developing students' soft skills was an unexpected finding. Communication is an important soft skill imperative to the advising process; therefore, the expectation was that communication would have a higher ranking. However, it was not an unexpected finding that financial aid knowledge and institutional recognition had very low importance. There are so many regulations and rules attached to financial aid that faculty advisors must rely on financial aid specialists to disseminate the information students need.

Knowing the impact of specific factors and their influence on faculty advisor roles could be a way to help institutional administrators and leaders to plan and allocate resources for campus-wide academic advising initiatives, assessments, and professional development opportunities (McGill, 2018; Schwientek, 2018; Voller, 2012). A lack of necessary skills and knowledge could influence advisors' responsibilities and the overall success of the advising process, which could, in turn, impact student retention and satisfaction in academia (Baird, 2020; Drake, 2011; Habley, 2004; Kramer, 2003; Light, 2001; Lowe & Toney, 2000).

Implications for Practice

This study has several implications for North Carolina community college faculty advisors and academic advising. In addition, community college institutional leaders could use this study's results to provide relevant support and training to faculty advisors. The study findings suggested additional questions for future research and exploration.

Registration and Course Selection

The ability to provide accurate curriculum information is the primary service of faculty advisors within North Carolina community colleges and higher educational institutions. Historically, providing accurate curriculum information has been the primary purpose of academic advisors; however, changes in academic advising within higher education have indicated the importance of other support and services. Just as college and university courses have undergone adjustments, so must advising and those who deliver this service. First and foremost, faculty advisors must have the ability to create curricular plans and clear pathways for students to reach their educational goals (Darling, 2015). However, advising should consist of more than recalling program information and assigning courses to provide services to community college students successfully. Ideally, advising should be a learning experience that can positively impact how students think and act during their academic advising sessions, in higher education, and, ultimately, throughout life.

Curriculum guidance includes professional development and training. This study suggests designing professional development considering faculty advisors and student outcomes. Institutions have failed to invest regularly in professional development opportunities for faculty advisors, and advisors tend to receive little to no formal training (Alvarez & Towne, 2016; Grites, 2018; Hutson, 2013; Voller, 2012). Professional development should include various

topics directly affecting faculty advising, such as college policies and procedures, advising theory, diversity training on curriculum offerings, available technology, and best practices. Training should provide faculty advisors with the tools and resources to promote student success and lead students to goal completion (King, 2000; Voller, 2012). Advisors need professional development to prepare to foster student success properly.

More institutions have begun introducing interdisciplinary programs, adopting blended roles, and developing articulation agreements with other institutions. Thus, there has been an increased need for a collaborative advising process to address students' needs effectively, efficiently, and holistically. The primary purpose of advising in higher education is course registration. However, a holistic student approach is a way to develop the whole person by fostering self-awareness and accountability. Holistic advising is an important consideration for all higher education students, particularly community college students (Kardash, 2020). Community colleges have diverse demographics. Working full-time, navigating life, or returning to school later in life are some of the scenarios of the diverse students at community colleges. Such factors could affect student performance and choices; therefore, faculty advisors should consider these factors when working with students. If faculty advisors do not weigh each student holistically, the student might not succeed. It is imperative to provide faculty advisors with the resources, skills, and knowledge to individualize each advising session, using the holistic approach to have meaningful conversations with advisees. With adequate training and resources, advisors can establish relationships built on trust and mutual understanding and effectively lead students to the available resources for increased student success.

Resources for Duties as Assigned

Many faculty members in the NCCCS take on advising responsibilities in addition to their course loads and administrative responsibilities. The addition of advising can cause many faculty to feel apathetic toward their roles and duties as faculty advisors. Faculty need accurate, timely information, training, and professional development to fulfill their roles. Supplying information about curricula, job markets, institutional policies and procedures, and extracurricular opportunities are among faculty advisors' many duties and responsibilities.

In addition to knowledge and training, faculty advisors rely on various communication tools the institution provides. Advisors need fiscal space to meet with advisees, as well as tools such as telephones, emails, and virtual meeting platforms. Time is another resource that merits consideration, as effective advising requires time. Faculty advisors must have the time to meet with students, discuss academic and career goals, provide curriculum guidance based on individual student needs, share helpful institutional resources, and provide follow-up services. Institutional leadership must consider if release time is necessary for faculty advisors to complete their assigned advising duties successfully. With little extra time, faculty advisors can find themselves pressed for time to provide adequate advising services to students. Early alert systems could help notify faculty advisors when students need special attention due to low grades or absences. Using systems and tools already in place could be a way to maximize academic advising and encourage communication and interactions between faculty advisors and students without high costs amid limited budgets. Regular email communication between faculty advisors and students is also beneficial for building advisor-advisee relationships and trust. Lowenstein (2020) observed, "The advisor provides a service to the student that is distinct from that of anyone else on campus" (p. 65).

Effective academic advising is an often-unrewarded process at colleges and universities (Dillon & Fisher, 2000; Drake, 2008; Habley, 2004; Lowe & Toney, 2000; McGillin, 2003; Myers & Dyer, 2005; Swanson, 2006; Vowell & Farren, 2003). This study's ranking of statements regarding rewards and incentives aligned with the literature. The participants in this study noted in the postsort questionnaire that they did not receive recognition or rewards for completing academic advising successfully. Recognition and rewards could be a way to attain buy-in from faculty advisors who see their advising responsibilities as "other duties as assigned." Types of recognition and rewards to consider are highlighting the faculty advisors monthly who exemplify campus advising or have made strides in improving advising in their programs of study. Recognition and rewards do not have to be monetary; for example, recognition could be a letter from the college president addressing the faculty advisor's contribution to campus. Even if an institution does not reward faculty who fulfill academic advising expectations, the faculty who enjoy advising students may be more likely to perform well. Such faculty advisors could be campus champions who influence others to improve and buy into advising.

Accountability

Faculty advisors should remain accountable for their roles, and so should students. Student accountability is as essential to the advising process as academic success. Federal and state agencies expect organizational accountability, whereas faculty advisor accountability is an institution's expectation. Fostering student accountability for learning requires faculty and administrative support. Foundational content is a way to ensure student readiness and engagement in learning and development as lifelong learners (Morin, 2014); the same remains true for student involvement in the advising process.

Various stakeholders' increased demands for accountability in higher education are often required for performance management and change, but where is the student in all of this? Trust, mutual respect, and clear vision are critical in the advisee–advisor relationship (Mbindyo et al., 2021). Advisors can help advisees develop visions and provide platforms for success in college. Academic value influences students' relationships with faculty advisors and can include time commitments and encouragement to reach goals. Community college students spend limited time on campus. Due to the competing demands for students' time due to work, family, and other engagements, faculty advisors provide pertinent information in a limited time, contributing to student accountability (Strawn & Littlepage, 2021). Accountability should be considered part of the decision-making process (Macheridis & Paulsson, 2021), with the faculty advisor providing the necessary information and resources for the student to participate in the advising process actively. Ultimately, the students should make all decisions about their academic progress. Students should receive clear expectations of the faculty advisor role and the student role in the advising process.

Factor 3 of this research presented faculty advisors' viewpoint of the need to hold students accountable for educational planning and decision-making to meet students where they are and provide the opportunity to get involved in the advising process. Wilcox (2017) suggested a model of academic advising in which advisors encourage students to prepare for academic advising and become the key decision-makers in the process. Steele (2016) suggested a similar advising model but proposed adopting a blended approach by utilizing virtual technology instead of a strictly face-to-face model. Both models have a flipped classroom-type of approach that includes student self-assessments and encouragement to remain accountable and active in their goal development and curriculum guidance (Steele, 2018). With these models and this approach

in mind, refocusing advising efforts on assisting students with goals and developing realistic academic and career plans with critical-thinking skills and reflective thinking could be a way to increase student accountability and participation in the advising process. Student success should result in further skill development and engagement in academic planning.

Building Culture Supported by Leadership

An institutional culture that includes advising is another crucial component of the advising process. Academic advising is a high-impact practice central to student access and success (Kuh, 2009; Tinto, 1993). Many institutions have a piecemeal approach to academic advising, enforcing advising practices irregularly and allowing individual faculty advisors or educators to dictate best practices. When college departments and divisions have different advising strategies and outcomes, there is a lack of culture and its resultant support (Joslin, 2018). Presidents, provosts, deans, and other critical decision-makers from the ground up should prioritize advising strategies and management and provide the necessary support structures to faculty advisors to promote student success through academic advising. Institutional leaders could support advisors by building a campus-wide advising culture and allotting the appropriate resources.

Many in the academic advising arena have suggested that faculty are the most suitable academic advisors. However, there is a need to recognize that not all faculty have the abilities and skills necessary for effective academic advising. Faculty need training and support to be effective advisors (Gordon et al., 2000; Myers & Dyer, 2005; Swanson, 2006). Providing professional development specific to faculty advisors, setting clear institutional goals and expectations, and ensuring resources, such as technology and time, are crucial strategies. Academic advising should be intertwined with the institutional mission to influence faculty

advisors and advising programs. Most of the participants in this study noted they received little training and few clear expectations for their faculty advising roles. Suggested areas in which faculty need assistance with academic advising skills include career advising, available institutional resources, and developmental training (Baird, 2020; Myers & Dyer, 2005).

Due to a lack of professional development and training, faculty advisors need to improve their academic advising abilities with little to no institutional support. With faculty advisors being overly utilized in academic advisor roles and no central advising structure, it is important to have well-trained and knowledgeable faculty advisors (Wuebker & Cook, 2017). Therefore, faculty must first understand their strengths and weaknesses while maintaining positive attitudes toward their academic advising responsibilities. A suggestion for professional development is to use the human capital already available. Individuals who deliver superior advising could mentor and train new faculty advisors or those who may not come naturally to the role. Time limitations are also a barrier for faculty advisors. Mediating this challenge could include developing short training sessions on advising approaches and methods, tools, and resources faculty can use to improve their skill sets as time permits. Institutions could also turn to professional organizations like NACADA for training and professional development.

Assessments have been a tool used in higher education for decades. Academic advising assessment is a process “used to guide the design of strategies and actions and, in turn, the gathering of evidence to support improvement and change” (Campbell & Nutt, 2008, pp. 240–241). As with other assessment activities in higher education, assessments of faculty advisors and the advising process should focus on what students have learned from advising and the effectiveness of advising delivery (Zarges et al., 2018). When faculty advising is part of learning and teaching assessments within an institution, “ it can be measured to include more aspects than

satisfaction, such as advising content, process, and outcomes that align with institutional missions, values, and goals” (He & Hutson, 2017, p. 67). Providing appropriate advising assessment tools could be a way to find and address faculty advisor deficits and strengthen skills and knowledge in academic advising. Assessments of academic advising and advisors are necessary components of future success. Effective advising is a means of improving students’ learning experiences. Thus, advising connects to the educational process and is a critical aspect of student engagement, retention, and persistence (Campbell & Nutt, 2008). Assessments should focus on more than retention and graduation data; student learning and its relationship to different academic advising structures also require consideration (Zarges et al., 2018). Faculty advisors could contribute valuable information about systemic barriers to student success because they have unique relationships with students as both advisors and faculty. Faculty attitudes are another integral part of this equation, further indicating the need for recognition and rewards with an effective assessment system. Faculty advising will remain the same without the proper motivation to assess and improve the process, with little hope for growth. Faculty advisor assessments could even include self-exploration journals or rubrics.

Implications for Policy

There is no universal definition or process for academic advising due to the various roles and duties assigned by the institution, department, program leaders, and stakeholders (Mbindyo et al., 2021). At its core, academic advising includes leading students in the appropriate direction during their college experiences (Abdelhamid & Alotaibi, 2021; Habley, 2004). Academic advising also requires knowledge of a particular field or program of study, the institutional campus, and the service community. Successful navigation through academic interactions in higher education connected to student life goals is crucial for advising. Academic advising

enhances students' experiences by helping them set professional and personal goals, encouraging them to participate in extracurricular activities, and making them aware of student development opportunities through meaningful connections with the institution (Mbindyo et al., 2021).

Expanding advising services at the secondary level could also contribute value to community college enrollment and the evolution of advising practices and policy (Clayton, 2019).

Community colleges and higher education institutions can promote student success by building campus cultures around academic advising and allotting the resources and funds needed for faculty or professional advisors to meet students' academic and personal goals. Individuals who provide academic advising services should champion the advising culture, with institutions providing support through relevant action and professional development.

D'Amino, Chapman, and Robertson (2021) suggested considering existing policy, accreditation, and relationships when implementing articulation agreements for university transfer options, specifically for career and technical education (CTE) students, in their policy recommendations (D'Amico, Chapman, & Robertson (2021). I support this recommendation, I would add that faculty advisors be included in the discussions and decision-making process of articulation agreements for both CTE and university transfer (UT). University Transfer faculty advisors must guide UT students beyond just attending a 4-year university. It is just as important for UT faculty advisors to understand the various labor market demands and outcomes as it is for CTE faculty advisors. This would allow faculty advisors to have first-hand knowledge of the agreements and to serve students better when discussing transfer options and beyond.

Recommendations for Future Research

Academic advising and the role of the faculty advisor are crucial contributors to student success, retention, and persistence (Darling, 2015; Habley, 2004; Kuhn, 2008; Voller, 2012;

Zimmerman, 2000). Knowing this and the study's limitations, a suggestion is to replicate this study in a face-to-face environment to obtain better qualitative data through open-ended and follow-up questions. The COVID-19 pandemic presented difficulties for this study. Future scholars should address specific challenges before they consider replicating the study. Although the QMethod software enabled convenient data collection due to social distancing requirements, it also caused difficulties collecting additional qualitative data. The pandemic resulted in slowed data collection, necessitating rewriting the study instruction to accommodate the participants and collection methods. Future scholars should provide more clarity in the instructions regarding the software. Many would-be participants began the study but abandoned the software without completion. None of the invitees reached out for technical assistance; therefore, how many potential participants failed to complete sorts because of technical difficulties or unclear instructions remains unclear. Most respondents had no prior knowledge of the Q methodology or the procedures involved, which could have also contributed to the low response and potentially high abandonment rates. Future scholars should provide a more detailed explanation of forced distribution and create shorter, easier-to-navigate statement sets for online use. Additionally, future scholars could explore faculty roles and responsibilities beyond academic advising because other duties and responsibilities directly affect how a faculty advisor performs additional roles, which can differ by institution.

Future research on faculty advisor viewpoints could include follow-up interviews with the participants to gain further insight, expand the scope of this study, and include a broader range of the resources, knowledge, and skills deemed crucial for successful faculty advising. Scholars could gather data about faculty advisors to address whether a specific institution and its mission and leadership influence faculty advisor perceptions. Additional follow-up information

to collect could include data on rural, urban, or suburban locations; the size of the student body; current program offerings; campus demographics; and the estimated distance from other higher education institutions. Further expansion of this research could include comparing viewpoints between CTE and UT programs to identify similarities and differences in advising needs.

Additional qualitative and comparison research could also provide further insight into the perspectives of not only faculty advisors but all those who are part of academic advising in higher education. Comparing data to identify trends within academic advising as a whole and by role could be a way to define academic advising and best practices. Focus groups based on each of the factors in this study are a recommended starting point for furthering academic advising discussions and research. Future researchers could collect data from faculty advisors on their best practices for serving students. Grassroots buy-in is powerful. Involving faculty advisors in the development of systemic or institutional best practices for advising could be a means of encouraging faculty advisors to increase their involvement and create a sense of inclusion. Scholars could expand this research suggestion to address universal advising practices.

Considering the differences between Career and Technical Education faculty advisor needs versus University Transfer faculty advisor needs is another suggestion for future research. CTE and UT advising requires different approaches, methods, and techniques. CTE faculty advisors tend to advise students within their specific programs and often instruct courses their advisees are enrolled in. University Transfer faculty tend to instruct more general education type courses and may never actually be an instructor for their specific advisees. Knowing this, faculty advisors may require different knowledge, resources, and skills to complete their duties within academic advising successfully. To further expand this future research, the researcher may also need to consider the needs of those advising noncredit students also.

COVID-19 caused havoc worldwide, changing higher education dynamics and how people know the world. Future research could focus on what advisors learned during the pandemic and its effect on academic advising. Such research could provide invaluable insight as higher education stakeholders move forward and try to navigate the new normal.

Chapter Summary

Academic advising, as a whole, is driven by student success. Faculty are uniquely positioned to build professional relationships with students because they understand course content and the labor market in their areas. Thus, faculty could be prime candidates for offering advising services. This Q-method study occurred to understand better North Carolina community college faculty advisors' viewpoints on the knowledge, skills, and resources needed to complete assigned academic advising duties successfully. Upon completing the Q sort, the 22 participants from four North Carolina community colleges completed a postsort questionnaire to provide demographic data and insight into the individual sorts. The Q-method and KADE software were the tools used to find a four-factor solution consisting of curriculum guidance, student advising, student accountability, and advising culture without support. This chapter presented the limitations, a summary of findings, implications for practice and policy, and recommendations for future research. The study addressed the guiding research questions; however, future research could provide additional data and contribute to community college faculty advising research and practice.

References

- Abdelhamid, A. A., & Alotaibi, S. R. (2021). Adaptive multi-agent smart academic advising framework. *IET Software*, 15(5), 293–307. <https://doi.org/10.1049/sfw2.12021>
- Aiken-Wisniewski, S. A., Johnson, A., Larson, J., & Barkemeyer, J. (2015). A preliminary report of advisor perceptions of advising and of a profession. *NACADA Journal*, 35(2), 60–70. <https://doi.org/10.12930/NACADA-14-020>
- Allen, J. M., & Smith, C. L. (2008). Faculty and student perspectives on advising: Implications for student dissatisfaction. *Journal of College Student Development*, 49(6), 609–624. <https://doi.org/10.1353/csd.0.0042>
- Allen, J. M., Smith, C. L., & Muehleck, J. K. (2013). What kinds of advising are important to community college pre- and post-transfer students? *Community College Review*, 41(4), 330–345. <https://doi.org/10.1177/0091552113505320>
- Alvarez, R. R., & Towne, V. S. (2016). Academic advisors as adult educators: First-year experience instructors. *Journal of Adult Education*, 45(1), 10–15.
- Astin, A. W. (1993). *What matters in college? Four critical years revisited*. Jossey-Bass.
- Bailey, T. R., Jaggars, S. S., & Jenkins, D. (2015). *Redesigning America's community colleges: A clearer path to student success*. Harvard University Press.
- Baird, S. B. (2020). Faculty perceptions of academic advising at small, Christian universities. *Christian Higher Education*, 19(5), 321–335. <http://dx.doi.org/10.1080/15363759.2020.1712559>
- Bartlett, J., & DeWeese, B. (2015). Using the Q methodology approach in human resource development research. *Advances in Developing Human Resources*, 17(1), 72–87. <https://doi.org/10.1177/1523422314559811>

- Bloom, J. (2008). Moving on from college. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 178–188). Jossey-Bass.
- Boeck, C. A. (2022). Trust issues: The role of trusting relationships on students' knowledge about and transition to community college. *Community College Journal of Research and Practice*, 46(5), 335–351.
- Broadbridge, A. (1996). Academic advising--traditional or developmental approaches?: Student perspectives. *British Journal of Guidance & Counselling*, 24(1), 97. <https://doi-org.prox.lib.ncsu.edu/10.1080/03069889600760091>
- Brown, M. (2004). *Illuminating patterns of perception: An overview of Q methodology*. Carnegie Mellon University.
- Brown, S. R. (1993). A primer on Q methodology. *Operant Subjectivity*, 16(3/4), 91–138.
- Brummelkamp, J. (2020). Sand storage dams in Kitui–Kenya: community perspective on access to water: An evaluation using Q-methodology.
- Campbell, S. M., & Nutt, C. L. (2008). Academic advising in the new global century: Supporting student engagement and learning outcomes achievement. *Peer Review*, 10(1), 4–7. <https://emas.illinoisstate.edu/downloads/aaac/academic%20advising%20in%20new%20global%20century.PDF>
- Center for Community College Student Engagement. (2018). *Show me the way: The power of advising in community colleges*. https://www.ccsse.org/nr2018/Show_Me_The_Way.pdf
- Champlin-Scharff, S. (2010, March 1). Advising with understanding: Considering hermeneutic theory in academic advising. *NACADA Journal*, 30(1), 59–65. <https://doi.org/10.12930/0271-9517-30.1.59>

- Champlin-Scharff, S., & Hagen, P. (2013). Understanding and interpretation: A hermeneutic approach to advising. In P. Jordan, M. A. Miller, & J. K. Drake (Eds.), *Academic advising approaches: Strategies that teach students to make the most of college* (pp. 223–239). Jossey-Bass.
- Clayton, A.B. (2019). Helping Students Navigate the College Choice Process: The Experiences and Practices of College Advising Professionals in Public High Schools. *The Review of Higher Education* 42(4), 1401–1429. <https://doi.org/10.1353/rhe.2019.0070>.
- Cohen, A. M., & Brawer, F. B. (1996). *The President's Pet: Transfer-Related Activities and Attitudes at Cerritos College*.
- Coogan, J., & Herrington, N. (2011). Q methodology: An overview. *Research in Secondary Education*, 1(2), 24–28.
- Coleman, M., Charmatz, K., Cook, A., Brokloff, S., & Matthews, L. (2021). From the classroom to the advising office: Exploring narratives of advising as teaching. *NACADA Review*, 2(1), 36–46.
- Cosand, J. P. (1977). *Productivity and the Future of the Community College*.
- Council for the Advancement of Standards in Higher Education (2019). *CAS professional standards for higher education* (10th ed.). Washington, DC: Author.
- Creamer, E. G., & Scott, D. W. (2000). Assessing individual advisor effectiveness. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 339–348). Jossey-Bass
- Crookston, B. B. (1972). A developmental view of academic advising as teaching. *Journal of College Student Personnel*, 13, 12–17.

- D'Amico, M. M., & Lisa Chapman, L. (2018). *Community college to university transfer*. MyFutureNC Commission Report.
- D'Amico, M., Chapman, L., & Robertson, S. (2021). Associate in applied science transfer and articulation: An issue of access and equity. *Community College Journal of Research and Practice*, 45(5), 378–383
- Damio, S. M., (2016). Q methodology: An overview and steps to implementation. *Journal of University education*, 12(1). Retrieved from <https://files.eric.ed.gov/fulltext/EJ1207820.pdf>
- Darling, R. A. (2015). Creating an institutional academic advising culture that supports commuter student success. In J. P. Biddix (Ed.), *New directions for student services* (pp. 87–96). Jossey-Bass. <https://doi.org/10.1002/ss.20130>
- Drake, J. (2008). Recognition and reward for academic advising in theory and practice. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 396–412). Jossey-Bass.
- Drake, J. (2011). The role of academic advising in student retention and persistence. *About Campus*, 16(3), 8–12. <https://doi.org/10.1002/abc.20062>
- Drake, J. K. (2013). Advising as teaching and the advisor as teacher in theory and practice. *Academic advising approaches: Strategies that teach students to make the most of college*. (pp. 17–32). San Francisco: Jossey-Bass.
- Exel, V. J., & Graaf, D. G. (2005). *Q methodology: A sneak preview*.
- Frost, S. H. (1991). Fostering the critical thinking of college women through academic advising and faculty contact. *Journal of College Student Development*, 32(4), 359–366.

- Frost, S. H. (2000). Historical and philosophical foundations for academic advising. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 3–14). Jossey-Bass.
- Frost, S. H. (2003). Academic advising in higher education. In J. W. Guthrie (Ed.), *Encyclopedia of education* (2nd ed., Vol. 1, pp. 2–5). Macmillan Reference USA.
- Glennen, R. E. (2003). The importance of faculty advising: A CEO and CAO perceptive. In G. L. Kramer (Ed.), *Faculty advising examined: Enhancing the potential of college faculty as advisors* (pp. 40–54). Anker Publishing Company.
- Gordon, V. N. (1992). *Handbook of academic advising*. Greenwood Publishing Group, Inc.
- Gordon, V. N. (2004). The evolution of academic advising: One institution's historical path. *NACADA Journal*. 24(1–2), 17–23.
- Gordon, V. N., Habley, W. R., & Grites, T. J. (Eds.). (2000). *Academic advising: A comprehensive handbook*. Jossey-Bass.
- Grites, T. (2018, July 6). *Improving faculty advising*. Academic Impressions.
<https://www.academicimpressions.com/improving-faculty-advising>
- Habley, W. R. (2000). Designing effective training for academic advisors. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 35–43). Jossey-Bass.
- Habley, W. R. (2003). Faculty advising: Practice and promise. In G. L. Kramer (Ed.), *Faculty advising examined: Enhancing the potential of college faculty advisors* (pp. 23–39). Anker Publishing Company.
- Habley, W. R. (2004). *The status of academic advising: Findings from the ACT sixth national survey*. National Academic Advising Association.

- Habley, W. R. (2008). Training, assessment, recognition, and reward. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 307–320). Jossey-Bass.
- Habley, W. R., and Morales, R. H. (1998). Current Practices in Academic Advising: Final Report on ACT's Fifth National Survey of Academic Advising. NACADA
- Hagen, P. L., & Jordan, P. (2008). Theoretical foundations of academic advising, In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 12–35). Jossey-Bass.
- Hart-Baldrige, E. (2020). Faculty advisor perspectives of academic advising. *NACADA Journal* 1 January; 40 (1): 10–22. <https://doi.org/10.12930/NACADA-18-25>
- Hasty, B. B. (2012). *Faculty experiences with academic advising at 15 community colleges in Eastern North Carolina* (Publication No. 3512961) [Doctoral dissertation, Capella University]. ProQuest Dissertations and Theses Global.
- He, Y., & Hutson, B. (2016). Appreciative assessment in academic advising. *Review of Higher Education*, 39(2), 213–240. <http://doi.org/10.1353/rhe.2016.0003>
- He, Y., & Hutson, B. (2017). Assessment for faculty advising: Beyond the service component. *NACADA Journal*, 37(2), 66–75.
<https://www.nacadajournal.org/doi/pdf/10.12930/NACADA-16-028>
- Hemwall, M. K. (2008). Advising delivery: Faculty advising. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 253–263). Jossey-Bass.
- Henning, M. A. (2009, March 1). Students' motivation to access academic advising services. *NACADA Journal*, 29(1), 22–30. <https://doi.org/10.12930/0271-9517-29.1.22>

- Hernandez, D. L., II. (2017). *A quantitative study of advisors', students', and administrators' perceptions of current advising needs for career technical education students* (Publication No. 10256290) [Doctoral dissertation, Northcentral University]. ProQuest Dissertations and Theses Global.
- Himes, H., & Schulenberg, J. (2016). The evolution of academic advising as a practice and as a profession. *Beyond foundations: Developing as a master academic advisor*, 1–20.
- Hirschy, A. S., Bremer, C. D., & Castellano, M. (2011). Career and technical education (CTE) student success in community colleges: A conceptual model. *Community College Review*, 39(3), 296–318. <https://doi.org/10.1177/0091552111416349>
- Hodge, K. A., & Lear, J. L. (2011). Employment skills for 21st century workplace: The gap between faculty and student perceptions. *Journal of Career and Technical Education*, 26(2), 28–41. <http://files.eric.ed.gov/fulltext/EJ974462.pdf>
- Hurt, R. L., (2007). Advising as teaching: Establishing outcomes, developing tools, and assessing student learning. *NACADA Journal*, 27(2), 36–40.
- Hutson, B. L. (2010). The impact of an appreciative advising–based university studies course on college student first-year experience. *Journal of Applied Research in Higher Education*, 2(1), 3–13.
- Hutson, B. (2013). Faculty development to support academic advising: Rationale, components and strategies of support. *The Journal of Faculty Development*, 27(3), 5–11.
- Joslin, J. E. (2018). The case for strategic academic advising management. *New Directions for Higher Education*, 2018(184), 11–20. <https://doi.org/10.1002/he.20299>
- Kafle, N. (2013). Hermeneutic phenomenological research method simplified. *Bodhi: An Interdisciplinary Journal*, 5(1), 181–200. <https://doi.org/10.3126/bodhi.v5i1.8053>

- Kandalec, K. R. (2016). *Perceptions of postsecondary career and technical education: A Q method examination* [Doctoral dissertation, North Carolina State University]. NC State Repository.
<https://repository.lib.ncsu.edu/bitstream/handle/1840.20/33349/etd.pdf?sequence=1>
- Kardash, S. (2020, May 26). Holistic advising. *Academic Advising Today*, 43(2).
<https://nacada.ksu.edu/Resources/Academic-Advising-Today/View-Articles/Holistic-Advising.aspx>
- Kimball, E., & Campbell, S. M. (2013). Advising strategies to support student learning success. *Academic advising approaches: Strategies that teach students to make the most of college*, 3–15.
- King, M. C. (2000). Designing effective training for academic advisors. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (pp. 289–297). Jossey-Bass.
- Kramer, G. L. (2003). *Faculty advising examined: Enhancing the potential of college faculty as advisors*. Anker Publishing Company
- Kuh, G. D. (2009). What student affairs professionals need to know about student engagement. *Journal of College Student Development*, 50, 683–706.
- Kuhn, T. L. (2008). Historical foundations for academic advising. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *Academic advising: A comprehensive handbook* (2nd ed., pp. 3–14). Jossey-Bass.
- Larson, H. A. (2008). Emotional labor: The pink-collar duties of teaching. *Currents in Teaching and Learning*, 1(1), 45–56.

- Levesque, E.M. (2018). *Improving community college completion rates by addressing structural and motivational barriers*. <https://www.brookings.edu/research/community-college-completion-rates-structural-and-motivational-barriers/>
- Light, R. (2001). *Making the most of college: Students speak their minds*. Harvard University Press.
- Lowe, A., & Toney, M. (2000). Academic advising: Views of the givers and takers. *Journal of Student Retention*, 2(2), 92–108.
- Lowenstein, M. (2005). If advising is teaching, what do advisors teach? *NACADA Journal*, 25(2), 65– 73.
- Lowenstein, M. (2020). If advising is teaching, what do academic advisors teach? *NACADA Journal*, 40(2), 5–14. <https://doi.org/10.12930/NACADA-20-90>
- MacDonald, K. (2018). A review of the literature: The needs of nontraditional students in postsecondary education. *Strategic Enrollment Management Quarterly*, 5(4), 159-164.
- Macheridis, N., & Paulsson, A. (2021). Tracing accountability in higher education. *Research in Education*, 110(1), 78–97. <https://doi.org/10.1177/0034523721993143>
- Mbindyo, M., O'Connor, R. J., & Nandedkar, A. (2021). Linking transformational leadership theory to the practice of academic advising: A conceptual paper. *Journal of Higher Education Theory and Practice*, 21(12), 172–182.
- McArthur, R. C. (2005). Faculty-based advising: An important factor in community college retention. *Community College Review*, 32(4), 1–18.
<https://doi.org/10.1177/009155210503200402>

- McGill, C. M. (2018, July 1). Leaders' perceptions of the professionalization of academic advising: A phenomenography. *NACADA Journal*, 38(1), 88–102.
<https://doi.org/10.12930/NACADA-17-041>
- McKeown, B., & Thomas, D. (1988). *Q methodology* (2nd ed.). SAGE Publications.
- McKeown, B., & Thomas, D. B. (2013). *Q methodology* (Vol. 66). Sage publications.
- Mier, C. (2018). Adventures in Advising: Strategies, Solutions, and Situations to Student Problems in the Criminology and Criminal Justice Field. *International Journal of Progressive Education*, 14(1), 21–31.
- Miller, M. A. (2016). Building upon the components of academic advising to facilitate change. In T. J. Grites, M. A. Miller, & J. G. Voler (Eds.), *Beyond foundations: Developing as a master academic advisor* (pp. 43–59). John Wiley & Sons.
- Morin, K. H. (2014). Fostering student accountability for learning. *Journal of Nursing Education*, 53(10), 547–548. <http://dx.doi.org/10.3928/01484834-20140922-10>
- Mullin, C., (2010). *Rebalancing the mission: The community college completion challenge*. AACC Policy Brief 2010-02PBL. <https://eric.ed.gov/?id=ED522995>
- Museus, S. D. (2021). Revisiting the role of academic advising in equitably serving diverse college students. *The Journal of the National Academic Advising Association*, 41(1), 26–32.
- Myers, B. E., & Dyer, J. E. (2005). Attitudes, values, and preparation of university faculty and administrators for advising. *Journal of Agricultural Education*, 46(3), 35–46.
<https://doi.org/10.5032/jae.2005.03035>

- NACADA. (2003). Paper presented to the Taskforce on defining academic advising. Retrieved from NACADA Clearinghouse of Academic Advising Resources website. Retrieved from <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Definitions-of-academic-advising.aspx>
- Nichols, H., & Barger, R. (2021). *Policy Brief Series: Adult Learners*. https://belk-center.ced.ncsu.edu/wp-content/uploads/2021/06/Nichols-Barger_Adult-Learners-2021.pdf
- Niska, J. M. (2014). A study of the impact of professional development on middle level advisors. *RMLE Online*, 37(5), 1–14.
- NC Community Colleges, (2020). About Us. Retrieved from <https://www.nccommunitycolleges.edu/about-us>
- NC Community Colleges, (2020). Curriculum procedures reference manual. Retrieved from <https://www.nccommunitycolleges.edu/academic-programs/curriculum-procedures-reference-manual-cprm>
- O'Banion, T. (1972). Organizing and administering student development programs in the community junior college. *Peabody Journal of Education*, 49(4), 268–278.
- O'Banion, T. (2009, Spring). An academic advising model. *NACADA Journal*, 42, 62–69. Originally published 1972.
- Pardee, C. F. (2004). *Organizational structures for advising*. NACADA Clearinghouse of Academic Advising Resources. <http://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Organizational-Models-for-Advising.aspx>

- Pascarella, E. T., & Terenzini, P. T. (1991). *How college affects students: Findings and insights from twenty years of research*. Jossey-Bass.
- Pascarella, E. T., & Terenzini, P. T. (2005). *How college affects students: A third decade of research*. Jossey-Bass.
- Polson, C. J., & Cashin, W. E. (1981). Research Priorities for Academic Advising: Results of Survey of NACADA Membership. *NACADA Journal*, 1(1), 34–43.
- Reid, J. W., Gunes, Z. D. K., Fateh, S., Fatima, A., Macrie-Shuck, M., Nennig, H. T., & Talanquer, V. (2022). *Investigating patterns of student engagement during collaborative activities in undergraduate chemistry courses*. Chemistry Education Research and Practice.
- Sayles, S., & Shelton, D. (2005). Student success strategies. *ABNF Journal*, 16(5), 98.
- Schwientek, K. A. (2018). Transfers: It's all about teamwork. *College and University*, 93(3), 49–51.
- Shaffer, L. S., Zalewski, J. M., & Leveille, J. (2010). The professionalization of academic advising: Where are we in 2010?. *NACADA Journal*, 30(1), 66–77.
- Smith, J. S. (2007). Using data to inform decisions: Intrusive faculty advising at a community college. *Community College Journal of Research and Practice*, 31(10), 813–831.
- Smith, C., & Allen, J. (2006). Essential functions of academic advising: What students want and get. *NACADA Journal*, 26(1), 56–66.
- Sotto, R. (2000). Technological delivery systems. In V. N. Gordon, W. R. Habley, & T. J. Grites (Eds.), *State Board of Community College Codification* (2019). *Admission to Colleges*, 1D SBCCC 400.2. https://www.nccommunitycolleges.edu/sites/default/files/basic-page-file-uploads/legal/entire_code_01feb22_emended_03-20-2022_0.pdf

- Steele, G. E. (2016). *Creating a flipped advising approach*. NACADA Clearinghouse of Academic Advising Resources.
<https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Creating-a-Flipped-Advising-Approach.aspx>
- Steele, G. E. (2018). Student success: Academic advising, student learning data, and technology. *New Directions for Higher Education*, 2018(184), 59–68.
<https://doi.org/10.1002/he.20303>
- Stephenson, W. (1953). *The study of behavior: Q-technique and its methodology*. University of Chicago Press.
- Strawn, A., & Littlepage, B. (2021). The impact of the QEP process on advising culture. *Educational Research Quarterly*, 45(2), 3–20
- Swanson, D. J. (2006, April 21). *Creating a culture of “engagement” with academic advising: Challenges and opportunities for today’s higher education institutions* [Paper presentation]. Annual Meeting of the Western Social Science Association, Phoenix, AZ, United States.
- Taffe Reed, S., Smith, E. R., & Leigh, J. S. (2022). More than just a requirement: Advising opportunities to personalize general education. *Academic Advising Today*, 45(1).
- Thomas., E., (2019). *Getting students in the door: Enrollment challenges and opportunities at NC community colleges*. EdNC. <https://www.ednc.org/getting-students-in-the-door-enrollment-challenges-and-opportunities-at-nc-community-colleges/>
- Tinto, V. S. (1987). *Increasing student retention*. Jossey Bass.
- Tinto, V. S. (1993). *Leaving college: Rethinking the causes and cures of student attrition*. University of Chicago Press

- Tinto, V. S. (1999). Taking Retention Seriously: Rethinking the First Year of College. *NACADA Journal*, 19(2), 9.
- Tinto. (2004). *Student retention and graduation: Facing the truth, living with the consequences*. The Pell Institute, p. 8. Retrieved from <http://www.pellinstitute.org/tinto/TintoOccasionalPaperRetention.pdf>
- Tuttle, K. N. (2000). Academic advising. *New Directions for Higher Education*, 2000(111), 15–24.
- Tyton Partners (2017). Driving toward a degree: *The evolution of academic advising in higher education*. Retrieved from <http://drivetodegree.org/report-archive/driving-toward-degreeevolution-academic-advising-higher-education/>
- U.S. Department of Education. (2021). *State allocations*. Office of Career, Technical, and Adult Education, Division of Academic and Technical Education. <https://cte.ed.gov/grants/state-allocations>
- Valenta, A. L., & Wigger, U. (1997). Q-methodology: Definition and application in health care informatics. *Journal of the American Medical Informatics Association*, 4(6), 501–510. <https://doi.org/10.1136/jamia.1997.0040501>
- van Exel, J., & de Graaf, G. (2005). *Q methodology: A sneak preview*.
- Vander Schee, B. (2007). Adding insight to intrusive advising and its effectiveness with students on probation. *NACADA Journal*, 27(2), 50–59.
- Voller, J. G. (2012). *Advising training and development: Why it matters and how to get started*. <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-training-and-development-Why-it-matters-and-how-to-get-started.aspx>

- Kramer, G. L. (2003). Faculty advising examined: *Enhancing the potential of college faculty as advisors*. Anker Publishing Company.
- Waldner, L., McDaniel, D., & Widener, M. (2011). E-advising excellence: The new frontier in faculty advising. *MERLOT Journal of Online Learning and Teaching*, 7(4), 551–561.
- Watts, S., & Stenner, P. (2005). Doing Q methodology: Theory, method, and interpretation. *Qualitative Research in Psychology*, 2 (1), 67–91.
- Watts, S., & Stenner, P. (2012). *Doing Q methodological research: Theory, method & interpretation*. SAGE Publications.
- Weatherton, M., & Schussler, E. E. (2021). Success for all? A call to re-examine how student success is defined in higher education. *CBE—Life Sciences Education*, 20(1), es3.
- Wuebker, M. P., & Cook, A. (2017). Online training for new advisors. NACADA.
<https://nacada.ksu.edu/resources/academic-advising-today/view-articles/online-training-for-new-advisors.aspx>
- White, E. R. (2015). Academic advising in higher education: A place at the core. *Journal of General Education*, 64(4), 263–277. <https://doi.org/10.5325/jgeneeduc.64.4.0263>
- Wilcox, E. (2017, July 31). *The technologist's advising curriculum*. EDUCAUSE Review.
<https://er.educause.edu/blogs/2017/7/the-technologists-advising-curriculum>
- Williamson, L. V., Goosen, R. A., & Gonzalez, G. F., Jr. (2014). Faculty advising to support student learning. *Journal of Developmental Education*, 38(1), 20–24.
<https://files.eric.ed.gov/fulltext/EJ1071438.pdf>
- Wiseman, C. S., & Messitt, H. (2010). Identifying components of a successful faculty advisor program. *NACADA Journal*, 30(2), 35–52. <https://doi.org/10.12930/0271-9517-30.2.35>

- Wyner, J., Deane, K. C., Jenkins, D., & Fink, J. (2016). *The transfer playbook: Essential practices for two-and four-year colleges*. Aspen Institute.
- Zabala, A., Sandbrook, C., and Mukherjee, N. (2018). When and how to use Q methodology to understand perspectives in conservation research. *Conservation Biology*, 32, 1185-1194. <https://doi.org/10.1111/cobi.13123>
- Zarges, K. M., Adams, T. A., Higgins, E. M., & Muhovich, N. (2018). Assessing the impact of academic advising: Current issues and future trends. *New Directions for Higher Education*, 2018(184), 47–57. <https://doi.org/10.1002/he.20302>
- Zimmerman, B. J. (2000). Self-efficacy: An essential motive to learn. *Contemporary Educational Psychology*, 25(1), 82–91.

APPENDICES

Appendix A: Q Sort Protocol—Postsort Questionnaire

Postsort Questionnaire

Related to Q Sort:

Did you have difficulty placing any of the statements? Which statements? Why?

Why did you place the particular statement in most important?

Why did you place that particular statement in least important?

What impact (if any) did the sort have on you?

Would you add any statements to this sort if you had the option? If yes, please share below.

Did you find any part of the sort confusing?

Do you wish to provide any additional feedback?

Individual Information:

Gender: Male. Female. Non-binary/Third gender. Other gender identification. Prefer not to answer.

Age: Under 18 18-24 25-34 35-44 45-54 55-64 65-74 75-84 85 or older

Years in Higher Education: Less than 5 5-10 11-15 16-20 Over 20

Highest Level of Education Completed

Ethnicity: Caucasian Black/African American Native American Pacific Islander

Hispanic/Latinx Asian Other

What programs/degree do you advise for?

How many advisees are in your caseload?

How much time per week do you spend advising students?

How many credit hours do you teach per semester?

Do you receive any release time for your advising duties?

What additional responsibilities are you assigned as a faculty advisor?

What resources are you provided as a faculty advisor?

What training or professional development have you received for advising in the last year?

What is your definition of advising?

Appendix B: Concourse Matrix

Statement	Source
I mentor my advisees through their academic pathway.	Habley, 2000, p 35
I am prepared to be a mentor/coach to my advisee.	Habley, 2000, p 35
I am a mentor to other faculty advisors.	Habley, 2000, p 35
I understand the advising mission/vision for my college	Un-conference, 2018
I know the needs of my advisees.	Un-conference, 2018
Campus advising policies are clearly communicated	Habley, 2000, p 36
I understand the purpose, function, and components of advising on my campus.	Habley, 2000, p 36
I have an advising philosophy	Habley, 2000, p 37
I know how to set goals for advising	Drake, 2013
I know my responsibilities and role as an advisor	Drake, 2013
I know delivery strategies for advising	Drake, 2013
I have clear advising expectations	Habley, 2000; Un-conference, 2018
I receive advising training and updates	Habley, 2000; Un-conference, 2018
Advising is data-driven and informed on this campus	Habley, 2000, 2003, 2008; Un-conference, 2018
Assist students in self-understanding and acceptance	Habley, 2000, 2003, 2008
Assist students in life goals	Habley, 2000, 2001, 2008
Relate student goals to interest, skills, abilities	Habley, 2000
Assist students in developing educational plans	Habley, 2000
assist students in developing decision-making skills	Habley, 2000
Provide accurate information about institutional policy	Habley, 2000

Statement	Source
provide accurate information about programs	Habley, 2000
provide accurate information about resources available	Habley, 2000
ability to refer students to other support services	Habley, 2000
assist students in evaluation/reevaluating goal progression	Habley, 2000
Provide for overall academic advising needs of students	Habley, 2000
identify students in need	Habley, 2000
provide timely and accurate information	Habley, 2000
evaluate advising process	Habley, 2000
evaluate effective advising	Habley, 2000
have the human resources to meet advisee needs	Habley, 2000
have the fiscal resources to meet advisee needs	Habley, 2000
Advisors are held accountable	Kramer, 2003
students are held accountable	Kramer, 2003
I understand my ethical obligations	Kramer, 2003
I advocate for my advisees	Kramer, 2003
I am a role model for my advisees	Kramer, 2003
I am able to meet with my advisees in person at least once per semester.	Kramer, 2003
I am able to provide accurate, relevant course information to my advisees.	Kramer, 2003
I am able to connect my advisees to financial aid assistance.	Kramer, 2003
I am able to connect my advisees to academic assistance and support options, such as tutoring.	Kramer, 2003
I am focused on the students learning the outcome.	Kramer, 2003
I have alternative methods available to me for meeting with advisees (phone, virtual session platform).	Kramer, 2003
I am able to provide student career counseling.	Kramer, 2003

Statement	Source
I am able to discuss career interests with my advisee.	Kramer, 2003, advising focus group
I am able to provide the student advising outside of academics.	Kramer, 2003
I am able to spend the same amount of time with each of my advisees.	Kramer, 2003
I am able to share labor market information with my advisees.	Kramer, 2003
I make the first contact with my advisees.	Kramer, 2003
I listen closely to my advisees' concerns questions.	Kramer, 2003, advising focus group
I provide my advisees with important dates and deadlines.	Kramer, 2003; Personal observation
I am prepared to help my advisee with academic difficulties.	Kramer, 2003
I am prepared to help my advisee with non-academic difficulties.	Kramer, 2003
I am prepared to identify pathways to academic success.	Kramer, 2003
I am prepared to inform my advisees for social success.	Kramer, 2003
I am able to show my advisee where to get information on different educational options.	Kramer, 2003
I am interested in my advisee's plans for the future.	Kramer, 2003
My advisees are accessible to me.	Unconference, 2018
I am accessible to my advisees.	Kramer, 2003, advising focus group
I am prepared to have meaningful conversations with my advisees.	Kramer, 2003
I help my advisee navigate institutional academic rules and policies.	Kramer, 2003
I encourage my advisee to seek out and learn from new experiences	Kramer, 2003
In addition to academic advising, I provide advising in other areas:	Kramer, 2003
career, four-year university options, personal.	
I aim to build strong, lasting relationships with my advisees.	Kramer, 2003
I feel comfortable meeting with my advisee.	Kramer, 2003

Statement	Source
I aim to understand advisee concerns.	Kramer, 2003
I explain which courses my advisee should take and why.	Kramer, 2003
I want to know which courses the advisee is interested in taking.	Kramer, 2003; Personal observation; Focus group
I pause during advisee meetings to make sure he/she understands what we're talking about	Kramer, 2003; NACADA 2018
My advisees meet with me every time.	Kramer, 2003
I encourage my advisees to take responsibility for themselves.	Kramer, 2003
I encourage my advisees to make their own informed decisions.	Kramer, 2003; Personal communications
I help my advisees understand the current labor market.	Kramer, 2003
My advisees trust me and my opinions.	Kramer, 2003
I show the same respect for all students.	Kramer, 2003
I have an understanding of different cultures.	Kramer, 2003; Personal observations
I have made a positive impact in the lives of my advisees.	Kramer, 2003
I am motivated after meeting with my advisees.	Kramer, 2003
I motivate my advisees to succeed.	Kramer, 2003
I mentor my advisees through their academic pathway.	Kramer, 2003
I am prepared to be a mentor/coach to my advisee.	Kramer, 2003
I am a mentor to other faculty advisors.	Kramer, 2003
I know exactly what to do before, during and after a meeting with my advisee.	Kramer, 2003
I am prepared to interact with my advisee before, during, and after meetings.	Kramer, 2003
I have the time necessary to devote to academic advising.	Advising focus group

Statement	Source
I know where to get additional resources to meet my advisee's needs.	Kramer, 2003
Academic advising is part of the institutional culture.	Kramer, 2003; NACADA 2018
Students are given an active role/voice in academic advising	Kramer, 2003
Institutional Leaders encourage innovation and evaluation of faculty advising	Kramer, 2003
The institution recognizes and rewards successful faculty advising	Kramer, 2003; Focus group
Faculty advising is well defined and based on student growth and success	Kramer, 2003
I have the patience necessary to help troubled students.	Advising focus group; Personal communications
I am motivated by high expectations and standards in faculty advising	Kramer, 2003
Diversity is embraced and structured on the principle of inclusion	Kramer, 2003
I am knowledgeable on various advising methods.	Habley, 2000; Un-conference, 2018
I understand and exercise the importance of protecting student information and confidentiality	Habley, 2000; Un-conference, 2018
I am available when needed. I listen closely to student concerns and questions. I informed student of important deadlines. I helped student understand academic rules and policies. I informed student of academic support options (tutoring, study groups, help with writing, etc.). I provided useful information about courses. I helped student when you had academic difficulties. I helped student get information on special opportunities (study abroad, internship, research projects, etc.). I discussed students' career interests and post-graduation plans.	Lanlan & fosnatch, 2019

Appendix C: Q Sample

Statements

1. I show the same respect to all advisees.
2. I have the necessary time to plan for advising meetings.
3. I can provide timely and accurate information to my advisees about available resources.
4. I can provide my advisee information about campus clubs and organizations.
5. I aim to build strong, lasting professional relationships with my advisees.
6. I have alternative methods available to meet with advisees (phone, virtual, text).
7. I am able to follow up with advisees after our meetings.
8. I strive to make early, first contact with my advisees.
9. I am able to direct my advisees to information for educational options.
10. I am able to allot appropriate time for meeting with my advisees.
11. I am prepared to help my advisees with non-academic-related difficulties.
12. Advisees are held accountable for their role in the advising process.
13. I am able to manage an advising meeting.
14. I am able to assist my advisees with self-understanding and acceptance.
15. Advisors are held accountable for their role in the advising process at my institution.
16. I am able to advocate for my advisees.
17. I am able to connect my advisees with support services as needed.
18. I can provide my advisees with important dates and deadlines.
19. I am able to identify advisees in need.
20. I am able to provide accurate information about available resources at my institution.
21. I meet exclusively with my assigned advisees.
22. I am able to help my advisees with financial aid questions.
23. I understand the current labor market and industry demands.
24. I clearly understand my role as a faculty advisor.
25. Campus advising policies/expectations are clearly communicated by institutional leadership.
26. I am able to help advisees draw connections between their goals and their interests, skills, and abilities.
27. I am prepared to be a mentor/coach for my advisees.
28. Faculty advising is well-defined at my institution.
29. I am able to provide accurate information about curriculum programs at my institution.
30. I encourage my advisees to make their own informed decisions.
31. The Institution recognizes/rewards successful faculty advising.
32. Institutional Leadership encourages innovation for faculty advising.
33. I am motivated by high expectations and standards for academic advising.
34. I understand and exercise confidentiality and protect student information.
35. Student learning outcomes drive advising.
36. Advising is data-driven and informed at my institution.
37. I know how to identify and evaluate effective advising.
38. The Institution has an evaluation process for faculty advisors.
39. I have an advising philosophy.
40. I am a mentor to other faculty advisors.
41. I encourage my advisees to seek out and learn from new experiences.

- 42. I am able to help my advisees develop soft skills.
- 43. I aim to understand my advisee's social/personal concerns.
- 44. I understand the reason/importance of academic advising.
- 45. I am provided the fiscal resources needed to complete my advising roles.
- 46. I am provided professional development as a faculty advisor.
- 47. Academic Advising is part of the institutional culture.
- 48. I am prepared to help my advisee navigate institutional policies and procedures.

Appendix D: Email Script to Institution

Dear Community College IR,

My name is Maryann Aucompaugh and I am a graduate student at NC State. For my dissertation, I am researching community college faculty advisor viewpoints. Does “your institution” utilize faculty advising?

If so, I would like your permission to reach out to the faculty members in applied science, art, and science areas of study at your institution via their publicly available work email addresses to invite them to participate in my study. If any of your faculty members decide to participate in my study, I will request that they complete all research activities outside of their workplace commitments.

Would you please let me know if inviting your faculty members to participate in my study would be ok? Simply replying to this email with a “yes” would be sufficient. If you reply and say “no” or I do not hear from you, I will not email your faculty members at their publicly available work email to participate. If “your institution” requires a separate IRB or a different process to allow my research, I would be glad to complete the process.

Please feel free to contact me or my advisor Carrol Warren, clwarren@ncsu.edu or 910-379-8053, if you have any questions about this research.

Thank you for your time and consideration.

Best regards,

Maryann Aucompaugh
919-842-6976
msaucomp@ncsu.edu

Appendix E: Email Script to Participants

Subject: Advising Study Participation—NCSU

Dear Faculty Advisor,

I hope your semester has started off well. My name is Maryann Aucompaugh and I am a graduate student at NC State. For my dissertation, I am researching community college faculty advisor viewpoints.

I would like to invite you to participate in my research. To participate, you must currently hold a position as a faculty advisor at a North Carolina community college in either applied science, art, and science areas of study. You cannot participate if you don't meet the aforementioned criteria or if you are an employee of Central Carolina Community College.

If you decide to participate, you will complete a consent form, a Q sort, and a postsort questionnaire online. The Q sort and questionnaire will ask you to reflect on your experiences and opinions. Doing all of these activities should take you about 30-60 minutes of your time.

I do ask that if you choose to participate in this research that you complete the consent form, Q sort, and questionnaire outside of your workplace commitments, in a private location such as your home, with your browser in private or incognito mode. This helps the data that you're sharing to remain confidential.

Participating in this research is not a condition or expectation of your job. Furthermore, your employer will never have access to your completed consent forms or questionnaires. When the research is done, there will be no way that your identity will be linked to what I publish. There's no direct benefit for you to participate in this study, but the research might help other faculty advisors like you.

This study will be complete through electronic platforms and software. Attached you will find a user-friendly document with sort instructions (also provided in software). If you are interested in participating in this study, please click the below link to access the consent form, Q sort, and questionnaire: <https://app.qmethodsoftware.com/study/5749>

Please feel free to contact me or my advisor, Carrol Warren, if you have any questions. For ease of use, I have attached a one-page instruction document you may find helpful during the study.

Thank you for your time and consideration.

Best regards,

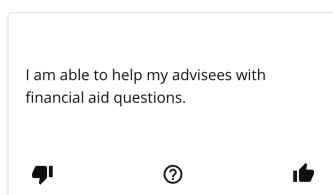
Maryann Aucompaugh

Appendix F: Participant Email Instruction Attachment

Please rank each statement from least important to most important. While completing the pre-sort and final sort, consider how important each statement is to your success as a faculty advisor. This study seeks to measure perspectives only.

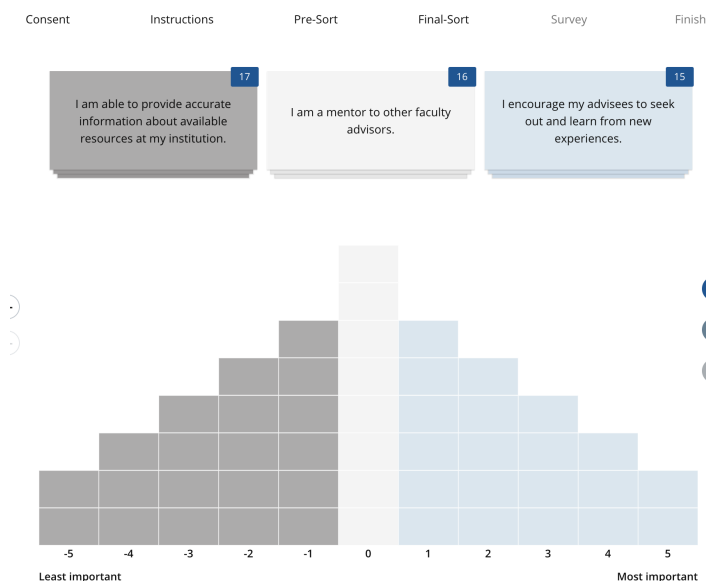
Pre-Sort

For each statement, click the icon that best aligns with your personal view. Use a “Thumbs down” for items deemed least/less important, a “?” if your stance is neutral on the matter, or a “Thumbs up” for items deemed most/more important. Please note there are no right or wrong answers.



Final sort

You will now complete the final sort by placing the statement cards on the provided grid from “Least Important” (gray) to “Most Important” (blue) as the statement relates to your success as a faculty advisor.



Using the statement cards you deemed “Most Important” (blue), drag/drop them to the blue spaces the grid. The two statement cards you feel are most important should be placed in the furthest grid blocks to the right (5). Continue to place each card from this pile (from right to left) until you have placed all statements on the grid.

Next, sort the “Least Important” statement cards from left to right. Statement cards you feel are the least important will be placed on the far left of the grid (-5). Continue placing the statement cards from this pile (left to right) until all statements/cards are placed.

Statement cards from the “Neutral” pile will be placed in the middle sections of the grid until the grid has been completely filled in. The reason for working back and forth is to help you think of the significance of each statement in relation to the others. Once completed, review the sort. You may adjust any statement you feel would more accurately portray your viewpoint.

Click the “?” on the right side of your screen for more detailed instructions

****You may find it helpful to take a screenshot or picture of your final sort to answer questions on the postsort questionnaire.**

Survey

Once you have completed the Q sort, click the green checkmark to complete the postsort questionnaire.

Appendix G: Q Sort Protocol—Instructions

Condition of Instruction

Please rank each statement from least important to most important as you feel it relates to your success as a faculty advisor.

Pre-Sort Instructions

For each statement, click the icon that best aligns with your personal view. Use a “Thumbs down” for items deemed least/less important, a “?” if your stance is neutral on the matter, or a “Thumbs up” for items deemed most/more important. While completing the pre-sort and final sort, consider how important each statement is to your success as a faculty advisor. Please note there are no right or wrong answers.

Final-Sort

You will now complete the final sort by placing the statement cards on the provided grid from “Least Important” (-5) to “Most Important” (+5) as the statement relates to your success as a faculty advisor.

*You can enlarge the grid using the + and - icons on the left side of the screen.

Using the statement cards you sorted “Most Important” (blue statement cards), drag/drop them to the blue spaces on the grid. The two statement cards you feel are most important (5) should be placed in the furthest grid blocks to the right. The order of the statements under the markers is not important--i.e., both statements under the “Most Important” marker will receive the same score when the data are recorded. Now, continue to place each card from the Most Important pile (from right to left) until you have placed all statements on the grid.

Now sort the “Least Important” pile (gray statement cards). Select the two statement cards from your “Least Important” pile and drag/drop them to gray grid blocks. The two grid blocks on the left are the statements you feel are least important (-5). Continue using the same process as above (left to right) until all statements/cards from the “Least Important” stack are placed.

Next place the statements from the “Neutral” pile (white statement cards) in the middle sections of the grid until the grid has been completely filled in. Items placed under Neutral (0) often are the statements left over after all of the most important and least important positions have been filled. This does not make them any more or less relevant than the statements placed elsewhere on the grid. The reason for working back and forth is to help you think of the significance of each statement in relation to the others. Once you have completed the sort, review the placement of the statement cards. You may adjust any statement you feel would more accurately portray your viewpoint.

You may find it helpful to take a screenshot or picture of your final sort to answer questions on the post-sort questionnaire. Once you have completed the Q sort, click the green checkmark on the right of the screen to complete the post-sort questionnaire.

Appendix H: IRB Approval

NORTH CAROLINA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD FOR THE USE OF HUMAN SUBJECTS IN RESEARCH
SUBMISSION FOR NEW STUDIES

Protocol Number 20505

Project Title

Faculty Advisor Perceptions of Advising Roles – A Q Methodology Study

IRB File Number:

Original Approval Date:

12/20/2019

Approval Period

12/20/2019 - 01/01/2100

Source of funding (provide name of funder not account number):

unfunded

NCSU Faculty point of contact for this protocol: NB: only this person has authority to submit the protocol

Adams Warren, Carrol Lynn: Educational Leadership, Policy, and Human Development (ELPHD)

Does any investigator associated with this project have a significant financial interest in, or other conflict of interest involving, the sponsor of this project? (Answer No if this project is not sponsored)

No

Is this conflict managed with a written management plan, and is the management plan being properly followed?

No

Preliminary Review Determination

Category:

Exempt d.2, d.3

In lay language, briefly describe the purpose of the proposed research and why it is important. Provide a brief synopsis of the study including who is targeted to participate and the data collection methods employed (limit text to 1500 characters)

A Q methodology study will be conducted in North Carolina community college (s) to gain and understand Career and Technical education and community college transfer faculty advisor's viewpoints on the skills, knowledge, and resources needed in academic advising to effectively support student success. The study will be conducted face-to-face. Each participant will be asked to sign an informed consent to participate in the study. Once consent is obtained, the participants will be asked to complete a q-sort. The data will then be used to determine if there are any consensus or distinguishing statements within the participants. The data gathered will directly impact NC community college faculty advisors and their advising practices. Indirectly, the institution and administration will be impacted and the information can be used when allocating resources and planning training and advising processes.

Amendment 9/6/20: I would like to amend this IRB to incorporate Q Method software as a means of data collection. This software is more user friendly. Participants will still receive study material electronically through q-sort software. VPN and Qualtrics will be used for the post-sort questionnaire. The post-sort questionnaire and informed consent have not been changed. The grid and concourse also have not been changed.

household) has a financial or other type of conflict of interest that could potentially affect the design, conduct, or reporting of this research project, please describe the conflict of interest here or indicate that it has been fully disclosed in the investigator's most recent COI disclosure filed with NC State. If your team does not have any

I am completing a dissertation in practice and potential participants will be employed within the same state-wide system where I work as a department chair. The study will not be completed at the college where I am employed to avoid conflict of interest or power differentials within the study participants.

Note: Email communication was completed with Jill Dale and no COI is needed.

Appendix I: Informed Consent Form

Informed Consent Form

Title of Study: Faculty Advisor Perceptions of Advising Roles—A Q Methodology Study (eIRB# 20505)

Researcher: Maryann Aucompaugh (msaucomp@ncsu.edu or 919-842-6976)

Faculty Advisor for the protocol: Carrol Warren (clwarren@ncsu.edu or 910-379-8035)

You are invited to take part in a research study. Your participation in this study is voluntary. You have the right to be a part of this study, to choose not to participate, and to stop participating at any time without penalty. The purpose of this research study is to gain a better understanding of North Carolina community college faculty advisor viewpoints on their advising role as it pertains to knowledge, skills, and resources. We will do this using Q methodology.

You are not guaranteed any personal benefits from being in this study. You may want to participate in this research to better inform practice for faculty academic advisors and the crucial role they play in student success. You may not want to participate in this research because of lack of interest or you are not a faculty advisor.

Specific details about the research in which you are invited to participate are contained below. If you do not understand something in this form, please ask the researcher for clarification or more information. A copy of this consent form will be provided to you at your request. If, at any time, you have questions about your participation in this research, do not hesitate to contact the researcher named above or the NC State IRB office. The IRB office's contact information is below.

What is the purpose of this study?

The purpose of this study is to gain an understanding of faculty advisors' self-identified viewpoints as it pertains to the knowledge, skills, and resources necessary to be prepared for academic advising. The study will also identify consensus and distinguishing statements between the participants of North Carolina community college faculty advisors.

Am I eligible to be a participant in this study?

There will be approximately 20-30 participants in this study.

In order to be a participant in this study, you must agree to be in the study and currently be a faculty advisor in an Associates in Applied Science, Associates in Arts, or Associates in Science degree programs of study and employed in a North Carolina community college.

You cannot participate in this study if you do not meet the requirements above or you are an employee of Central Carolina Community College.

You can withdraw your consent at any given time.

What will happen if you take part in the study?

If you agree to participate in this study, you will be asked to do all of the following electronically at a time and place of your convenience that is not your workplace:

1. Read and consent to the consent form online.
2. Complete the Q sort: A Q sort is a method of collecting subjective information like viewpoints. Participants for this study are asked to sort pre-defined statements about the resources, skills, and knowledge needed in academic advising. The participant's Q sort will then be compared to the other participants in the study to denote similarities and differences between sort patterns. The Q sort should take approximately 30-60 minutes.
3. Take a post-sort questionnaire provided which will ask basic demographic and opinion questions.

In order to keep your information confidential, we strongly advise that you do all of these activities in a private location, such as your home, with your browser in private/incognito mode.

The total amount of time that you will be participating in this study is 30-60 minutes.

Risks and benefits

There are minimal risks associated with participation in this research because you are being asked to reflect on your role as a faculty advisor. In order to mitigate this risk, you are asked not to complete this research at work or on work time. Your identity will not be revealed to your employer. The overall study findings, based on your responses, will, however, be made public.

There are no direct benefits to your participation in this research. This study will inform advising practices and may indirectly benefit how resources and professional development are allocated at community college institutions based on the grass-root viewpoints provided in this research.

Right to withdraw your participation

You can stop participating in this study at any time for any reason. In order to stop your participation, please notify the researcher. You have the right to withdraw your consent and to stop participating in this research at any time. If you choose to withdraw your consent and to stop participating in this research, you can expect that the researcher will redact your data from their data set, securely destroy your data, and prevent future uses of your data for research purposes wherever possible. This is possible in some but not all cases.

Confidentiality, personal privacy, and data management

Trust is the foundation of the participant/researcher relationship. Much of that principle of trust is tied to keeping your information private and in the manner that we have described to you in this form. The information that you share with me will be held in confidence to the fullest extent allowed by law.

Protecting your privacy as related to this research is of utmost importance to me. There are very rare circumstances related to confidentiality where I may have to share information about you. Your information collected in this research study could be reviewed by representatives of the University, research sponsors, or government agencies (for example, the FDA) for purposes such as quality control or safety.

How I manage, protect, and share your data are the principal ways that I protect your personal privacy. Data generated about you in this study will be de-identified.

De-identified. De-identified data is information that at one time could directly identify you, but that I have recorded this data so that your identity is not stored with your responses after you complete the research activities online. I do not have a master list with your code and real name that connects your information to the research data. While I might be able to link your identity to your data at earlier stages in the research, when the research concludes, there will be no way your real identity will be linked to the data I publish.

To help maximize the benefits of your participation in this project, by further contributing to science and our community, your de-identified information will be stored for future research and may be shared with other people without additional consent from you.

What if you have questions about this study?

If you have questions at any time about the study itself or the procedures implemented in this study, you may contact the researcher, Maryann Aucompaugh (msaucomp@ncsu.edu or 919-842-6976), or the faculty advisor for this research, Carrol Warren (clwarren@ncsu.edu or 910-379-8035).

What if you have questions about your rights as a research participant?

If you feel you have not been treated according to the descriptions in this form, or your rights as a participant in research have been violated during the course of this project, you may contact the NC State IRB (Institutional Review Board) Office. An IRB office helps participants if they have any issues regarding research activities. You can contact the NC State IRB Office via email at irb-director@ncsu.edu or via phone at (919) 515-8754.

Consent To Participate

By selecting “I consent to this research,” I am affirming that I have read and understood the above information. All of the questions that I had about this research have been answered. I have chosen to participate in this study with the understanding that I may stop participating at any time without penalty or loss of benefits to which I am otherwise entitled. I am aware that I may revoke my consent at any time.

Thank you for your time and consideration.