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Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education

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Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education

A Dissertation by

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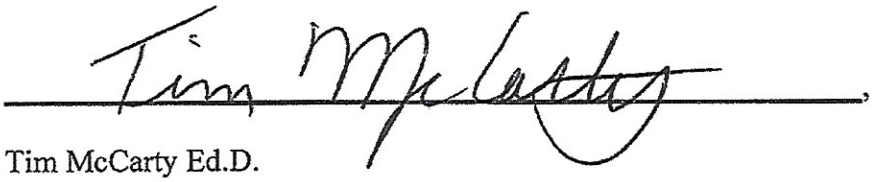 , Dissertation Chair

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There are the wonderful men in my life I want to thank. Anthony, my son, who always meets me with a smile and has grown into an amazing young man during my return to school; my husband, who always found ways to get food in my stomach when I had minutes to spare between office hours and meetings; and my wonderful father, who always helped me strive for success—all have all showed their continued support. I thank you for always being there throughout the incredible life rollercoaster I've boarded.

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ABSTRACT

Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education

by Margaret Rose Kenrick

Purpose: The purpose of this explanatory sequential mixed-methods study was to identify what Appreciative Advising strategies were used by adjunct professors to engage community-college students when participating in Appreciative Advising. The study was also designed to describe the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students. In addition, it was the purpose of this study to describe the benefits and challenges adjunct professors experienced when participating in Appreciative Advising. Finally, this study sought to describe the impact to teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Methodology: This study used an explanatory sequential mixed-methods research approach to collect in-depth data from adjunct professors participating in Appreciative Advising at community colleges (Creswell, 2016, p. 219). An online survey was used to identify Appreciative Advising strategies used by adjunct professors and the perceived effectiveness of those strategies. One-on-one interviews were used to further describe their experiences, benefits, challenges, and impact on classroom teaching strategies.

Findings: This study identified the disarm strategy of Appreciative Advising as particularly important to engaging "at-risk" community-college students. Though adjunct professors had concerns over the challenges of participating in Appreciative Advising,

such as time, space, and becoming a mentor, they also described enhanced job satisfaction and positive impact on their teaching practices.

Conclusions: The study supported the use of Appreciative Advising strategies by adjunct professors to engage "at-risk" community-college students. Adjunct professors demonstrated a comprehension of the strategies and the ability to engage these students in mentoring sessions by participating in Appreciative Advising. These students do have conflicting priorities that limit their engagement with the adjunct professors. However, community colleges can improve educational opportunities for students by engaging adjunct professors as academic advisors and addressing the challenges reported, such as time paid and space for adjunct professors.

Recommendations: Further research is recommended to understand how community colleges can provide a more expansive system of mentoring opportunities, including space, time, training, and funding that supports both adjunct professors, "at-risk" students, and improvement in classroom teaching practices.

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CHAPTER I: INTRODUCTION

Community colleges have enabled students to succeed in their academic pursuits and prepare for employment (Koebler, 2012). By 2011, 8 million students attended courses at the community-college level across the United States (Koebler, 2012). These institutions strive to offer a low-cost, high-quality, and relevant education for career pursuits to all enrolled students. The National Center for Education Statistics reported that attending a community college saves an average $5,320 over attending a four-year college (2016).

Students attending a community college benefit from a low student-to-professor ratio, allowing for greater access to academic advisors (Kuh et al., 2005). In contrast, many lower-division classes at four-year institutions hold lectures in large lecture halls with graduate students managing the labs and discussion sections (UCLA Academic Planning and Budget, 2017). Equivalent classes at two-year community colleges average 35 students in lecture and direct access to the professor in laboratory sections (Los Medanos College, 2017, Our Small Classes section). Community-college graduates in California average a doubling of salaries within three years of graduation (California Community Colleges, 2017). Together, this evidence suggests community colleges provide a high-quality, affordable higher education program that benefits students in their pursuit of greater financial stability and career advancement through education.

Students who attend the community colleges are diverse in their backgrounds and experiences (Welcome, 2014). These students may be from families of low income, first in their family to attend college, poor academic performers, disabled, foster youth, multi-ethnic, or struggling with English as their second language (Los Medanos Student Equity Plan, 2016, Target Groups section, p. 7). Without prior knowledge of the community system, determining the best course for successful, timely completion can be difficult for these students.

Community-college students have a better chance at succeeding in academic courses if they have a faculty or staff member at the community college they can approach with questions, especially if academic support is not found at home (Ye & Hutson, 2016). As described by Tinto, these students benefit from a personal connection with the faculty (Spann & Tinto, 1990)Community colleges can provide the opportunity for them to receive the academic attention they need, especially for those who may need remedial courses to develop skill deficiencies (Koebler, 2012)

The success of a community college as an institution is judged by multiple student measures. Data collected include graduation and student retention rates from semester to semester (Los Medanos College, 2018). Unfortunately, these success measures are not necessarily in alignment with the needs of the community-college students. The nationwide student graduation rate is less than 30 percent, despite the advantages provided by community colleges (Smith, 2016). Students have different goals for taking courses and drop out for a multitude of reasons, including work requirements, parenting responsibilities, limited funding, or transportation. Some students are not attending classes to ultimately achieve a degree or certification. Community colleges serve a variety of student needs, such as courses for professional development and adult learning, continuing education for health professionals, biomanufacturing techniques, and industrial maintenance. In short, students may only be attending select classes to help improve knowledge or career success (Los Medanos College, 2018). Helping these students to succeed takes a multifaceted approach from experienced educators, mentors, counselors, and classified staff to provide the individualized attention some students need in this diverse programming and student population (Dynarski, 2015). These disciplines of study range from sciences, humanities, and arts to career technical education

(CTE) and more (California Community Colleges, Chancellor's Office, Academic Affairs Division, 2017). Community colleges are challenged to simultaneously meet the needs of the students and achieve their own measures of student success.

The composition of community-college faculty is unique in that 50 percent of the faculty members are adjunct professors and 50 percent full-time (Ran, 2017, p. 1, paragraph 1). As a significant portion of the faculty, adjunct professors have diverse and in-depth career experiences from which students can learn. Their ability to connect industry practices to current theory can benefit community-college students and ultimately provide practical career guidance for the students. Surveys have demonstrated that students desire well-educated instructors who are engaged in the culture of the community beyond scheduled instruction (Ford, 2016). However, a limitation of having adjunct professors over full-time faculty is that they lack paid time to work with students outside the classroom. Also, they are not trained in advising practices as a part of their role as an adjunct professor. Providing adjunct professors an opportunity to learn advising strategies and paid time to advise students outside of the classroom could provide an important resource for students.

While there are many possible advising strategies to incorporate when working with students, one advising method used by full-time faculty at community colleges is Appreciative Advising (Ye & Hutson, 2016). This advising approach includes faculty, or academic advisors, engaging with students in a series of one-on-one advising meetings outside classroom time. In Appreciative Advising, the academic advisor works with the student to build upon their proven academic strengths to meet the challenges they are encountering in their current courses (Bloom et al., 2008). Academic advisors encourage students to consider past experiences and leverage the tools they have for success in improving their academic achievements. As mentors, the

academic advisors help the students dream of a future and deliver key goals successfully. Full-time faculty are expected to participate in student advising outside the classroom, but adjunct professors are not (Center for Community College for Student Engagement, 2014). Adjunct professors may have current practical career experiences that could be of value to the students. If adjunct professors were receptive to the strategies of engagement in Appreciative Advising, students could benefit substantially. Developing programs for adjunct professors to advise students could enhance the educational program at the community colleges and lead to greater student graduation rates. However, those adjunct professors working multiple jobs may not be able to commit time to these programs. Further research is needed to understand and the experience of adjunct professors participating in Appreciative Advising.

Background

The Community-College Adjunct Professor

The diversity of the community-college student population is better supported with student services and advising programs providing effective practices to enhance student success (Barnes & Piland, 2010, p. 8). Faculty members are to take part in advising students following the proper training, providing the campus knowledge needed by students (Myers, 2013). However, hiring adjunct professors has been a cost-saving measure implemented by community colleges to meet the increasing enrollment and budget restrictions (Ran, 2017). These are non-tenured, part-time or temporary employees who are not paid for advising students outside of classroom hours (Ran, 2017).

With the increase in adjunct professors, a community-college student will likely be taught by both full-time and adjunct faculty during their educational program (Ran, 2017). The study conducted by Ran suggested that adjunct professors had a positive impact on introductory

courses but a negative impact on those courses that followed in a series (2017). Ran suggested this effect was the result of the difference in education and experience with students between full-time and adjunct professors. Adjunct professors of community colleges may have fewer years of teaching experience and are less likely to have a doctorate degree. In 2003, 13.7 percent of the adjunct professors at 2-year institutions had a doctorate degree and 19.6 percent of the full-time faculty had doctorate degrees (National Center for Education Statistics, 2004). Additionally, they tend to work at multiple campuses and lack campus resource information (Myers, 2013). Thompson suggested that the engagement of adjunct professors in student service activities could be improved with greater attention to employee orientation and support for professional development (2013). Mahan suggested that diversity in opportunities and compensation could also improve adjunct professors' participation and job satisfaction, improving motivation by recognition, scheduling, personal growth, and resulting autonomy of the adjunct professors (2016). Williams suggested that full-time and adjunct professors should strive to be one community by making time to work through educational needs together to improve the overall success of the institution, faculty, and students (2013). Together, these authors suggested multiple strategies to improve the impact of the adjunct family. Ultimately, they suggested the student would benefit from an enriched program that included more time and improved engagement with adjunct professors.

Criteria Used to Determine Community-College Success

For community colleges to be successful, a wide variety of outcomes are evaluated to demonstrate the value of the educational program for students and institutional effectiveness. Traditional student success measures include course retention, degrees or certificates awarded, and transfer rates to four-year colleges ("The Promises and Pitfalls of Measuring Community

College Quality," 2016). However, typical course measures do not necessarily reflect student challenges, needs, or satisfaction since many students return to college to improve their employment situation (Koebler, 2012). Student issues outside the classroom influence success measures, including diversity of the population, academic experience, mixed goals of the students entering courses, navigating paperwork, and meeting financial timelines (Hutto, 2017). Some students come into the community college with little to no experience in how to determine career goals and develop a course pathway (Truschel, 2008). Thus, advising and academic support outside the classroom can help students connect with faculty and the campus, and get the essential career guidance needed (Truschel, 2008).

A study of 676 community-college students at one campus in 2014 provided insight on student perception of staff motivation, employee quality, expense, administrative practices, course offering, life balance, and classes meeting expectations of what college would be (Mertes & Jankoviak, 2016). Three percent of participants of this study responded they did not feel prepared for the demands of college and needed transition support. An additional 60.4% of the students cited cost as an inhibiting factor and required financial aid to continue. However, grades, course retention, and transfer rates were not the critical success factors for students. They considered the experience of interacting with faculty and staff to be a key factor in their college success.

Student service communities provided at community colleges, such as Mathematics, Engineering, and Science Achievement (MESA), Puente, and Umoja, designed to provide an enriched educational experience for unrepresented student populations, find themselves underfunded because they are not directly tied to coursework completion (Los Medanos College, 2018; Kuh et al., 1989, p. 2). These programs assist students to navigate the administrative

system more effectively and provide important social support, but they are not prioritized in budget allocation over those directly impacting course completion and graduation rates (Yaghmaee, 2015). Currently, the reported success of the community college is based on graduation rates, degree completions within six years of enrollment, and retention of students enrolled from one semester to the next and may undervalue student satisfaction and commitment (Ma & Baum, 2016, p. 20).

At the same time, Yaghmae concluded from his study that increasing the number of full-time faculty had a positive correlation to student completion rates—more than college size, location, and district size—in part due to their paid time to advise students (2015). Yet full-time faculty positions are limited. Kuh et al. found in their study that students who participated in educationally purposeful activities showed better first-year grades and persistence from their first to second year of college (2008, p. 555). In summary, multiple factors lead to community-college student success and those factors are not be reflected in institutional spending priorities.

Student Population Diversity Challenges at Community Colleges

The community-college student population is diverse, and the demographic breadth is expanding without a clear understanding of what programs are needed to best serve the student population (California Community Colleges, 2013). Across the United States, two-year public college students in 2014 were reported as 5 percent Asian, 14 percent Black, 22 percent Hispanic, 49 percent White, and 10 percent other ethnic and racial populations (Ma & Baum, 2016, p. 7). California two-year public-college students at this time varied from the national distribution, with 12 percent Asian, 7 percent Black, 43 percent Hispanic, 28 percent White, and 9 percent other ethnic and racial populations. In 2011-2012, $2.7 billion in student aid was disbursed to 1.1 million students. However, the National Center for Education Statistics

suggested there is an expanding gap between those completing at least an Associate's degree and those not completing when diverse populations are compared (*The Condition of Education 2016*, 2016). Associate's degree completion has noticeable demographic differences. In the range of 25 to 29 years of age, the proportion of White students who completed at least an Associate's degree increased from 38 percent to 54 percent (1995 to 2015). Conversely, the equivalent proportion of African-American students increased from 22 percent to 31 percent, and Hispanic 13 percent to 26 percent. Ensuring equitable degree completion for all subgroups is a challenge the community colleges must address.

Students at Educational Risk

Many students come to community colleges facing educational challenges (Hutto, 2017; Arnekrans, 2015). Students who come to college after facing traumatic challenges are at risk of achieving academic scores that would not allow them to transfer to four-year colleges (Arnekrans, 2015). Arnekrans studied these students who had suffered from adverse childhood events. The students who developed greater resilience to deal with life events were more likely to complete their academic courses. However, these traumatized students more frequently had a lower grade point average (p. 91). Arnekrans suggested retention was not as important as the initial transition to college due to the complexity of navigating the college system. For these students, finding academic mentors and career counseling was important for academic success (p. 95).

Low-income students are also a student population found to be at risk of dropping out from the community-college system (Carrasquel-Nagy, 2015). Students who are self-supporting are less likely to complete their degree than are students still supported by families (Ma & Baum, 2016, p. 20). Often work-life issues contribute to their attrition. Issues such as being single

parents, working, lack of time or space to study, or being overwhelmed with the information presented contributed to a higher dropout rate (Carrasquel-Nagy, 2015).

Living in poverty in early childhood has been related to low academic performance (Kena et al., p. 56). The National Center for Education Statistics stated in 2014 that 20.3% of school-age children—those 5-17 years old—lived in poverty (*The Condition of Education 2016*, 2016). Across the United States, this amounts to 10.7 million children living in poverty. Across 2012-2013, 24% of high-school students were living in poverty (p. 24). The National Center for Children in Poverty reported that the achievement gap begins early in children and is difficult to reverse (2018). Improving educational access for these students is difficult but has the potential to greatly impact their education and life opportunities.

Students who are part of the first generation in their family to attend college face both financial limitations and distance constraints in how far from home they can travel in making decisions regarding schools (McLean, 2013). Opportunities to interact with college faculty and classified staff are needed to provide these families of first-generation students with an understanding of the process to apply, attend, and request financial support for attending and completing college programs. The National Center for Education Statistics stated that 10.8% of school-age children in 2014 had parents who had not attended college (*The Condition of Education 2016*, 2016). Low-income, first-generation students were found to be four times more likely to drop out after the first year of college (Engle & Tinto, 2008, p. 3).

College programs are not tracked for foster youth, but those who stay with their support families until their 21st birthday are more likely to have completed at least one year of college (Winerip, 2013). At 18 years of age, an average of 4,000 foster children are emancipated from the foster-care system in California (Ford, 2016). These students need to face the challenges of

suddenly becoming an independent adult while they are still dealing with traumas that occurred in foster care. Ford (2016) found that foster students had better retention rates when positive reinforcement from adults was present and networking was encouraged across the college campus. These students benefited from special services helping them with first-day orientation and navigating financial aid.

Students who have served in the armed forces are another increasing community-college population in need of additional support to reach degree completion. In 2014, only 15% of full-time veteran students completed two-year degrees at community colleges (Markus, 2017). Veteran Resource Centers are becoming more prevalent on community-college campuses, as well as specific programs of engagement that improve connections to college staff and veterans (Jones, 2016). Interactions with college staff and other veterans were found to be important for veterans to improve course completion rates. These centers are found to ease veterans' transitions into academics (California Community Colleges, 2013).

Many community colleges have specific programs for students with disabilities (often known as DSPS, or Disabled Students Programs & Services), but it is difficult to meet their diverse needs. Mamiseishvili and Koch found that 25% of those with disabilities did not persist into their second year (2012, p. 320). The degree or certificate completion rate was less than 51 percent. Reasons for students not continuing included depression, physical challenges, or orthopedic conditions. Meeting with academic advisors was correlated with increased persistence in this study (p. 320).

Students designated as English as a second language learners (ESL) are included as another "at-risk" student population. They have a variety of unique needs, as they have varied levels of language fluency (Hodara, 2015). Some of these students are first-generation English-

speaking, and some are from the 1.5 generation—students who may have spoken both English and their native language as they grew up but are deficient in English writing skills. It is difficult to advise them for the appropriate series of classes because teaching requirements are different for ESL and development writing. The longer length of ESL course series was suggested by Hodara to attribute to the higher attrition rate (p. 268).

Feeling a sense of community was very important for underrepresented students (Ankeny & Lehmann, 2011, White, 2015). Engaging in discussion about past, present and future events is nurturing for students experiencing educational challenges. Students with a wide range of demographics benefit from support groups that strive to enhance self-determination, which includes building confidence to improve learning (Ankeny & Lehmann, 2011). As an example, African American men perform better in the community college system if they have support groups with which to share stories (White, 2015). In summary, some student groups may benefit from additional adult support and academic advising to discuss experiences and feel free to share concerns regarding their future.

Strategies to Increase Student Engagement

Several academic advising approaches have been developed to help community-college students develop better connections with faculty (Ye & Hutson, 2016). One traditional technique used in large student courses at four-year colleges to improve student success is prescriptive advising, referring to the sharing of information from experts to students who passively receive the information. Students are made aware of the knowledge available in their field of study but have little autonomy in determining what is provided. Proactive advising is another technique that involves early intervention, in which students at academic risk are approached with targeted

communication. Learning-centered advising is engaging students in both teaching and learning processes, from which student learning outcomes develop for specific courses.

Appreciative Advising is focused on finding the strengths a student demonstrates in other aspects of life that can be used to improve educational outcomes where there are challenges. With this approach, students reflect with an educator on past experiences to discover, dream, and design their future. As Ye & Hutson summarized, the academic advisor becomes a mentor for time beyond the classroom in the Appreciative Advising approach (2016). Full-time faculty are expected to engage in some academic advising activities outside the classroom as part of their position, but adjunct professors are not.

Establishing Appreciative Advising as a community-college practice requires professional development for faculty, program evaluation, and collaboration across campus to be successful (Samuels, 2016). Samuels states that this type of program would require resources, but it would improve student retention (2016). The study by Samuels suggested that students having at least one faculty contact they can speak with on a regular basis had a greater chance of success (2016). Shirley (2012) found Appreciative Advising was helpful to those transitioning beyond community college to a nursing program in Western Carolina University. In this program, faculty worked to reduce students' fear of communication and helped them dream and design their future, and then follow through with their coursework deliverables. With this evidence, it would be advantageous for the community college to consider all academic faculty for this practice, including full-time faculty and adjunct professors. The adjunct professors are an underutilized resource of academic support already available on campus (Berning, 2001).

Advising the Community-College "At-Risk" Student Population

"At-risk" students include those students who are of low socioeconomic class, underprepared for academic studies, first-generation, undeclared, or facing other issues that can lead to low academic performance (Truschel, 2008, p. 8). These students come from a diverse range of populations and have shown some benefit from participating in Appreciative Advising with academic advisors (2008, p. 70). Themes that emerged from Yi's study of community-college students participating in academic advising included their need for advisors that demonstrated "availability, knowledge, and helpfulness" (2016, p. 104).

Though counseling and student services help with transitioning and community-building, student trust is built when an advisor has deep knowledge in a specific field to help relate career needs and academics (Yi, 2016, Welcome, 2014). Appreciative advising is designed to give the advisor tools to help students combine their academic and life experiences in a meaningful way (Bloom et al., 2008, p. 13). Faculty members demonstrate their academic expertise in curriculum development (Pilati, 2006). Additionally, adjunct professors working outside academia bring a relevant perspective as to what is current practice (Caruth, 2013). With academic tools already available, the goal of a faculty member becoming an advisor should be to change the student's negative perception of their abilities to a positive mindset to build from their assets toward success (Truschel, 2008). Truschel suggested the advisor should reinforce the subject matter in a way in which students can appreciate and apply their talents (2008). However, the appreciative process suggested was found to be "very time-consuming and intensive" (p. 14).

Training and funding for time involved would be required to engage adjunct professors in Appreciative Advising of community-college students (Horton, 2013). Currently, it is not the practice to pay adjunct professors for time spent outside of the classroom and traditional office

hours (Pettersen, 2015) However, the suggested Appreciative Advising approach to improve student outcomes and adjunct professor participation could happen if funding for training and support were made available.

Filling in the Gap

City University of New York offered an Accelerated Study in Associate Programs that enhanced graduation rates (Dynarski, 2015). This program specifically developed a successful multifaceted, full-time student program, with advising and tutoring financed. The community-college student population is expected to continue to grow from the 6.71 million students enrolled in 1,604 colleges in 2013 – 2014. The educational system has a commitment to continually improve educational opportunities for all students (*The Condition of Education 2016*, 2016). Given the large number of adjunct professors who are available to advise students, the potential exists to increase positive interactions between adjunct professors and students of low academic performance (Center for Community College Students, 2014). This diverse population of adjunct professors may bring new and innovative techniques for engaging students in the curriculum if they find benefit to participating in this ongoing program of Appreciative Advising. Further research is needed regarding the use of Appreciative Inquiry as a form of advising by adjunct professors in the community colleges.

Statement of the Research Problem

Community colleges are instrumental in post-secondary education across the United States. The Higher Education Research and Development Institute reported the population of students in community colleges was over 12 million students in the United States (2017). These students are attending 1,267 institutions nationwide.

There are many student groups that could benefit from additional support in the community-college educational system. These include students who are low-income, first-generation, foster children, veterans, disabled students, and those with learning challenges, among others. Those living in poverty in their youth have lower relative academic performance due to delays in early development (National Center for Children in Poverty, 2018). Students who are first in their families to go to college lack the guidance from their parents in navigating what is needed to be successful. They are also more likely to be financially independent, working while going to school and helping family members (Engle & Tinto, 2008, p. 3). The *New York Times* reported that of those foster students who have left the system by age 18, 34% end up in jail. Those who stayed with their families until their 21st birthdays are more likely to succeed in completing a year of college (Winerip, 2013).

Students have a better chance at succeeding in academic courses if they have an adult tie to the college community (Ye & Hutson, 2016). Full or part-time faculty members can be that tie through participation in academic advising. However, adjunct professors teach 58 percent of United States community-college classes and are not paid for advising time outside of set instruction hours (Center for Community College Student Engagement, 2014, p. 2). Full-time faculty average 55 percent of their teaching role committed to academic advising while adjunct professors average 7 percent (Center for Community College Student Engagement, 2014, p. 9). Therefore, less than half of the classes have faculty teaching who are paid to advise students, minimizing opportunities for students to engage with faculty advisors.

Allen et al. (2013, p. 340) reported that students want to have advisors who can connect their studies, life experiences, and career pathways together. Though counselors provide the correct course pathway for a degree or certificate, it is the academic advisors who provide

expertise in their fields. Appreciative Advising is one methodology used by academic advisors to enhance advising time with students (Ye & Hutson, 2016). It builds upon the strengths of the students to achieve success. Because students are just as likely to be taught by an adjunct professor at the community college as a full-time faculty member, it is important to assess ways in which they can contribute to enhancing student retention, particularly for students who have poor academic performance.

The gap in the research includes the impact adjunct professors could make regarding student success if supported as academic advisors. Further research is needed about the involvement of community-college adjunct professors regarding how they would experience Appreciative Advising of students outside the classroom when the opportunity was made available. Currently, no known research exists on the experience of adjunct professors as they participate in Appreciative Advising. Given the potential power of this approach, substantial research is needed regarding their experiences and strategies used to improve student success. Critical questions need to be addressed regarding their experience and impact of adjunct professors participating in Appreciative Advising.

Purpose Statement

The purpose of this exploratory sequential mixed-methods study is to identify and explain what Appreciative Advising strategies are used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally, this study describes benefits adjunct professors experienced when participating in Appreciative Advising. It was also the purpose of this study to describe the challenges the adjunct professors experienced when participating in Appreciative Advising. Finally, this study will describe the impact to teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Research Questions

1. What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?
2. What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?
3. What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?
4. What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?
5. What impact on teaching practices did adjunct professors experience when participating in Appreciative Advising?

Significance of the Problem

Community-college adjunct professors are not currently contracted to provide student advising, and they are half of the community college professors for the 12 million students nationwide (Caruth & Caruth, 2013, p. 1, Higher Education Research and Development Institute, 2017). When assessed, adjunct professors were responsible for 58 percent of the classroom education (Center for Community College Student Engagement, 2010, p. 2). At Los Medanos College in Northern California, the Institute of Education Sciences reported 61 percent of the faculty were adjunct professors (2017, General Information section). Improving student retention is an objective of the education system, yet a major proportion of faculty members are not financially sponsored in advising students outside the classroom.

Professional world experience is an asset valued by students—an asset that an adjunct professor can bring to the classroom (Center for Community College Student Engagement,

2014). Adjunct professors were reported to have a positive impact on introductory courses by being able to engage students in the subject matter (Ran, 2017, p. 1, paragraph 2). With their industry experience and educational background, adjunct professors are vetted faculty already working directly with students but not hired to fill the need for academic advisors for community-college students. Instead, many adjunct professors work at multiple campuses or different jobs for income, and spend that time in transport (Street, S. et al., 2012; Gee, 2017).

This study assessed adjunct professors trained and participating as academic advisors in Appreciative Advising with "at-risk" community-college students. It described the strategies and experiences used by adjunct professors as they participated in Appreciative Advising. Additionally, this study explored the benefits and challenges the adjunct professors identified while participating in Appreciative Advising and the potential impact it had on their teaching. Findings will contribute to the current community-college education research of institutional change needed to improve student learning.

New strategies for engaging students and adjunct professors may also be found in this study. Considered at one time "the fine wine at discount prices", these professors may have experiences beyond that taught in the current curriculum (Caruth & Caruth, 2013, p. 3). Financial compensation or professional development credit for becoming academic advisors could reduce turnover of adjunct professors and make recruitment easier. Currently, adjunct professors have limited participation in developing new courses and discussions with full-time faculty leading to frustration and feeling less important (Center for Community College Student Engagement, 2014, p. 3, Petersen, 2015, p. 198).

Academic advisors can have a high impact on student success. Community-college students may benefit from adjunct professors participating as academic advisors, particularly

with an advising practice such as Appreciative Advising. With students spending close to 50 percent of their time in class with adjunct professors, providing funds to enable adjunct professors to advise students outside of the classroom should be considered. Research is needed for community colleges to identify cost-effective and high-impact programs to improve student success (Center for Community College Student Engagement, 2014, p. 3). Adjunct professors are an academic resource that could be used to provide student advising and thus positively impact study success. However, as hiring adjunct professors saves the community colleges the costs of employee benefits, the time it takes to truly engage in Appreciative Advising may not be worth the few hours paid to the adjunct professor if there is not institutional support in providing what the adjunct professor needs to be successful.

Definitions

The terms provided are to clarify the theoretical and operational variables used by the researcher in this study. Theoretical definitions here refer to the specific discipline investigated, referring to previous research in the field of interest. Operational terms define the procedures and terms used in reporting the data.

Theoretical Definitions

Appreciative Advising. Interactions between academic advisors and students, incorporating meaningful relationships between academic advisors and students, co-creating paths of success, and specialized tools specific to the student's qualities (Bloom et al., 2008). In this study, there were five phases of Appreciative Advising described.

Disarm. The first step, referred to as the "Disarm" phase, is to help the student lose their fear of speaking to advisors and build trust between the two people. (Bloom et al., 2008, p. 35).

Discover. The second step, or the "Discover" phase, is designed to use tools such as storytelling to help the student express ways in which they have been successful in academic challenges, so the advisor can reflect on how the strengths of the students may be applied to current challenges.

Design. The third step, named the "Design" phase, includes the advisor helping the student to dream about a possible future without fear of ridicule (Bloom et al., 2008, p. 55).

Deliver. The fourth step, known as the "Deliver" phase, includes helping the student establish a pathway to help achieve their dream of success (Bloom et al., 2008, p. 87).

Don't settle. The fifth step is the "Don't Settle" phase, when the advisor holds the student accountable by following up with the student (Bloom et al., 2008, p. 87).

Self-determination. The promotion of self-knowledge, complement of self-determination skills that are fostered at home, increase of opportunities to take risks, and opportunities for reflective practice to learn (Ankeny, 2011, p 286).

Operational Definitions

Appreciative Inquiry. The use of a model focused on building from the strengths rather than fixing weaknesses (Cooperrider & Whitney, 1999).

Community college. Traditionally a two-year public college, providing opportunities for an Associate's degree and transferring to four-year college institutions.

Adjunct professor. A part-time instructor teaching at the college level, not receiving the benefits of a full-time professor such as tenure, benefits, and financial compensation for time outside of the classroom (Petersen, 2015).

Full-Time Faculty. Professors who instruct students and councilors of academic affairs.

Classified Staff. Employees of the community college who work with students but do not teach or counsel students regarding class assignments.

Course completion. The student receiving full credit for a course.

Course retention. A student staying registered in classes from one semester to the next.

Disciplines. At the community colleges there are many fields of study that include, but are not limited to, Science, Technology, Engineering, and Math (STEM); humanities, arts, and Career Technical Education (CTE).

Delimitations

The study was delimited to adjunct professors in the community college system who successfully completed training in Appreciative Advising for community-college students. This group was narrowed to those who participated in Appreciative Advising training and completed advising hours with students demonstrating low academic performance. Additionally, this study selected participants who represented various departments within a college.

Organization of the Study

This study is presented in the following four chapters. Chapter II incorporates a comprehensive literature review of the role of full-time and adjunct professors in the community colleges, the community-college student populations at risk of achieving academic success, and advising models incorporated by faculty members. Chapter III describes the study design incorporated. This includes the methods, population, target population, and sample of the population who participated, along with instruments for data collection and analysis. Chapter IV presents the data results of the various instruments. Chapter V concludes the study with a summary of the findings, interpretation and conclusions by the investigator, and recommendations for further research.

CHAPTER II: REVIEW OF THE LITERATURE

Review of the Literature

This chapter includes a comprehensive literature review of both historical and theoretical elements relevant to the study. The role of the community college in higher education and the indicators that are measured to determine institutional effectiveness are first presented. This is followed by the role and expectations of faculty, including the specific benefits and challenges of adjunct professors of the community-college faculty. An overview is provided of the diverse student population at community colleges and the challenges this presents for teaching and mentoring students. Appreciative Advising is presented as one instrument for improving mentoring experiences and student engagement with faculty. The advising strategies have potential benefits that can be experienced by both the mentor and mentee if incorporated into mentoring sessions. This chapter closes with a summary of the current strategies of Appreciative Advising and the research gap in how adjunct professors might incorporate these strategies when participating in Appreciative Advising.

Community Colleges in Higher Education

Community colleges were initially built to expand higher education to the public, allowing many individuals to attend who had been previously denied access (Drury, 2003). These colleges provide a service to their community, making higher education available close to home at a low cost for students (McCabe, 2000, p. 2-3). The resulting community-college student population is diverse and includes students who face challenges such as finances, family support, or learning disabilities. Striving to increase student retention and success in their educational goals, community-college faculty members face the challenge of helping this diverse student population to succeed. Programs to further support student success are continually

reviewed. This research reviews how adjunct professors, a significant portion of the community-college faculty, may be better utilized by the community colleges to engage and support these "at-risk" students.

As the community-college program expanded, educational leaders took the initiative to ensure that underserved populations were included in its opportunities (McCabe, 2000, p. 2). Compared to four-year public colleges, community colleges serve a greater percentage of older students, females, low-income students, and a lower percentage of White students (Institute of Education Sciences: National Center for Educational Statistics NCES, 2008, Section 2). Older students (35 years or older) make up 35% of the community-college population and 13% of the population of public four-year colleges. The population of community-college students across the United States in 2008 was 60% White, with 14% African American, 17% Hispanic/Latino, 7% American Indian/Alaska Native, and 1.2% other populations (US Department of Education, 2009, Table 24.3). This diversity continues to grow. Currently, the Hispanic/Latino population in California public schools is the majority (California Community College Chancellor's Office, 2013, p. 5). As an example, the student population at Los Medanos College in Pittsburg, California, is 25.8% White, 14.6% African American, and 41.0% Hispanic/Latino, and the female population is 54.5% (Institute of Education Sciences: National Center for Educational Statistics 2017, College Data 2016).

Funding for community colleges is primarily dependent on state and local sources to varying degrees across the country depending on enrollment, allowing low tuition rates to be maintained (Smith, 2016, p. 1). Across the country, 6.5 million people (38% of active undergraduate students) attended two-year institutions (Institute of Education Sciences: National Center for Educational Statistics, 2017). California offers public education at a low cost and

makes many students eligible for tuition remission (Smith, 2016, p. 3). The state supported a community-college student population of 1.4 million students in fall 2005 (Institute of Education Sciences: National Center for Educational Statistics, 2008, Section 1. Institutional Characteristics). In 2016-2017, California Community College tuition provided only 32% of the total institutional funding (California Legislative Analyst's Office, 2017), with full-time students paying about $1,420 per year (Smith, 2016, p.3). The average cost in the United States, 2015-2016, for a four-year public college program was $8700 per year (Institute of Education Science, 2015, ch. 4, p. 1). Of the total population of California public-college students, about 60% are attending community colleges, making this a valued program for the state (Smith, 2016, p. 3).

Community colleges have an open-door policy for student enrollment in contrast to four-year public colleges (McCabe, 2000, p. 2). Students are not turned away unless courses are impacted. As diversity expanded, the student population became less prepared for academic demands. Without requiring prerequisites to courses, maintaining quality education while helping students succeed in classes required intervention and remedial education programs to raise students' skills (McCabe, 2000, p. 2-3). Community colleges have implemented some placement testing to help guide students and have initiated academic support programs. To summarize, community colleges have evolved to educate all students, including students who are educationally deficient, and to prepare them for employment and personal advancement (McCabe, 2000, p. 7)

Students enter the community-college system for a variety of reasons (Institute of Education Science, 2008, Section 2). Community-college students enroll to prepare for transfer to four-year colleges, earn an Associate's degree, complete a certificate, improve job skills, or pursue a personal interest. More than 175 different disciplines of study are included in

community course diversity (California Community College Chancellor's Office, 2013, p. 9). Los Medanos has 49 disciplines offered on its Pittsburg campus alone (Institute of Education Services, 2017, Los Medanos College). These disciplines include STEM, arts, humanities, and CTE, among many more (California Community College Chancellor's Office, Academic Services, 2015).

Community-college effectiveness is assessed by student persistence and degree or certification completion (US Department of Education, 2011, p. 1). Persistence is measured by the success of a cohort of students over time completing a degree or certificate. A timelier measure is the retention of students from one semester to the following semester. Faculty have a view throughout a semester of their student's potential for successful course completion and potential for continuing. Those community-college students who attend full-time are more likely to complete an Associate's degree but other life experiences, like family and academic support, are influential in student success (p. 26).

Full-time community-college faculty members are the primary student academic advisors on staff (Pilati, 2006). Their compensation includes student advising time outside the classroom, whereas compensation for adjunct professors does not include this responsibility. Additionally, a full-time faculty member is expected to be involved in curriculum development, serve on committees across the campus, have office hours, and make themselves more available to students for mentoring.

Adjunct professors were hired as community colleges grew rapidly to reduce costs, provide expertise with real-world perspective, and add flexibility to the course scheduling (Pilati, 2006, and Caruth & Caruth, 2013, p. 1). Hiring these faculty members on a part-time basis saves the college the cost of health benefits and protects them from having to commit to specific course

loads for faculty from semester to semester. Also, community colleges do not pay adjunct professors to advise students beyond the instructional hours. Unfortunately, without health benefits and a secure income, the turnover rate of adjunct professors can be high and disruptive (p. 3). Yet adjunct professors make up at least 50% of the faculty. This results in only half of the faculty at community colleges being paid to advise students outside the classroom. Thus, adjunct professors are academic resources who are devoted to the profession of teaching but must rely on other sources of income instead of supporting students as advisors (Gee, 2017). Messina reported that adjunct professors were looking for opportunities to mentor students that would benefit both student and mentor (2011, p. 214).

Hiring adjunct professors was also a way to increase the diversity of the community-college staff. The diversity of faculty at the community college does not represent the diversity of the student population (Taylor et al., 2010). The student population of Westchester Community College in New York City was 50% minorities, but its faculty was only 13% minority from the 2009 census. To increase diversity in its faculty, the hiring committee targeted broad publications for advertising and held Adjunct Job Fairs. The community college also provided opportunities for adjuncts of minority background to be mentored by full-time faculty. Taylor et al. (2010) suggested that mentoring by any adjunct professor was important in supporting the diversity of students.

Students benefit from having direct contact with faculty in an advising capacity, especially when faculty members can help students integrate into campus activities and provide accurate help in course selection (Allen, 2013, p. 331-332). Students seek faculty who consider their life experience and help them connect the course learning objectives to career development (Allen, 2013, p. 340). In Allen's study, students wanted faculty educated in how each campus

supports students because the accuracy in the information given to a student was critical (2013). Students could not afford to waste time correcting for mistakes (Allen, 2013, p. 332).

There are multiple theories as to what is the best approach to improving student retention and success, especially when considering the diversity of the community-college population (Church, 2005). Learning communities, where students with similar interests work together, showed slight improvement in student retention (Barnes, 2010, p. 20). Corum found student retention and success in community college was improved by multiple factors, including program design, faculty, and social opportunities (2010). With the expertise all faculty, full-time and adjunct professors, have in their specific fields, dedicated time for students to interact with them gives those students a greater chance to succeed in coursework.

California Community Colleges are focused on improving access to the campuses and student success to improve equitable education opportunities and engagement (California Community Colleges Chancellor's Office, 2013, p. 1). The California Community College Chancellor's office reported 53.6% of the degree-seeking students achieved a certificate, degree, or transferred to a four-year college program (2013, p. 9). Career-path development success included training 70% of the California nurses and 80% for firefighters, emergency medical technicians, and law enforcement in the California community-college system (p.9).

Students attend and remain in community colleges for many reasons. Coursework can be completed for less money in comparison to a state college or university. In a preliminary report by Ginder, 981 public two-year colleges to 755 four-year public colleges were recorded (2017, p. 4). The average annual tuition and required fees at a four-year public college was reported at $8,148 in comparison to a two-year public college at $3,479 (Ginder, 2017, p. 5). Community colleges are located within proximity to homes with greater numbers of schools available,

allowing students to live at home during college and save money. This reduces commuting or boarding expenses for students.

Community-college coursework ranges from continuing adult education, professional development for career advancement, and preparation for four-year degrees, to remedial education in English and math. The California community-college system is the largest workforce provided (California Community College Chancellor's Office, 2013, p. 9). Veterans can attend to earn degrees, as fees are waived at all California public post-secondary education institutes for approved courses (California Department of Veterans Affairs, 2016, p. 30). The diversity in student population and their objectives for attending college make it difficult to measure faculty success in providing students with the education desired.

Community colleges often serve students underprepared for the rigors of academics. The challenge to help students succeed is greater at two-year institutes than for those entering four-year colleges of strict admission screening policies due to the multiple factors affecting student retention. Research by Craig indicated that factors of successful retention are dependent on both the individual and the institution (2007, p. 512). However, the time between high school and college was shown to have the greatest impact on academic success. Preparation is a strong indicator of success in academics, but what students do and learn in college influences retention (Kuh, 2005, Kindle version, ch. 1, section 2). Because the life experiences of a student have an impact on learning success, an educator is more effective if they can avoid mismatching curriculum to the lives of the students (Harrison & Mather, 2016, p. 109).

Transfer rates demonstrate a disparity in the need for advising to specific student populations (Budd, 2015, p. 878). In a study of California Community Colleges, African-Americans had the lowest transfer rates. Factors impacting transfer rates differed between the

groups. Younger and more educated students had higher transfer rates (p. 877). African- and Latino-Americans did better when the student population was similar in culture to their own.

College Indicators of Institutional Effectiveness

Some of the community-college indicators of institutional effectiveness are retention rates, number of graduates, and transfer statistics (Jenkins & Fink, 2016, p. 1). Across the United States in 2012, retention rates as determined by the enrollment of students from one semester to the next for full-time students was 71.8 and 43.6 for part-time students (U.S. Department of Education, 2017). Of the 2012 cohort of students, the graduation rate at two-year postsecondary institutions was 31.6 percent. Out of 10 students who initially entered public two-year colleges in the U.S. to pursue a four-year degree, 6 did not transfer to a four-year program over the six-year period from 2003-2009 (National Center for Education Statistics (2011).

The Community-College Faculty

The ratio of part-time to full-time faculty is high, and it is difficult to define the impact this has on student success at the community college. Community-college students have a higher chance to be taught by part-time faculty (Center for Community College for Student Engagement, 2014). Though adjunct professors spend less time on campus in comparison to full-time faculty, those who also work outside academia have their own unique experiences that have developed their base of knowledge. Hutton found retention was higher in classes taught by adjunct professors at Florida community colleges (2017, p. 15). This could have been the result of teaching style, engagement, or the trust students have in a knowledgeable professor on current industry challenges.

There is a risk in becoming dependent on adjunct professors. Smith discusses the negative impact of increasing this dependency (2010). This staffing pattern takes away the need

to provide full-time positions. In turn, it puts more strain for course preparation on current full-time faculty and leaves adjunct professors accepting unequal benefits (2010, p. 130). A study of a Kansas City community college suggested greater exposure to adjunct professors resulted in reduced retention of students (Smith, 2010, p. 113). Adjunct professors were not on campus as often, reflecting on lesson plans and student anxiety, as full-time faculty, but full-time faculty were not taking a majority of the responsibility for these programs (Caruth & Caruth, 2013, p. 108, 109). Maintaining a high proportion of adjunct professors may be cost-effective in the short term, but the community college loses over the long term in quality of overall instruction and community commitment.

Community-college adjunct professors. Adjunct professors are sought out by community-college faculty through various diverse sources of networking to bring new relevant research and work experiences to the students (Berning, 2001, p. 117). These teaching opportunities give professionals a chance to share their own experiences with students and earn additional income (Berning, 2001, p. 120). However, adjunct professors are not necessarily included in the overall campus community. This minimizes their value as a student resource for navigating college requirements. Onboarding activities, faculty meetings, and professional development opportunities often take place when adjunct professors are engaged in their outside work activities. "Members of college communities do not recognize adjunct professors as integral to the future of their colleges. Through broad-based experiences, adjunct faculties add comprehensiveness and flexibility to colleges." (Berning, 2001, p. 193). These educators add value and diversity to the community and allow the colleges to offer more courses.

Adjunct professors interviewed in the study by Berning enjoyed teaching at the community college despite expressing that they felt taken advantage of by the administration and

not fully engaged in the college community (2001, p. 132). Their teaching and office hours were compensated, but not their preparation time for teaching or outside-classroom student service advising (Berning, 2001, p. 142). Many adjunct professors provide their own computers, have limited office space, and are not guaranteed teaching opportunities from one session to another (p. 109). Many adjuncts interviewed by Berning were retirees or soon to be retired (p. 112). They wanted to share their experience, so they chose to be adjuncts despite the conditions. (p. 120). Half of the adjuncts interviewed had other full-time employment that conflicted with participating with extracurricular college activities, but they continued teaching (p. 111).

Another challenge for adjunct professors is the lack of consistent course assignment from one semester to another. Because of this, adjunct professors are unable to predict their income and rely solely on teaching. Gee (2017) identified adjuncts sleeping in their cars and resorting to measures outside their field of study to supplement their income. Supporting adjunct professors outside the classroom could benefit both the teacher and student. These adjunct professors are given little time to prepare for classes and lack the resources given to full-time faculty (Street et al., 2012, p. 1). "The 'just in the classroom' aspect of contingent employment so narrowly constructs the faculty role that it overlooks what we know is important for faculty and for students to ensure a quality education," stated Street et al., regarding the lack of advising outside the classroom by the professor (2012, p.9). Bowers found adjunct faculty ranked professional development and support services as highly important in improving their teaching skills and integration into the college (2013, p. 127-128). Demonstrating a willingness to seek new opportunities to engage with the community college, these institutions could benefit from investing in adjunct professors in additional roles to improve student success. With only half of

the community-college faculty paid for advising hours, adjunct professors could be considered resources for enhancing mentoring opportunities with training to improve student retention.

Responsibilities of faculty. Full-time faculty members are expected to engage in academic advising outside the classroom and adjunct professors are not (Center for Community College Student Engagement, 2014). However, adjunct professors are more likely than full-time faculty to teach the students who need the most help, 16% to 5% respectively (p.7). Adjunct professors are offered courses to teach when enrollment increases, or when expertise is needed for a specific discipline, but not as academic advisors (p. 2). Hutton's study suggested that adjunct professors were considered more effective in the classroom by students than some full-time faculty who both teach and advise (2017, p15). This may be because those adjunct professors brought a unique talent to engage students to improve retention. Combining adjunct professors' experience with more time funded for advising students could benefit the overall institution by providing the students with the opportunity for enhanced engagement.

Adjunct professors are underutilized as academic resources for students. Messina found that adjunct professors sought new opportunities to mentor students but were often left out of advising training at the colleges due to timing of sessions (2011, p. 214). They wanted professional development opportunities in networking, training, learning curriculum requirements, mentoring, and best practices for teaching (Messina, 2011, p. 201, 214, 222). Professional development opportunities should be offered to supplement training of those adjunct professors interested in advising students, but with scheduled classes that could be taken by those juggling multiple jobs (McClintock, 2010, p. 151).

Academic advisors in the community colleges use their education and experiences when working with students (McClintock, 2010, p. 145). In a study by McClintock of advisors'

methodology, it was observed that advising theories were best incorporated by those trained in student advising (2010, p. 143). However, "Most significantly, this study uncovered the phenomenon that advisors' experiences inspired particular overarching perspectives on practice as regularly as formal theory did" (McClintock, 2010, p. 145). Engagement with students continued to enhance their own abilities to advise future students, as they were challenged to face new situations with their diverse student body. Solis (2012, p. 93) interviewed community-college advisors in the process of implementing a new process for student guidance. In this research, educators stated that when there was support from both administration and the students to enhance their skills as advisors, the efforts were successful. In summary, mentors who participated in advising training and incorporated their experiences when working with students became better resources for community-college students.

The Community-College Student Population

There are several student groups at the community college that demonstrate disproportionate impact in completion rates and retention (Los Medanos College, 2015, p.7). In the California community colleges, these groups include ESL, veterans, African-Americans, Hispanic or Latino students, individuals with disabilities, low-income students, and foster youth. Rendón found students of low to middle income, with little support or academic success, often hear expressions of doubt from their families and friends that success would be attainable through education (2002, p. 644). If at least one parent at home had an Associate's degree (AA), 16% of the students in 2014 achieved a BS in 6 years (Ma & Baum, 2016, p. 7). In contrast, only 8% achieved a BS in 6 years if no parent at home had attended college. As educators, the past and current life experiences of the student should be considered to help them overcome the fear of failure. In a study by Hlinka (2017, p. 144) of students in the Kentucky region of the

Appalachian Trail, student retention was associated with family values. If the family determined degree completion to be important, the student was more likely to remain in school.

First and 1.5 generations. 10.8 percent of the community-college student population is the first in their family to go to college (Kena et. al, 2016). A student who is first in their family to go to college is less likely to enroll and persist in post-secondary college education than those who are not, 24 to 42% respectively (Redford and Hoyer, 2017, p. 4). These students are also more likely to come from lower-earning households, with little understanding of how to navigate the community-college system. McLean determined motivation to remain in school for first-generation first-year students came from positive interactions with faculty and staff, goal-setting, and student services (2013, p. v).

The 1.5 generation is the term used to define those students who immigrated to the United States when they were young. Their success in college is linked to what they are exposed to in terms of counseling and advising during the first semester of college (Goldschmidt & Miller, 2005, p. 10). They may have past high academic achievement but are deficient in some skills and background knowledge of how to navigate the college campus system. As a result, early student guidance improves student retention and success.

Foster children. Foster children, like first-generation students, do not have the background of family support as they enter college. The RPgroup of California Community Colleges reported approximately 4000 youth left the California foster-care system in 2008. For those who attended community colleges, student support was critical to their success (2008). Dependent on their previous foster-care support, they vary in need and are difficult to track in the community-college system. To retain foster students through their first year of community

college, Ford found that positive support the first day of class, collaboration with faculty, and connecting with student services were important (2015, p. iv).

Homeless students. The Institute of Education Services reported that in 2014-2015, 2.5% of the public-school student population was homeless (2017). These students are more difficult to track in community college, as they are not required to declare status (California Homeless Youth Project, 2017, p. 3). These students demonstrate determination for achieving educational goals but often lack understanding of financial aid opportunities (Adame-Smith, 2016, p. 164). Adame-Smith suggested that increasing needs assessment by student success services for this population was critical to student retention.

Community colleges are a source of institutional support for homeless students due to accessibility, affordability, and flexibility (Gupton, 2017, p. 211-212). Findings in the 2017 study by Gupton suggested community colleges provide a source of stability for homeless students, one where they did not feel stigmatized (p. 199-200). Flexibility also allowed for students to be employed or financially supported through financial aid. More specific academic, psychosocial, and mental-health support was suggested for these mobile students.

Veterans. In 2007-2008, 4% of all undergraduates across the country were military veterans (Radford, 2011, p. 3). In California, all mandatory fees for public post-secondary education are waived for military veterans, making community college accessible for immediate entry (California Department of Veterans' Affairs, 2016, p. 30). Arman focused research on veterans with PTSD and suggested that professional development, access to mental-health professionals, and staff development were all beneficial in working with this community-college student population (2016, p. 131-132). Community colleges across the country, such as Los

Medanos College, developed centers for veterans to support their financial and educational goals (Los Medanos Center, 2018).

Students with disabilities. Community colleges providing individual education plans (IEPs) better prepared disabled students for success (Ankeny, 2011, p. 287). The students in the study were assessed for success using Field and Hoffman's model of self-determination (p. 279). This explores success in knowing oneself, valuing oneself, planning, acting, and succeeding in reaching an outcome from which one can learn plan, act, and experience outcomes (p. 279). Educators who could help the student plan for a future through education helped the student design their pathway to success. Gregg assessed academic mentoring's impact on e-learning for students with disabilities and found it a key to success in retention (2016, p. 57). Students were more successful with the motivation provided beyond technical assistance.

English as a second language (ESL) students. Community-college students are challenged when English is not their primary language. Breuder compared student perceptions of international students in Florida at the state college and community colleges (1972, p. 115). Problems included the language barrier, finances, placement, and admissions. Students felt held back due to their limited proficiency in English. Insecurity regarding furthering their education and employment also suggested the need for advisors beyond the classroom (p. 116).

Variables Influencing Student Retention

Zhai explored why community-college students withdrew from classes or did not return for a following semester (2001, p. 15). Common themes around withdrawal included conflicting work needs and finances. Increasing financial aid opportunities and schedule flexibility were suggested for improved student retention (p. 16). Community-college students are motivated by potential employment opportunities and financial stability (Whaley, 2016, p. 102). Meeting

educational goals that could ultimately lead to providing families with greater financial support was a critical factor in why students attended school (p. 103). Some students also thought of succeeding in school as a chance to prove they could succeed. Achieving good grades was a greater motivation than participation in campus activities (p. 104).

Early intervention by incorporating predictive modeling software can help student engagement and sense of belonging (Grogan, 2017, p. 126). Tools that can provide accurate information toward completing their goals are essential. Academic advisors are considered a source of information for course selection, but it must be accurate (Yi, 2016, p. 160). The community-college student population also appreciates the help in navigating the community-college learning communities.

Student Perspective of Needs

Community colleges with above-average transfer rates were found to have better personalization of service for students by faculty, management, and staff (LaSota, 2013, p. 237). All staff involved in the educational institution were a part of the overall success from the perspective of the student. These colleges implemented data-driven decision-making for implementation of innovative programs (p. 238). Impactful student programs were sponsored for further development, with full awareness that progress needed to be continued. Achieving and sustaining rigor in education requires focus, supportive teaching, and mentoring of students (Harrison & Mather, 2016, p. 130).

Allen et al. (2013) interviewed pre- and post-transfer students who attended community colleges with the objective of completing a baccalaureate degree. The primary functions students considered critical for advising included integration, referral, information, individualism, and shared responsibility (p. 331). Accurate information from advisors was the

highest priority for the students (p. 332). It was also important for students to have assistance in the integration of academics, career, and life. Pre-transfer students appreciated advisors working to share the responsibility for student development, helping provide the scaffolding for planning and decision-making with the student (p. 340). McClintock's study suggested that advisors use both their training and experiences when working with students, concluding the study "uncovered the phenomenon that advisors' experiences inspired particular overarching perspectives on practice as regularly as formal theory did" (2010, p.145). Adjunct professors may not have the teaching hours and training of full-time faculty, but many adjunct professors work in industry with timely relevant information about the professional world students seek from advisors (Center for Community College Student Engagement, 2014).

Student services in the community colleges provide tools to navigate the time and financial commitment for attending courses. Non-traditional community-college students seeking career changes, characterized as over 24 years of age, reported positive academic advising when the advisor considered their personal experiences and offered knowledgeable advice (Welcome, 2014, p. 126). In this study, the students sought personalized advising and reported negative experiences when there was a lack of advising quality and process.

Interventions to Improve Student Success

The student perception of what they can accomplish is an important consideration in helping students set academic goals. Hilka suggested the community-college institution should consider "their students' perceived social and academic barriers" (p. 163). Becoming a part of the student's new life experience in education, educators can be the new inspirational leaders. A study by Rendon of the Latino student population-focused Puente project in Hayward, California found that students were more successful with both sustained and aggressive support (2002, p.

642). Asian American/Pacific Islanders were found to have GPAs directly correlated with their years in the United States (de Dios, 2016, p. 1-2). The more integrated into their community, the greater their chances of succeeding in navigating the academic process. A lack of attention in helping students integrate into the system leads to poor student success.

One way to help students succeed in higher education is to give them the tools to be good students. Community colleges make available remediation classes to assist students with deficits (Hamid, 2004, p. 104). Remedial education opportunities are essential for students with poor academic preparation in high school (Hamid, 2004, p. 111). Though adjunct professors are not always a part of course curriculum development and not on campus to the same degree as full-time faculty, they are often the professors of the remedial classes (Caruth & Caruth, 2013, p. 4). In Hamid's study of students deficient in algebra, adjunct professors constituted the majority of the teaching staff. Hamid stated, "However, within the institutions of higher education, adjunct professors' perceptions and teaching practices contribute largely to correcting students' deficiencies while enriching the remediation debate" regarding how these programs were maintained (2004, p. 105). Smith found developmental students needing remediation had improved retention if they attended college-preparatory courses and remained under monitored agreements for success (2010, p. 122-123).

Community colleges provide an array of course opportunities (Bailey, 2015, p. 3). This gives students the opportunity to explore new studies across a wide variety of academic programs without prerequisites. Course completion and graduation rates improve with structured programs that guide a student toward the most effective course plan. This may include placement tests, orientation workshops, or advising requirements to register (Los Medanos College, 2018). Community colleges with mandatory advising practices, where students are

guided in what classes to take and when, have better student retention rates (LaSota, 2013, p. 227). This form of practice often requires some proficiency testing prior to advising. However, this type of organization requires "whole-college reform" to improve communication throughout the college, so curriculum, faculty, and advisors are able to support additional programs and remediation classes needed (Bailey, 2015, p. 3). All six colleges in the study by LaSota (2013) indicated that advising opportunities could still be improved (p. 238).

Learning communities were designed to improve retention and persistence by pairing students of similar goals and experience, but have only demonstrated minimal improvements (Barnes, 2010, p.20). In a study linking remedial reading and writing courses, the student cohorts had mixed results in student completion rate for the courses and persistence to the next semester. The cohort model was designed to improve student interactions and engagements in other campus activities but did not incorporate enhanced interactions with faculty (p. 9). Building in academic advising could bring greater success to students in learning communities.

An Intrusive Advising Program (IAP), where counselors help direct coursework progression, is also considered a proactive way to structure student success by establishing clear degree expectations, but not all students benefit from this (Donaldson, 2016, p. 37-38). Some students are exploring new areas of focus or are specifically looking for courses to help with their professional development. IAP does allow for those students planning to graduate or to transfer to a four-year college to register for the classes appropriate to their degree. However, the community-college student may need a more individualized approach working directly with faculty, exploring possibilities for their career growth.

Students thrive when they receive encouragement and validation, especially from those who are knowledgeable and respected in their field of interest (Rendón, 2002, p. 643). Non-

traditional students want guidance and do not wish to be patronized. A list of courses to take is not enough to retain students. The Community College Puente program has been successful in improving retention rates in the Latino population by including writing, counseling, and incorporating a culture-enriched setting (p. 644). It promotes learning communities and the inclusion of activities outside of the classroom (p. 665).

Klempin suggested engaging technology programming to better monitor student progress and provide early intervention (2015, p. 2). Integrated Planning and Advising Services (IPAS) provide counseling along with degree-planning and early monitoring for intervention if needed (p. 3). This study suggested that students may benefit by having improved retention from mandatory enrollment in IPAS (p. 30).

Ledbetter found the benefits of mentoring for the mentor included a sense of purpose when they were involved in student advising programs (2016, p. 233). Simple one-on-one work was helpful to students and helped instructors to stay engaged in their work (p. 242). Mentoring led to greater job satisfaction for those participating mentors (p. 233). Mentees were willing to try new things because of the personal attention and validation from mentors who told them that they could succeed.

College advising has gone through several development phases. Prescriptive advising included a top-down approach of advising students of a course of actions to complete a degree (Church, 2005). One drawback of the prescriptive process was students not taking ownership of the plans (Bloom et al., 2008, p. 11-12). Faculty and staff directed students to one path of academic advising, specific to an area of study. Crookston (1994) suggested a different focus of directing students with the process called Developmental Advising, helping students understand

how their coursework could take them to a career. However, not all students needed career direction (Church, 2005).

Access to the academic leaders is essential. "College leaders and practitioners can better serve students by helping them explore, interpret, and subsequently understand their own identity development," (de Dios, 2016, p. 137). The study by Kuh of successful institutions found six similar features that improved student engagement (2005, Kindle version, part II, p. 24). Of these, shared responsibility for educational quality and student success was evident. Developing an environment where the institute and individuals focused on student engagement with faculty was a contributing factor of success (Kuh, 2005, Kindle version, part II, p. 24).

Appreciative Inquiry and Related Theories

Peter Drucker brought a focus on the strengths of a business to leadership. He was quoted as saying, "The essence of leadership is to create an alignment of strengths in ways that make a system's weaknesses irrelevant" (Cooperrider et al., 2008, Kindle version, preface, loc. 226). He believed that the world's challenges could be met through well-defined business planning (loc. 174). In the 1970s, he encouraged businesses to continue to ask questions of their strengths, leading to the defining of mission statements and business plans.

Following Drucker's example, David Cooperrider assisted in a study of physician leaders, and he too found his interest focused on their stories of success (Cooperrider et al., 2008, Kindle version, loc. 541). With his advisor, Suresh Srivastva, they published their method of focusing on the potentials and possibilities of the future as *Appreciative Inquiry* in 1987. "Human systems excel only through dedicated inquiry and positive public dialogue into our collective strength, never by simply fixing weaknesses." (Kropko, 2010). He continued to provide support to the business leaders in articulating the ideas for growth, as in

AIM2FLOURISH that supports the UN development of business for peace, ending poverty, and developing renewable clean energy sources (https://aim2flourish.com/).

Appreciative Inquiry as a Foundation for Appreciative Advising Theory

The collaboration between faculty and student could also benefit from a structured framework of Appreciative Inquiry (Bloom et al., 2008, Whitney et al., 2008). One theoretical approach to improve student retention is having faculty involved in Appreciative Advising, built upon the Appreciative Inquiry framework, outside of the classroom (Damrose-Mahlma, 2016, p. 42). Appreciative Advising is a form of advising that focuses on creating a path of opportunities for students, rather than focusing on what they are doing incorrectly in classes (Bloom et al., 2008, p. 3). Appreciative Advising is based on the initial work of Cooperrider and Whitney describing Appreciative Inquiry (AI) (1999). Referred to as the "positive change core", the AI tool is used in transforming organizations by focusing on the strength of organizations and how that can be used to bring about transformational positive change (p. 8). "The most important insight we have learned with AI to date is that human systems grow toward what they persistently ask questions about," concluded Cooperrider and Whitney in their application of AI for organizational change (1999, p. 10). The appreciative approach has been used in academic settings, relying on an "openness" in communication between those involved (Harrison and Mather, 2016, Ch. 1, section 2, paragraph 5). The basic practices include allocating meaningful work to inspire organization members, minimizing stratification about management and employee levels, allowing greater flexibility in following nonessential standards, and practicing positive collective narrative (Ch. 1, section 4, paragraph 5).

Appreciative Advising incorporates the value approach of AI, where mentor and student "co-create images of preferred future, shifting focus from deficit-based solutions to strengths-

based change" (Verma, 2014, p. 286). It is grounded in experience and history and is a dynamic process (Hammond, 2013 p. 68). The initial focus of the advising should be learning about the academic strengths of the student and then considering how they can be applied to improve their work where they are academically challenged. To do this, the advisor must take a personalized advising approach to learn more about the student. Faculty and staff are trained to employ techniques to help students realize their strengths and explore the experiences they can draw from to be successful. This can be taught through lecture and role-playing, working through different models of situations (p. 139). Students are guided by the advisor in planning for overall career and life improvement throughout their advising sessions. It is an approach that requires the advisor to enhance their awareness of how they can be a better instructor and mentor while developing more personal relationships with students outside the classroom (Bloom et al., 2008, p. 7). Ultimately, it can be an approach from which faculty and students could benefit in the community college. However, it requires time and effort for the advisor to engage the student (Truschel, 2008, p. 14).

Appreciative Advising is a theoretical methodology developed to improve the way college advisors interact with students when mentoring. Unlike "prescriptive advising" that focuses on the advisor telling students what course to take, Appreciative Advising focuses on the student and advisor working together to build from the student's strength to design a roadmap to the future they dream (Bloom, Hutson, & He, 2008, p.3). It is "supportive, positive, dynamic and holistic", as described by Truschel (2008, p. 7).

Bloom et al. made available an instrument of student evaluation for advisors to use, referred to as Appreciative Advising (2008). Building from Appreciative Inquiry where focus is on the strengths of a student over fixing weaknesses, the mentoring strategy encouraged

academic advisors to lead students through self-discovery to success (Reese, 2013. p. 170). Reese reported many of the advisors interviewed in a study were able to base their support of the students on their own academic failures and frustrations with their college experience, wanting to share experiences and model success (p. 157). This "humanizing mentoring" included the steps of disarming a student to feel comfortable in discussion, helping them discover their strengths, dream of a future, design their path to success, keep them from settling for less, and deliver as a successful student (Samuels, 2016, p. 7).

The Appreciative Advising strategy is designed to improve student and faculty success (Bloom et al., 2008, p.11). The first step, referred to as the "Disarm" phase, is to help the student lose their fear of speaking to advisors and build trust between the two people. Initial interactions are "never neutral" (Bloom et al., 2008, p. 35). The initial perception can be tainted by previous experience, so setting a positive tone for the discussion is considered essential. This can be initiated with a warm welcome, providing a safe environment for communicating, and sharing some of the advisor's own experience (p. 34). This is an important addition to Appreciative Inquiry for the advising of community-college students who are faced with debt, campus violence, under-preparation, working multiple jobs, or a lack of parental guidance while trying to succeed in college (Harrison & Mather, 2016, p. 19). Establishing trust with the student helps the student share experiences with their mentor, which in turn helps the mentor to help the student learn about their background.

The second step, or the "Discover" phase, is designed to use tools such as storytelling to help the student express ways in which they have been successful in academic challenges, so the advisor can reflect on how strengths of the students may be applied to current challenges. This step is designed to stimulate the advisor to learn more about the student and be inspired to listen

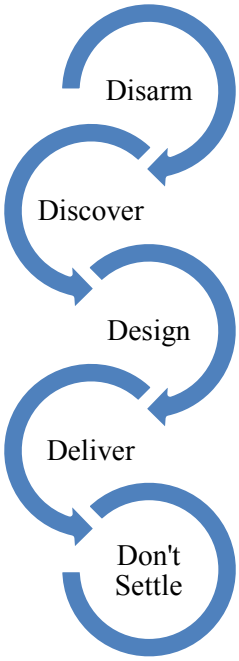
through storytelling (Bloom et al., 2008, p. 43). To begin this step, advisors are encouraged to ask open-ended questions and encourage students to talk about their strengths. An example given by Bloom et al. is, "Tell me a story about a time you positively impacted another person's life" (p. 44). The theory of this stage is that "inquiry into what is possible yields information that is applicable" (Whitney et al., 2008, ch.1, section 2, para. 6). This stage was found essential in Appreciative Inquiry because the interviews of employees helped to "identify, illuminate, and understand strengths" (ch.4, section 1, para.2).

After the initial steps of engagement and learning more about the student, the third step, named the "Design" phase, includes the advisor helping the student to dream about a possible future without fear of ridicule (Bloom et al., 2008, p. 55). This step is developed to encourage the sharing of dreams that may feel too personal or ridiculous for the student to share with others (p. 55). Advisors help their students build a positive vision of themselves in the future, so purposeful connections can be made between current strengths and student aspirations (p 34). They may have them align on paper their current accomplishments and how a future summary of their success might read (p. 63). The benefit found in this phase of Appreciative Inquiry was the facilitation of dialogue and the discovery of common themes to help guide the design to what might be possible (Whitney et al., ch. 5, section 1, para. 1-3). It allows for the generation of new ideas and for collaboration on the design of a future (ch. 1, section 1, para. 5). The student is the author of the design, but the advisor acts as an "informed consultant" (Bloom et al., 2008, p. 65). Appreciative Advising allows for the faculty to use the collective experiences to help the student envision their future. Through brainstorming options and positive feedback, the advisor can help the student to design a plan to reach educational and career goals (p. 65).

The fourth step, known as the "Deliver" phase, follows, helping the student establish a pathway to help achieve their dream of success (Bloom et al., 2008, p. 87). This is a step included to encourage the mentor to review the roadblocks and challenges the student may have. The advisor encourages the student to research their ideas and make selective decisions regarding their approach to their future education. This step is considered the establishment of "organizational architecture" in Appreciative Inquiry (Whitney et al., 2008, ch. 2, section 3, para. 1). Whitney suggests this phase should provide a novel transition with continuity for organizations (ch. 6, section 1, para. 2). This benefits the students in Appreciative Advising because it pulls from their experience to create a plan of development.

The fifth and last step of the Appreciative Advising methodology is the "Don't Settle" phase, when the advisor holds the student accountable by following up with the student (Bloom et al., 2008, p. 87). It is also referred to as "Destiny" in Appreciative Inquiry (Whitney et al., 2008, ch. 7, section 1, para. 2). It involves establishing a systematic approach to continue the dialogue between the organization. In Appreciative Advising, it is establishing a process of continuing feedback and discussion. This requires the advisor to remain available to help the student develop their plans, so there are specific goals to strive toward and a knowledgeable support base for further discovery. Reviewing deadlines, addressing concerns, and reiterating confidence are all included in these advising sessions by the advisor (p. 90). Adjunct professors could benefit from learning the methodology to improve the success of their students, creating more personal relationships with students outside the classroom and building trust with the students in what their academic material can offer inside the classroom. The general phases of Appreciative Advising are shown in Figure 1.

Figure 1. Appreciative Advising Phases



Crone reviewed the validity of the Appreciative Advising model and found it helped full-time faculty better assess the level of self-esteem of students to guide instruction (2013, p. 62). Non-faculty advisors who transitioned to using the Appreciative Advising model felt more confident and effective in working with students and built "deeply connected relationships" with their students (Damrose-Mahlmann, 2016, p. 81). In another study of incorporating appreciative advising used by college advisors, "Several participants alluded to the idea that the precepts of Appreciative Advising became entrenched in their personal lives and became a way of relating to people" (Howell, 2010, p. 86). Engagement in this practice increased their confidence in advising skills and job satisfaction of the faculty (p. 86, 90). It provided a structured framework to address steps toward student success. With adjunct professors already working with students in the classrooms, greater research is needed on the impact these adjunct professors could make

on student success if supported in appreciative advising. While there is research to support the use of Appreciative Advising with full-time community-college faculty, there is no research about the experience of adjunct professors participating in Appreciative Advising with students.

Engaging adjunct professors in Appreciative Advising encourages them to engage in the community-college culture and increases their earning potential. Adjunct professors interviewed by Bowers expressed the desire to continue excelling as educators and were willing to attend professional development coursework to meet this objective (2013, p. 118). Currently, the opportunities outside of class times and participating in student support services are not accessible due to the varied schedules of adjuncts. Bowers stated, "An adjunct's inability to connect with students outside of the classroom and to foster professional relationships can hinder the student's growth as well as the instructor's ability to best serve the student" (p. 142). When adjuncts feel less important, there is a negative impact on teaching (Petersen, 2015, p. 198).

Summary

To better understand how adjunct professors can successfully engage with community-college students as academic advisors, research is needed in academic advising services rendered by community college adjunct professors. Adjunct professors are compensated only for time in the classroom focused on delivering expected course material, with little time to meet students outside of class. This may result in reduced student course retention compared to courses taught by full-time faculty. Yet over half of the faculty are adjunct professors and not engaged in institutional reviews of its student population and policy,

Tinto stated that "getting students involved in learning is no simple matter" (1993, p. 210). It takes an institutional commitment to fully engage the student (p. 212). It involves

everyone the student encounters to get keep them engaged in learning. This includes the adjunct professors who are teaching most of the courses at the community-college level.

Community-college faculty across the United States are currently comprised of more adjunct professors than full-time faculty (Ran, 2017, p. 8). Recognizing adjunct professors as a potential resource for increasing Appreciative Advising opportunities for students, one community-college district in Northern California provided funding to train and support adjunct professors in the time spent engaging in Appreciative Advising. This study captured the experience of adjunct professors involved and the strategies they used to engage students outside of the classroom to improve student retention. These adjunct professors worked directly with students struggling academically outside of the class in advising hours designed to use the Appreciative Advising model as mentors. These students were chosen specifically to help them reach course completion. Adjunct professors were interviewed from a diverse range of disciplines to achieve a broad perspective of experiences by the adjunct professors with community-college students.

CHAPTER III: METHODOLOGY

Overview

This chapter describes the methodology used in this mixed-methods study to identify the strategies used by adjunct professors participating in Appreciative Advising with "at-risk" community-college students. Additionally, this chapter describes the benefits and challenges adjunct professors experienced when participating in Appreciative Advising and the impact it had on their teaching practices. This chapter reviews the purpose statement, research question, population sampling, research instruments, data collection, and data analysis employed in this study. The final section of this chapter describes the limitations of the study and summary of methods used in this research study.

Purpose Statement

The purpose of this explanatory sequential mixed-methods study was to identify and explain what Appreciative Advising strategies are used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally, this study served to describe benefits adjunct professors experienced when participating in Appreciative Advising. It was also the purpose of this study to describe the challenges the adjunct professors experienced when participating in Appreciative Advising. Finally, this study described the impact to teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Research Questions

1. What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?

2. What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?
3. What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?
4. What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?
5. What impact to teaching practices did adjunct professors experience when participating in Appreciative Advising?

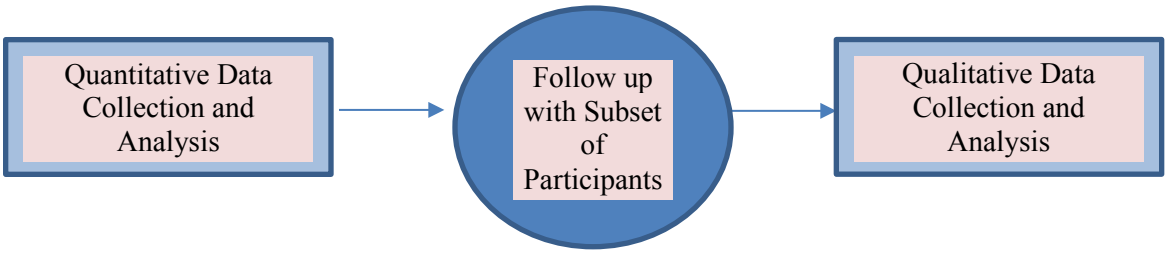
Research Design

This study used an explanatory sequential mixed-methods research approach to collect in-depth data from adjunct professors participating in Appreciative Advising at community colleges (Creswell, 2016, p. 219). A mixed-methods approach allows for collection of both "statistics and stories" (Patton, 2015, p. 14). The data collected by quantitative research defined the fields of study of the adjunct professors, their experience, and their rating of the Appreciative Advising strategies used while participating in Appreciative Advising. The stories that come from qualitative research described "meaningful patterns and themes" of the experience of the adjunct professor participating in Appreciative Advising (Patton, 2015, p. 5). As described by Patton, the researcher of this study attempted through a survey of quantitative and qualitative questions to collect data of "in-depth, individualized, and contextually sensitive understanding", as well as "unintended consequences and side effects" of having an adjunct professor participate in this role as Appreciative Advisor (Patton, 2015, p. 7, 10).

After an extensive review of research methodologies, the researcher selected the explanatory sequential mixed-methods design shown in Figure 2 (Creswell, 2016, p. 219). In

this methodology, quantitative data was first collected from a larger sample and then analyzed. Initial data helped to inform the researcher about the next phase of the study, an in-depth qualitative interview from a smaller subset of those surveyed. The qualitative research was intended to build upon the initial quantitative findings and provide deeper insight regarding the research questions. Consideration for this choice included the best fit for the purpose and research questions. The explanatory sequential mixed-methods approach is used when the qualitative data collection is expected to give a more in-depth understanding of the initial quantitative results (p. 231). Another advantage is that the quantitative data results can be compared to the results from the more in-depth data gathered from the smaller sample of adjunct faculty interviewed in the qualitative analysis (p. 224-225).

Figure 2. Explanatory Sequential Mixed-Methods Design



In this study, the initial quantitative questions gave the researcher background information regarding the discipline taught by the adjunct professor to ensure a broad selection of professional experience. Additional quantitative questions asked the researcher to rank the use and effectiveness of the Appreciative Advising strategies in the study. The qualitative research collected in-depth information directly relating to the research questions, including the adjunct professor's experiences, benefits, challenges, and impact on teaching practice from participating in Appreciative Advising.

Quantitative Research

Quantitative research allows for generation of numbers for comparative purposes (Patten & Bruce, 2012, p. 12). Also, it allows for all participants to have an equal chance to participate and contribute their perspective without prejudice. In this study, surveys were distributed to all adjunct professors participating in Appreciative Advising to gain a broad analysis of their experiences and strategies. In all, 72 adjunct professors had completed at least six hours of training in Appreciative Advising and had the opportunity to participate in Appreciative Advising with students. The quantitative survey response ensured sampling across multiple disciplines for follow-up in-depth interviews at the community college. Also, it allowed the researcher to gather initial adjunct professor perceptions regarding the use and effectiveness of the Appreciative Advising strategies in the study. Alone, a quantitative research design did not allow for capturing in-depth, specific information about the strategies incorporated by the adjunct professors while participating in Appreciative Advising and the impact of Appreciative Advising on teaching practices.

Qualitative Research

Qualitative research "cultivates learning" with specific inquiries into how a person experiences something and how it is interpreted (Patton, 2015, p.1). Bloomberg and Volpe describe qualitative research as interpretive and naturalistic, "to study things and people in their natural settings, attempting to make sense of or interpret phenomena in terms of meaning people bring to them" (2015, p. 41). In this study, the open-ended questions were asked to interpret the experience of the adjunct professor participating in Appreciative Advising, benefits and challenges of adjunct professors participating in Appreciative Advising, and to describe the impact of teaching practices.

Participants were given the opportunity to provide answers to open-ended questions on the survey. This data was analyzed along with the closed-ended survey questions, developing themes that informed the development of the interview questions. Additional qualitative data came from information rich in-depth interview questions with a smaller sample of participants who completed the initial survey. Interviews allowed the researcher to focus attention on a small sample of the population to gather more in-depth information about the research questions (Patton, 2015, p. 264). Adding the individual interviews provided specific inquiry for the perspectives and experiences of the adjunct professors participating in Appreciative Advising (Patton, 2015, p. 14). Interview questions specifically addressed the research questions of Appreciative Advising strategies used, experiences, benefits and challenges, and impact on teaching that participating in Appreciative Advising had for adjunct professors in the community college. Finally, by using surveys and interviews the researcher was able to triangulate the data and produce findings with more depth and provided greater insight on the experience of the adjunct professors participating in Appreciative Advising.

Population

The population is a group of individuals having one characteristic that distinguishes them from other groups (Creswell and Guetterman, 2019). The population of a research study is defined as the group of people whom the study will represent, though data will only be collected from some of the members of the group (Banerjee & Chaudhury, 2010, p. 60). In this study, the research population of the study was community-college adjunct professors. They are considered adjunct professors due to their temporary, part-time, non-tenured positions compared to full-time faculty (Ran and Xu, 2017, p. 1). Adjunct professors are a significant subset of the faculty at community colleges. The National Education Association of Higher Education

Research Center (2007) reported that 67 percent of the national community college professors were part-time (Table 1). Of these adjunct professors, 91% of their paid time was spent in the classroom, teaching, without expectations or payment for mentoring students outside the classroom. Full-time faculty spent 61% of their paid time teaching, allowing for a greater portion of their paid time to be spent outside the classroom, directly interacting with campus activities and advising students.

Table 1. Adjunct Professors, as a Part of Community-College Faculty

Population	Number of Adjunct Professors	Percent of Faculty
United States, community colleges[1]	230,100	67%
California Adjunct Professors[2]	40,980	68.2%
Los Medanos College[2]	250	67.7%

[1.] NCES, Fall, 2003, [2.] California Community College Chancellor's Office, 2017.

Depending on disciplines and areas of professional experience, all faculty members at a community college are required to have a minimum level of specific degrees and years of professional experience (California Community Colleges, Chancellor's Office, 2017). This includes full-time and adjunct professors. They are diverse in their subject-matter disciplines, ranging from natural sciences, applied sciences and social sciences to humanities and career technical education. Their depth and diversity of experience allows for the community colleges to offer programs that serve their diverse population of students. Also, adjunct professors grant additional flexibility to class schedule offerings (Caruth, 2013).

With adjunct professors already vetted prior to hiring as competent in their respective classroom practices, this research studied the potential benefits and challenges for adjunct professors as academic advisors when participating in Appreciative Advising. The adjunct

professors included in the target population of this study completed at least six hours of instructor-led Appreciative Advising strategies coursework as described by He & Hutson (2016). The adjunct professor conducted Appreciative Advising sessions with at least one academically challenged student for one semester. The student included in the session was chosen by the adjunct professor from their class as a result of receiving low academic scores. The student was offered additional mentoring hours with the adjunct professor outside of scheduled office hours. It was not a requirement of the student to complete a class.

Adjunct professors' participation in the Appreciative Advising program differentiates them from other educators in the community college, such as full-time faculty members, administrative staff, and those adjunct professors not available or interested in pursuing Appreciative Advising participation at the time of the study (Creswell, 2014). However, this research could be applicable to all adjunct professors instructing at community colleges who would be willing to participate in Appreciative Advising if financially compensated for their time by their college. Research draws from only a portion of this population for which conclusions are drawn, so the understanding of the general population is critical (Banerjee & Chaudhury, 2010, p. 60). The population of community-college adjunct professors in this study that were the focus of this research were those who had shown evidence of understanding of Appreciative Advising strategies and participated in Appreciative Advising of students who demonstrated academic challenges in their respective courses.

Target Population

A target population of a research study is the population of participants who were included in the study by survey or interview and best address the research questions (Patton, 2015, p. 285, p. 263-264). The target population of this study was 72 adjunct professors of a

community college who have participated in Appreciative Advising of community-college students. In this study, the adjunct professors attended at least six hours of Appreciative Advising strategy training and participated in financially compensated hours for Appreciative Advising of students in their assigned classes whom they identified as academically challenged according to scores received in their classes. The instructor-led training attended by the adjunct professors included a review of the Appreciative Advising strategies and role-playing of planned interactions with students. Two of the training hours were completed after the Appreciative Advising hours had begun in order to allow the adjunct professors to share experiences with one another and ask questions of their instructor. These adjunct professors were studied for their use of Appreciative Advising strategies, experiences, benefits they attributed to participating in Appreciative Advising, challenges they identified, and impact on their teaching from participating in Appreciative Advising.

Equity funding was made available in a California Bay Area community college district for adjunct professors to participate in student advising hours outside of the classroom (Shared Governance Council, 2016). The Institutional Development for Equity & Access (IDEA) committee and Equity Team chose to restrict these hours to adjunct professors who would participate in Appreciative Advising training and work specifically with students at academic risk (2016). These adjunct professors met the criteria for the target population of this study.

The college offered training sessions for adjunct professors to attend, followed by financially compensated hours for working with an academically challenged student attending one of the classes of the adjunct professor. This site was chosen to assess the experiences of the adjunct professors participating in Appreciative Advising to control for the quality of training. One assumption of the study will be that all adjunct professors will receive similar training in the

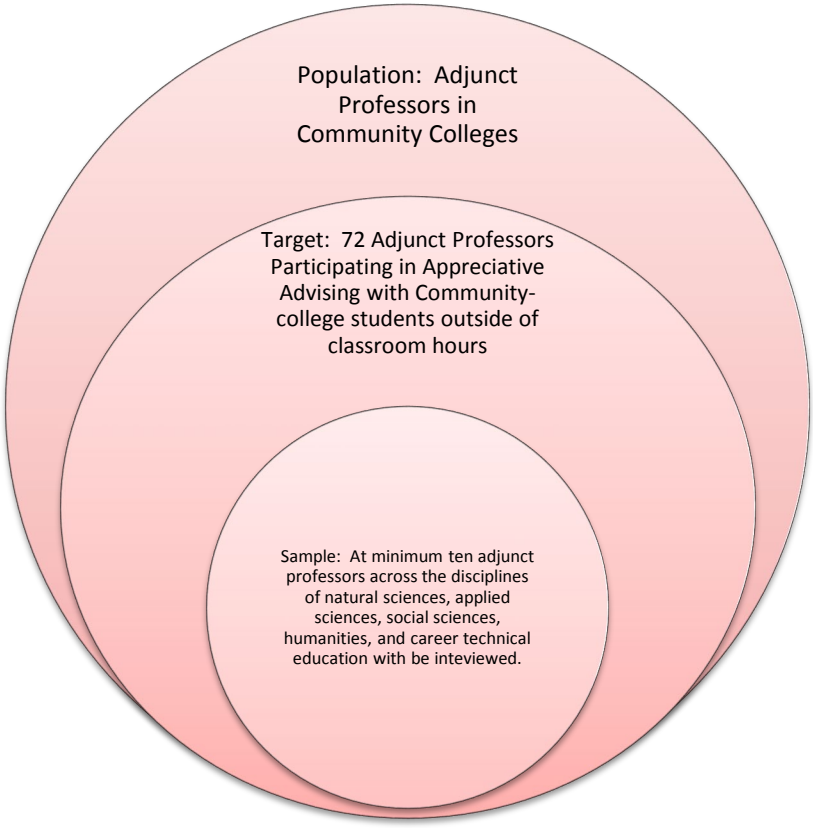
strategies of Appreciative Advising. Other colleges within the district have offered equity hours for adjunct professors to participate in additional advising hours without training in specific advising strategies (Diablo Valley College, 2017). Bloom et al. (2008) suggested that the initiation of an institutionalized Appreciative Advising program should include strategic planning, training, and program evaluation for sustainable development. The community college chosen for the focus of this research met the criteria in program development for including adjunct professors and is the only current known community college in California that meets these criteria.

In all, 72 adjunct professors who were trained in Appreciative Advising at the Bay Area community college were invited to contribute to the study by completing an online survey. This survey collected the quantitative and qualitative data for this study. In the online survey, a request was included, asking if the adjunct professor would be willing to volunteer to participate in an interview with the researcher. Of those adjunct professors willing to participate, the participants were chosen for interviews until there were 12 adjunct professors with a minimum of 2 in each of the selected disciplines at the college, including natural sciences, applied sciences, social sciences, humanities, and career technical education (California Community Colleges, Chancellor's Office, 2017). The disciplines were chosen to ensure the diversity of adjunct professors and breadth of responses. These disciplines included courses that are a part of a degree or certificate program at the community college. Purposive sampling was used to select the 12 adjunct professors for one-on-one interviews that were scheduled and conducted to ensure a broad range of adjunct professor professional experience on the part of the adjunct professors who participate in the survey. This research study identified the target population. The following criteria are outlined in Figure 3:

1. Adjunct professors who completed six hours of Appreciative Advising strategy training by attending instructor-led training at a California bay area community college in Appreciative Advising
2. Participated in paid out-of-classroom mentoring time
3. Represented one of at least five disciplines—natural sciences, applied sciences, social sciences, humanities, and career technical education—within the community college system

With the established criteria, the researcher validated the sample population with the California Bay Area community college district. For this study, the community college chosen for the focus of this research had provided both training and funding for 72 adjunct professors to meet with students of low academic performance. Permission was obtained from the community college to contact the adjunct professors, following the approval from the IRB process of Brandman University. These adjunct professors received surveys explaining the purpose of the study and asked if they would consider one-on-one-interviews. Fifteen adjunct professors completed the survey. Of those willing to participate in the interviews, interviewees were chosen at random across the five chosen disciplines for this study, until a minimum of five community-college disciplines were represented with at least two participants from each, to ensure a broad collection of experience. A total of 12 participants were included in one-on-one interviews across at least five disciplines. Permissions were obtained the same day as the interviews and informed consent forms completed.

Figure 3. Target Population



Sample

A sample is the group of participants who provide data for the study of interest (McMillian & Schumacher, 2010, p. 129). In this study, the sample was determined by purposeful sampling of the 72 adjunct professors who participated in Appreciative Advising, followed by one-on-one interviews of 12 of these adjunct professors across five disciplines in an explanatory sequential mixed-methods design (Creswell, 2016, p. 219). The surveys were distributed to the known qualified adjunct professors in order to gain a broad perspective regarding their Appreciative Advising participation. Fifteen adjunct professors completed the survey. This was followed by one-on-one interviews of 12 adjunct professors across five disciplines, conducted to obtain greater explanation and specific descriptive experiences of

individual adjunct professors. Focus groups were considered but can be less effective due to the perceptions involved in a social context (Patton, 2015, p. 283). One-on-one interviews were chosen to allow in-depth qualitative research to be completed without the interference of group dynamics found in focus groups (Palmerino, 2006).

Because there is no defined rule for the number of subjects required for a qualitative study, the sample size should depend on the value added if the size were to be increased (Patton, 2015, p. 311). The optimal number would be when no new information would emerge if the sample size were increased (Patton, 2015, p. 300). As an example, Patten and Bruce suggest a focus group of 6 – 12 participants (2012). With this consideration as a reference point, adjunct professors across five disciplines will be interviewed, totaling 12 one-on-one interviews. In this study, interviews were selected by purposive sampling across the disciplines of natural sciences, applied sciences, social sciences, humanities, and career technical education to provide a broad sampling of information collected from the selected adjunct professors. The sample population included in a research study should be representative of the entire population to which the conclusions should relate, so the diversity in the experience of the adjunct professors will be important (Creswell, 2014). To increase the diversity of the participants, the participants selected to interview from the volunteers were chosen at random until a minimum of two adjunct professors were included from each of the five disciplines.

Instrumentation

Surveys and one-on-one interviews were the instruments used in this (Appendix H and I). The surveys contributed data to both the quantitative and qualitative part of the study (Creswell, 2014). The surveys and interviews gave the participants the opportunity to identify the Appreciative Advising strategies used and what benefits or challenges participating in

Appreciative Advising had for the adjunct professor. The in-depth interview added a breadth of data to the qualitative aspect from a naturalistic and interpretive approach for mixed-methods study (Patton, 2015). Additionally, the interview gave the participants the opportunity to provide a descriptive narrative of their experiences in the Appreciative Advising sessions. The triangulation of data from these instruments provided rigor to this explanatory sequential mixed-methods model (Creswell, 2016, p. 220).

A survey of quantitative and open-ended qualitative questions was shared with all adjunct professors at a California Bay Area community college who participated in Appreciative Advising training and completed a semester working with at least one student. Before the surveys were distributed, the Appreciative Advising program educator director at the community college and director of the community college district research first reviewed survey questions. Interview questions were piloted with a small group of community-college adjunct professors who were not included in the study. After all comments and adjustments were incorporated, an online survey was distributed to all adjunct professors who had a record of attending training for Appreciative Advising at the community college.

A subset of the adjunct professors was then asked to participate in one-on-one interviews. The subset of participants included adjunct professors across at least five disciplines at the community college. The subjects in the one-on-one interviews were selected to fill important categories within the larger population. In this study, a diverse range of disciplines of the adjunct professors was determined to best represent the larger population of adjunct advisors who might participate in Appreciate Advising if the opportunity should become available.

Researcher as an Instrument

As Patton stated, the researcher is an instrument in qualitative data research (Patton, 2015). It is important to acknowledge the researcher's professional background as a potential source of bias in the study. In this study, the researcher has been an adjunct professor at the community college for over 11 years. Her studies included biological and health sciences. She was also an instructor of the performing arts. The researcher has observed the Appreciative Advising training sessions but did not participate as an Appreciative Advising adjunct professor. The researcher needed to be attentive to her own behaviors and past influences that could bias that data collection and analysis. To reduce bias, it was important to follow the methodology, involve independent transcription and review of interviews, and conduct peer review of qualitative data coding. Trial interviews were also conducted prior to the study initiation with adjunct professors who had participated in Appreciative Advising to evaluate the interviewing technique, questions, and behavior of the researcher.

Quantitative Instrumentation

A survey was designed to efficiently collect information from a larger population of participants (Creswell, 2014, p. 155). The survey was distributed through SurveyMonkey (http://www.surveymonkey.com) to the adjunct professors who participated in Appreciative Advising. This survey included quantitative measures of the perceptions of the adjunct professor using the strategies of Appreciative Advising. The scale was used because of its familiarity to participants and provided a broad range of responses possible (Passmore et. al., 2002). A score of 1 will be "strongly disagree", 2 "disagree", 3 "neutral", 4 "agree", and 5 "strongly agree."

This survey was designed to summarize both the perception and the participation of the adjunct professors in the Appreciative Advising program with qualitative and quantitative

questions to gain greater insight into adjunct professors participating in Appreciative Advising (Creswell, 2014). This study investigated the perceived usefulness of the various stages of Appreciative Advising: working with the student to disarm, discover, design, deliver, and don't settle in order to develop a plan of action for being successful. This study also investigated, from the perspective of an adjunct professor, the benefits of participating in Appreciative Advising, and the potential impact on teaching practices (see Appendix H).

The survey also collected specific data regarding coursework taught in the Appreciative Advising sessions, the community-college discipline of each adjunct professor, hours in Appreciative Advising sessions with the students, and how many students they had advised for a baseline of information regarding participation in the program. Quantitative data questions were provided to identify and describe the subject's experience in engaging in Appreciative Advising to improve student success. To reflect the research questions of this study, questions were modified from those asked in interviews by Finch (2013), Welcome (2014), Howell (2010), and Reese (2013). These authors investigated aspects of Appreciative Advising from the viewpoint of a student, classified staff member, or full-time faculty member.

Qualitative Instrumentation

To describe the experiences and opinions of the subjects, open-ended survey and interview questions were developed from the vetted questions of Finch (2013) and Reese (2013). They were modified to specifically address the research questions of this study and cross-referenced to ensure alignment (Appendix H and I). The open-ended questions to be included in the initial survey were offered to give more adjunct professors an opportunity to participate and to ensure a broad range of disciplines are included for the adjunct professors that were subsequently interviewed.

The interviewees were invited to participate in the interview by the researcher online at a time of their convenience. At the beginning of each interview, the researchers gave a brief explanation of the study, reviewed the Participants Bill of Rights, and obtained written consent to conduct and record the interview. The participant was assured that all personal information would be kept confidential and not attached to any notes during the analysis process. Each interviewee was encouraged to openly discuss their experiences in Appreciative Advising sessions with students and be assured the privacy of all students and faculty would be protected.

The researcher reflected on the potential for bias and would be conscientious to document observations and concerns throughout the study process (Patton, 2002). All interviews were conducted after Brandman University's Institutional Review Board (BUIRB) gave approval for this study. The BUIRB released a statement of approval contingent on approval from the community college district. Contra Costa Community College District reviewed the study proposal following preliminary review by the BUIRB. Once this was completed and approved by Contra Costa Community College District, the BUIRB gave final approval for the study to begin. Through the study of social, cultural, and business protocols, the researcher strived to create an open and trusting environment for each participant. All participants needed to sign the BUIRB'S informed consent form and were asked if they consented to the recording of their interview sessions. All questions remained consistent with the purpose of the research study. The interviews were transcribed and coded using the qualitative analysis software program NVivo 12 Pro by QSR International.

Validity and Reliability

Reliability of survey and interview data collection and analysis is important if one is to infer its significance to future work. Measures should be consistent over time to be reliable

(Roberts, 2010, p. 151). Questions from previous studies involving Appreciative Advising from the perspective of full-time faculty, counselors, and students reviewed in the literature were included as vetted, validated questions regarding the mentoring process. The researcher reviewed all questions to ensure alignment with the purpose and research questions of the study.

Field-Testing the Survey and Interview Questions

Both the advisor and instructor of the Appreciative Advising program at Los Medanos College reviewed the survey, interview protocol, and reflection questions (see Appendix K and L). Pilot testing allows for essential changes to be made to the research instrument (Creswell, 2016). Along with this, two trial interviews were also conducted with adjunct professors involved in the Appreciative Advising program online and not included in the study. An expert qualitative researcher reviewed the study researcher's interview online to observe interactions and provide constructive feedback on interview style and process. Adjustments were made from feedback received to validate the protocol, ensure reliability, and prepare the researcher for effective communication with participants.

Intercoder Reliability

A consistent process of data collection and analysis of individual members' contributions in the sample population was incorporated to ensure reliability (Patton, 2015). Peer feedback provided for the survey and interview questions was used to make revisions before sampling the adjunct professor populations. Transcripts of the interviews were provided to participants for review and comment to ensure accuracy of the statements included. Peer assessment of coding of qualitative data by those not participating in the study was used to ensure reliability of themes identified by the researcher. An independent peer review of themes needed to reach 90 percent

interrater agreement, a measure of how different people assess something the same (Tinsley & Weiss, 2000, p. 98). This limited researcher bias and enhanced the reliability of the analysis.

Data Triangulation

Analysis of data was triangulated by different approaches to expand the sources of experience, minimize bias, and ensure validity (Patten & Bruce, 2012). Qualitative and quantitative results were used as complementary resources to analyze the experiences and compare themes for consistency and reliability (Sale et al., 2002, p. 43). The triangulation of data from the qualitative and quantitative questions increased the strength of this in-depth study by increasing the "accuracy and credibility of the findings" (Patton, 2015, p. 105).

Data Collection

This study involved human participants. Thus, the researcher completed the training to qualify for this type of research through Brandman University (Appendix M). After successful certification, the researcher needed to obtain approval from the Instructional Review Board at both Brandman University and Los Medanos College to conduct the research (Appendix N). Informed consent forms were provided to all potential participants, the study was explained, and the relevant resume of the researcher was shared. All data was stored in a password-protected device. The name of each participant was coded so that only the interviewer was given access to the names.

Quantitative Data Collection

After approval, the adjunct professors were sent an e-mail to formally invite them to participate in the survey and to consider an interview with the researcher. The e-mail included a formal letter of invitation, a Participant's Bill of Rights, and an informed consent document. The

e-mail communication included a background of the researcher with contact information, a study overview, an estimate of the time commitment being requested and a statement about the voluntary nature of the surveys and interviews. For a study including qualitative research, a variety of sources is important (Patten & Bruce, 2012, p. 151). Study participants were asked to include their department of instruction to ensure that participants were selected from at least five different departments.

The survey was distributed electronically through a computer-generated web-based program through SurveyMonkey. All survey questions were maintained through a password-protected account. Participants were requested to read and acknowledge the Informed Consent form before beginning the survey (Appendix H). Participants were given one week to complete the survey and sent two reminders by email before the close of the survey.

Qualitative Data Collection

Once informed consent was obtained, the researcher assured the participant that names and email addresses would be kept in confidence, and that they would not be referenced in any analysis. Because the interviews were held online due to the location of the researcher, the participants were asked to turn on a camera during the interview, and the researcher also had a camera active so that the participant had a view of the researcher. Once the online session began and both visual and auditory settings were optimized for the participant and researcher, the participant was asked if the interview could be recorded and told they would receive information regarding the transcription completion for review through the contact information they provided.

The qualitative data was obtained through one-to-one interviews online with 12 adjunct professors who had participated in Appreciative Advising hours with students with low academic performance. The interviews were conducted to explore the experiences of the adjunct

professors. Interviews were scheduled for an agreed-upon time and date, to last no longer than 50 minutes. To ensure validity and reliability, the interview protocol and script were included (Appendix I). The completed transcription was provided to the interviewee to review and provide feedback, ensuring accuracy. All data was included in the research reported.

Procedures are outlined for the data collection in Table 2.

Table 2. Quantitative and Qualitative Data Collection Procedures

Steps for Data Collection	Detailed Checklist
1. Contact adjunct professors participating in Appreciative Advising for survey recruitment	After obtaining permission from Brandman University IRB and Los Medanos College to conduct study, discuss study with equity program advisors. Ensure participants meet the criteria of the study
2. Distribute survey to confirmed participants	Send faculty advisor for the Appreciative Advising adjunct professors the information required for them to access the survey.
3. Follow survey submissions to ensure completion.	Review participant submissions and follow up with survey request to encourage participation in the survey.
4. Determine individuals for participation in interviews	After ensuring the participants are from the required diversity of disciplines, reach out to the participants to schedule the interview.
5. Send participants the Bill of Rights and informed consent form.	Answer all questions of the participants prior to the interview.
6. Review the Bill of Rights and informed consent forms prior to interview	Review the Bill of Rights and consent forms. After collecting the forms, begin recording the session.
7. Conduct interviews	Read the interview questions and interject related probes as needed.
8. Transcribe and review for accuracy with participants	Upon competition, thank the participants for their participation

Artifacts and Documentation

Interviews can be limited or distorted due to multiple human factors, so a variety of sources will be used to build structure to the analysis (Patton, 2015, pp. 389-390). Process information was collected through the college equity department regarding the teaching protocol for adjunct professors, fiscal support of the college, and participation of adjunct professors.

Data Analysis

As stated by Bazeley, a mixed-methods study design does not make a study more valid but should add to the understanding of the experience when one method is not enough (Bazeley, 2002, p. 9). In this study, a concurrent triangulation design was used for data collection and analysis (Creswell, 2003). Quantitative and qualitative responses were collected at the same time but analyzed independently. Open-ended survey and interview responses were coded for themes and analyzed separately from the quantitative survey response analysis. Because of challenges in response bias between participants, qualitative and quantitative results were reviewed separately from the interviews to prevent bias in interpreting themes (Patten, 2012, p. 85). Once analysis of the data collected in the surveys and interviews was completed, previous research regarding training material and communication with the community college leadership was also analyzed to confirm or question the findings of this study.

Quantitative Data Analysis

Descriptive statistics were reported for the quantitative question reported in a frequency table. Summarizing the perception of participation of the adjunct professors, the mean calculated as the average of the responses to questions including scaled response options (Patten, 2012, p. 119).

Qualitative Data Analysis

Interviews were transcribed and vetted for accuracy by allowing interviewees to review the transcription. All qualitative data from surveys and interviews were entered in NVivo 12 Pro qualitative coding software. Themes were extracted to examine the large amount of data (McMillan & Schumacher, 2010, p. 371). Patton suggested an elaborate classification system can emerge during coding that can be analyzed in different ways by different people (2014, p.

554). Interrater agreement of major themes and results were reported in relation to each research question. Tables were generated, incorporating evidence of theme-based analysis.

Limitations

Several factors may limit the transferability of the research findings to the population it was designed to study (Patten & Bruce, 2012). One limitation is the sample size. The adjunct professor population was limited to those who participated in Appreciative Advising training. Increasing the sample size could increase precision, and thus reduce bias (Patten & Bruce, 2012, p. 55). The Bay Area community college was also the only known community college currently offering the training and funding for adjunct professors to participate in Appreciative Advising.

Another limitation included is the interview format of purposive sampling, which involves selecting individuals whom the researcher believed to be a valuable source of information (Patten & Bruce, p. 51). In this case, individuals willing to participate in the interviews were randomly chosen until at least five different disciplines were represented by a minimum of two adjunct professors each. This selection process was chosen to include a broad range of experience from the adjunct professors.

Participants and the researcher were limitations of the study. All participants in the Appreciative Advising program were given the opportunity to participate in the surveys and interviews. Patten and Bruce suggested this type of volunteerism can be a limitation and major source of bias a study (2012, p. 45). The researcher is an adjunct professor and observed the training for adjunct professors in Appreciate Advising strategies but did not participate in Appreciative Advising sessions. This complication also has the potential to bias the responses of the participants.

Safeguards were included in the study design to address limitations. Trial interviews were used to review and determine intercoder reliability during data coding to verify themes. Because the researcher resides outside the state of California, all interviews, including the field tests, were conducted online. Frequency counts of themes were reviewed for accuracy by conferring with outside researchers for consistency across themes (McMillan & Schumacher, 2010). Open-ended questions were asked consistently of all participants, and the theoretical framework was incorporated across multiple instruments of data collection to help with identifying the nuances of questions (Patton, 2015, p. 731).

Summary

Chapter III outlined the methodology that was used in this mixed-methods study. The purpose statement and research questions were reiterated as a reminder to readers of the foundation of the study. Instruments used in data collection were described, both qualitative (open-ended survey questions and interviews) and quantitative (survey questions for comparative analysis of perceived success in Appreciative Advising by adjunct professors). Coding and analysis procedures were then reviewed.

Lastly, the limitations and safeguards were explained. Chapter IV will present the data results of the various instruments. Chapter V will conclude the study with a summary of the findings, interpretation and conclusions by the investigator, and will close with recommendations for further research.

CHAPTER IV: RESEARCH, DATA COLLECTION, AND FINDINGS

This study examined the experiences of adjunct professors participating in Appreciative Advising with "at-risk" students attending community college. Adjunct professors, who constitute at least half of the faculty of the community colleges, are an underutilized academic resource at these colleges (Ran, 2017). The adjunct professors in this study were trained in Appreciative Advising, which is based on Appreciative Inquiry, a strengths-based theory that focuses on strengths of an organization (Ye & Hutson, 2016). The community-college student population includes an "at-risk" population of students who could benefit from support such as Appreciative Advising not received from their previous education or community (Welcome, 2014). When Appreciative Advising is applied to the mentoring of "at-risk" students, it can become a personalized development plan for the student to improve their success in life. With community-college students spending close to 50% of their time in class with adjunct professors, these part-time faculty members could be an academic resource, providing Appreciative Advising as a mentoring strategy for "at-risk" students. This study included adjunct professors who were trained in Appreciative Advising and offered compensation by the community college to mentor "at-risk" students in their class. The students were selected as "at-risk" by the adjunct professors due to poor academic scores in the course taught by the adjunct professor. These students were offered mentoring time with the adjunct professor. Mentoring sessions were scheduled and conducted if the student was willing to participate. This research study identified through survey and one-to-one interviews the Appreciative Advising strategies used by adjunct professors participating in Appreciative Advising sessions and described some of the specific experiences of the adjunct professors. The study also describes the benefits and the challenges

the adjunct professors experienced by participating in Appreciative Advising and the program's impact on their teaching practices.

Overview

This chapter describes the processes involved in the data collection, analysis, and findings of this exploratory sequential mixed-methods study conducted to identify the strategies used by adjunct professors participating in Appreciative Advising with "at-risk" community-college students. Data were collected from adjunct professors who participated in Appreciative Advising with "at-risk" community-college students by survey and one-to-one interviews. The data identified Appreciative Advising strategies used by adjunct professors in Appreciative Advising sessions. Challenges and benefits the adjunct professors experienced while participating in Appreciative Advising were also identified and described. Finally, the impact on teaching practices that the adjunct professors experienced by participating in Appreciative Advising was described. This chapter reviews the purpose statement, research question, population sampling, research instruments, data collection, and data analysis employed in this study. A majority of this chapter is devoted to the survey and interview results, presentation of data, and analysis. The final section of this chapter summarizes the major elements related to the research, data collection, and findings of the study.

Purpose Statement

The purpose of this exploratory sequential mixed-methods study was to identify and explain what Appreciative Advising strategies were used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally, this study described the benefits adjunct professors experienced when participating in Appreciative Advising. It was also the purpose of this study to describe the challenges the adjunct professors

experienced when participating in Appreciative Advising. Finally, this study described the impact to teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Research Questions

1. What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?
2. What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?
3. What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?
4. What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?
5. What impact to teaching practices did adjunct professors experience when participating in Appreciative Advising?

Research Methods and Data-Collection Procedures

This study used an explanatory sequential mixed-methods research model to address the purpose and research questions. Data were collected to identify and describe the strategies used by adjunct professors participating in Appreciative Advising, along with their experiences, benefits, challenges, and impact on their teaching practices. The initial focus of the data collection was the quantitative questions of the survey (Creswell & Creswell, 2018). The responses helped identify results for follow-up in the interviews regarding the experiences of the adjunct professors. The surveys were first distributed to the adjunct professors online. Following the review of survey responses, the adjunct professors who volunteered to participate

in the one-to-one interviews were asked to discuss further the Appreciative Advising strategies they used when participating in Appreciative Advising and to share specific experiences. They were also asked to further describe benefits and challenges they experienced when they participated in Appreciative Advising and any impact the system had on their teaching practices in the classroom.

Quantitative Instrumentation

A survey was used to efficiently collect information from a larger population of participants (Creswell, 2014). The survey began with three demographic background questions to identify the teaching discipline of the adjunct professor, number of students mentored, and completed hours of mentoring with each student (Appendix H). These questions were followed by four closed-ended questions that addressed research questions 1, 3, and 4. The questions asked what strategies were used in the Appreciative Advising sessions, what strategies were effective, what specific benefits they experienced, and what specific challenges they experienced by participating in Appreciative Advising. The purpose of these questions was to address the frequency of the use of the disarm, discover, design, deliver, and don't settle strategies of Appreciative Advising, as well as the benefits, challenges, and impact on teaching skills experienced by the adjunct professor. The phases are described as follows:

Disarm. The first step, referred to as the "Disarm" phase, is to help the student lose their fear of speaking to advisors and build trust between the two people. (Bloom et al., 2008, p. 35).

Discover. The second step, or the "Discover" phase, is designed to use tools such as storytelling to help the student express the ways in which they have been successful in past academic challenges, so the advisor can reflect on how strengths of the students may be applied to current challenges.

Design. The third step, named the "Design" phase, includes the advisor helping the student to dream about a possible future without fear of ridicule (Bloom et al., 2008, p. 55).

Deliver. The fourth step, known as the "Deliver" phase, includes helping the student establish a pathway to help achieve their dream of success (Bloom et al., 2008, p. 87).

Don't settle. The fifth step is the "Don't Settle" phase, when the advisor holds the student accountable by following up with the student (Bloom et al., 2008, p. 87).

A Likert scale was used to help in the analysis of the Appreciative Advising strategy-use data and provide descriptive statistics including the mean scores for data collected. These were used to determine the adjunct professors' use and perceived effectiveness of the Appreciative Advising strategies disarm, discover, design, deliver, don't settle. Questions in the survey were formatted as a Likert scale (Passmore et. al., 2002). The survey was distributed through SurveyMonkey (http://www.surveymonkey.com) to 72 adjunct professors who had been trained in Appreciative Advising strategies and participated in Appreciative Advising sessions with "at-risk" community-college students. The survey was responded to by 15 adjunct professors who participated in Appreciative Advising.

Qualitative Instrumentation

To describe the perceived experiences of the adjunct professors participating in Appreciative Advising, qualitative data were collected through open-ended survey and interview questions, developed from the vetted questions of Finch (2013) and Reese (2013). They were modified to specifically address the research questions of this study and cross-referenced to ensure alignment to the research questions (Appendix H and I). In the survey, there were three open-ended questions that addressed research questions 3, 4, and 5. The first question asked if there were alternative benefits to the ones suggested that the adjunct professor experienced

participating in Appreciative Advising. The second question asked if there were alternative challenges for the adjunct professor as opposed to the ones suggested. The third open-ended question asked what impact participating in Appreciative Advising had on their teaching practices. In all, 15 adjunct professors completed the survey questions.

Additional qualitative data were collected through one-to-one interviews. Following the distribution of the survey, the adjunct professors who responded that they would be willing to participate in the interview scheduled a time to meet online with the researcher. One adjunct professor did not complete the survey but contacted the researcher directly to be interviewed. All interviews were conducted after Brandman University's Institutional Review Board (BUIRB) gave approval for this study. Through the study of social, cultural, and business protocols, the researcher strived to create an open and trusting environment for each participant. Two trial interviews were conducted where the researcher was evaluated for pace, clarity of questions, online experience, and posture. All participants signed the BUIRB's informed consent form and were asked again if they consented to the recording of the interview session prior to its recording. All questions remained consistent with the purpose of the research study. The interviews were later transcribed and coded using the qualitative analysis software program NVivo Pro12.

The interview questions began with three background questions. The adjunct professors were asked about their careers as adjunct professors and student advisors. They were also asked to describe their experiences learning about Appreciative Advising. Content questions were then asked to address the research questions of this study. First, the adjunct professor was asked which Appreciative Advising strategies were used to engage students participating in Appreciative Advising. The adjunct professors were asked to share any specific examples of

their experiences. Also, the adjunct professors were also asked what benefits and challenges they experienced participating in Appreciative Advising with students and what impact this experience had on teaching practices in order to gain greater insight into adjunct professors' participation in Appreciative Advising (Creswell2014.

Triangulation of Data Procedures

The researcher collected multiple types of data to strengthen the research findings, minimize bias, and ensure validity (Patten & Bruce, 2012). Anecdotal information, open and closed survey responses, and interviews were analyzed to produce themes and then findings to address the research questions of the study.

Population

Adjunct professors of community colleges made up this study's population. According to the California Community College Chancellor's Office, in 2013 there were 40,980 adjunct professors in California alone (2017). Los Medanos College had the only known Appreciative Advising training program for adjunct professors. Of the 250 adjunct professors at Los Medanos College, 72 attended the initial training for Appreciative Advising (California Community College Chancellor's Office, 2017).

Target Population

The target population of this study was 72 adjunct professors of a community college who had participated in Appreciative Advising of community-college students. This was a purposeful sample that best addressed the research questions (Patton, 2015). In this study, the adjunct professors needed to have attended six hours of Appreciative Advising strategy training and to have participated in financially compensated hours for Appreciative Advising of students

in their assigned classes who they determined were “at-risk” due to low academic scores received in their classes.

The 72 adjunct professors who were trained in Appreciative Advising at the Bay Area community-college were invited to contribute to the study by completing an online survey. In total, 15 surveys were completed. In the online survey, a request was included, asking if the adjunct professor would be willing to volunteer to participate in an interview with the researcher. Of those adjunct professors willing to participate, the researcher interviewed 12 adjunct professors. One of the 12 did not complete the survey but reached out directly to the researcher for the interview. The population size included at minimum two adjunct professors in each of the selected disciplines at the college, including natural sciences, applied sciences, social sciences, humanities, and career technical education (California Community Colleges, Chancellor's Office, 2017). The disciplines were chosen to ensure the diversity of adjunct professors and breadth of responses. These disciplines included courses that are a part of a degree or certificate program at the community college. The target population of this research study met the following criteria:

1. Adjunct professors who completed six hours of Appreciative Advising strategy training by attending instructor-led training at a California Bay Area community college in Appreciative Advising
2. Participated in paid out-of-classroom mentoring time
3. Representing one of at least five disciplines, natural sciences, applied sciences, social sciences, humanities, and career technical education, within the community college system

Sample

In this study, the sample was determined by purposeful sampling of the 72 adjunct professors who participated in Appreciative Advising, followed by one-to-one interviews of 12 of these adjunct professors across five disciplines in an Explanatory Sequential Mixed-Methods Design (Creswell, 2016, p. 219). Of the 72 adjunct professors surveyed, 15 completed the surveys (Table 3). All five of the disciplines were represented by the adjunct professors. Twelve of the 72 adjunct professors were interviewed by the researcher, with at minimum two in each of the five disciplines. One of the 12 did not complete the survey but offered to be interviewed.

Demographic Data

Teaching disciplines of the sample population of adjunct professors included natural sciences, applied sciences, social sciences, humanities, and career technical education. The 15 survey participants and 12 one-to-one interview participants included at minimum two representatives from the teaching disciplines of natural sciences, applied sciences, social sciences, humanities, and career technical education. The low survey response rate was offset by the high number of interviews completed. The demographics of adjunct professors who participated in the survey and interviews were collected and are presented in Table 3.

Table 3. Teaching Disciplines of Adjunct Professors Participating in Survey and Interview Participants

Teaching Discipline	Number of Survey Participants	Percentage of Survey Participants	Number of Interview Participants	Percentage of Interview Participants
Natural Sciences	5	33.3%	3	25.0%
Applied Sciences	2	13.3%	2	16.6%
Social Sciences	2	13.3%	2	16.6%
Humanities	4	20.0%	3	25.0%
Career Technical Education	2	13.3%	2	16.6%
Total	15	NA	12	NA

Natural sciences represented the greatest percentage of the population at 33.3%. Each division represented at minimum 13.3% of the survey participants. The interview participants were distributed across the divisions of natural science (25.0%), applied science (16.6%), social sciences (16.6%), humanities (25.0%), and career technical education (16.6%).

Adjunct professors participating in Appreciative Advising determined the number of "at-risk" students they included in their mentoring sessions. The students were determined to be "at-risk" due to poor academic scores in the class the adjunct professor was instructing. Adjunct professors were asked in the survey how many students they worked with in one semester. The numbers of students reported by the adjunct professors participating in Appreciative Advising session are shown in Table 4.

Table 4. Number of Students Adjunct Professors Participated with in a Semester from the Survey Participants

Number of Students	Reponses	Percent of Responses
1 student	0	0.0%
2 students	1	6.7%
3 students	4	26.7%
4 or more students	10	66.7%
Total	15	NA

All adjunct professors completing the survey worked with at minimum two students. Of these adjunct professors, 6.7% worked with two students, 26.7% worked with three students, and 66.7% worked with four or more students.

Additionally, the adjunct professors were asked in the survey the number of advising hours they met with one student in a semester. Responses are shown in Table 5.

Table 5. Number of Advising Hours the Adjunct Professor spent Advising a Student in a Semester from the Survey Participants

Advising Hours	Responses	Percent of Responses
5 or less hours	8	53.3%
6-10 hours	3	20.0%
10 or more hours	4	26.7%
Total	15	NA

Of the adjunct professors who completed the survey, 53.3% spent 5 hours or less, 20% spent 6 or more hours with one student, and 26.7% spent 10 or more hours advising students.

Presentation and Analysis of Data

In all, 72 surveys were distributed to adjunct professors at the community college who were trained and participated in Appreciative Advising with students. A total of 15 surveys were completed by adjunct professors. Of these survey participants, 11 participated in one-to-one interviews, providing rich in-depth information regarding the Appreciative Advising sessions with community-college students. One adjunct professor did not complete the survey but participated in the one-to-one interview. The interviews included open-ended questions based on the research questions of the study. These interviews generated 162 lines of code, which were then analyzed to determine themes and ultimately findings for this study. The lines of code are summarized in Table 6.

Table 6. Percentage of Lines of Code by Subject of Research Questions from Interviews

Subject	Percent of Lines of Code
Appreciative Advising Strategies	28.4%
Specific Experiences of the Adjunct Professors	6.8%
Benefits Adjunct Professors Experienced	11.7%
Challenges Adjunct Professors Experienced	43.2%
Impact on Teaching Practices of the Adjunct Professors	9.9%

Of these coded lines of response, 28.4% were coded to the strategies used when participating in the Appreciative Advising, 6.8% were coded to the specific experiences of the

adjunct professor participating in Appreciative Advising sessions, 11.7% were coded to the benefits adjunct professors experienced participating in Appreciative Advising sessions, 43.2% were coded to the challenges experienced by adjunct professors in Appreciative Advising sessions, and 9.9% were coded to the impact participating in Appreciative Advising session had on teaching practices. The researcher identified the lines relating to each research question and further analyzed for themes that emerged from the data.

Intercoder Reliability

The researcher had a qualitative researcher, not participating in the study, independently code the data and look for themes. The independent coding was compared. The interrater reliability agreement was found to be 90%, a measure of how different people assess something the same (Tinsley & Weiss, 2000, p. 98). This limited researcher bias and enhanced the reliability of the analysis.

Data Analysis for Research Questions

Data were collected from both surveys and one-to-one interviews in response to the research questions. Responses from both instruments were presented in the data analysis. Quantitative data were collected from the surveys in response to research questions 1, 3, 4, and 5. Qualitative data were collected from both the surveys and interviews in response to all research questions of this research study. The identities of the participants were protected and referred to as a source with a number. This source number for the participant represents the same adjunct professor responding to the survey or participating in the one-to-one interview.

Research Question 1

What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?

Quantitative Analysis

The data for Research Question 1 were collected from adjunct professors to determine what strategies were used to engage students when participating in Appreciative Advising. Participants were asked which of the Appreciative Advising strategies were used; disarm, discover, design, deliver, and don't settle. The participant was asked to respond to selected response questions that were arranged with a 5-point Likert scale. In this scale, a score of 1 represented the adjunct professor scored the importance of the strategy when participating in Appreciative Advising as "strongly disagree", 2 "disagree", 3 "neutral", 4 "agree", and 5 "strongly agree." Fifteen surveys were collected and scored for the use of each of the Appreciative Advising strategies. These results are presented in Table 7.

Table 7. Use of Appreciative Advising Strategies in Appreciative Advising Sessions from Survey Participants

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Mean Score
Disarm	0.0%	0.0%	13.3%	40.0%	46.7%	15	4.3
Discover	0.0%	0.0%	14.3%	50.0%	35.7%	14	4.2
Design	0.0%	0.0%	28.6%	35.7%	35.7%	14	4.1
Deliver	0.0%	7.1%	14.3%	35.7%	42.9%	14	4.1
Don't Settle	0.0%	0.0%	14.3%	42.9%	42.9%	14	4.3

The survey response summation indicated that all strategies demonstrated similar importance in the Appreciative Advising sessions with a difference of 0.2 between the highest and lowest score. The mean scores were 4.3 (Disarm), 4.2 (Discover), 4.1 (Design), 4.1 (Deliver), and 4.3 (Don't settle). Source 1 did not agree that the deliver strategy was important in these sessions.

Survey responses were also collected from adjunct professors regarding the perceived effectiveness of the Appreciative Advising strategies in engaging students in Appreciative Advising sessions. Participants were asked which of the Appreciative Advising strategies were effective in engaging students participating in Appreciative Advising sessions using the Likert scale described. These results are presented in Table 8.

Table 8. Effectiveness of Appreciative Advising Strategies in Engaging Students in Appreciative Advising Sessions from Survey Participants

	Strongly Disagree (1)	Disagree (2)	Neutral (3)	Agree (4)	Strongly Agree (5)	Total Responses	Mean Score
Disarm	0.0%	0.0%	20.0%	20.0%	60.0%	15	4.4
Discover	0.0%	6.7%	20.0%	33.3%	40.0%	15	4.1
Design	0.0%	7.1%	21.4%	42.9%	28.6%	14	3.9
Deliver	0.0%	0.0%	21.4%	50.0%	28.6%	14	4.1
Don't Settle	0.0%	0.0%	28.6%	42.9%	28.6%	14	4.0

The survey response summation indicated the perceived effectiveness of all strategies in the Appreciative Advising sessions were similar with a difference of 0.5 between the highest and lowest score. Mean scores were 4.4 (Disarm), 4.1 (Discover), 3.9 (Design), 4.1 (Deliver), and

4.0 (Don't settle). Source 12 did not agree that the discover or design strategies were effective in these sessions.

Qualitative Analysis

The 46 references from the 162 lines coded in the 12 interviews with adjunct professors who participated in Appreciative Advising were further analyzed into nodes referencing the Appreciative Advising strategies used in the survey: disarm, discover, design, deliver, and don't settle. These results are presented in Table 9.

Table 9. Use of Appreciative Advising Strategies in Appreciative Advising Sessions from Interview Participants

Major Themes	Frequency of responses	Percentage of responses
Disarm	17	37.0%
Discover	8	17.0%
Design	5	11.0%
Deliver	11	24.0%
Don't Settle	5	11.0%
Total	46	100.0%

Disarm was referenced at the highest percentage (37.0%). This was followed by deliver (24.0%), discover (17.0%), and lastly design and don't settle (11.0%).

Disarm. This strategy was most described the interviews at 37.0%. It was also shared the highest mean score in the surveys for use at 4.3 and was the highest mean score in effectiveness for the surveys at 4.4. Examples of Appreciative Advising strategy use were shared in the interviews by participants to the greatest extent. Source 4 expressed the value of disarming students at the initiation of sessions: "Having food was huge. It's the smallest little

thing, right? Free food can very much disarm students and makes them feel at home and more comfortable and, not to mention, even some of them don't have money for food." Source 1 responded, "I tried to use disarm because I know that when I was an undergrad going to office hours was a scary thing." Source 6 stated, "Disarm is eye-opening. It is like a good book needs a good cover to entice the student."

Discover. This strategy was referenced in 17% of the interviews. It had a mean score of 4.2 for use and 4.1 for effectiveness in the survey results. Though the discover strategy was not considered effective by all survey participants, Source 2 mentioned the benefit of the discover strategy: "It makes them realize you care about them, even beyond these very, very strict rules that we always put out to them."

Design. This strategy shared the lowest reference in interview responses at 11%, shared the lowest mean score for use in the surveys at 4.1, and was the lowest mean score for effectiveness at 3.9 in the surveys. Design strategies were included in reference to planning with the student. Source 8 mentioned the Appreciative Advising sessions were a time to plan with the student. Adjunct professors mentioned that this was a strategy they had to employ. Source 2 stated, "I had to do it because you have to help them reach their goal and pathway."

Deliver. This strategy was referenced in 24.0% of the interview responses. In the surveys, it shared the lowest mean score of 4.1 for use and shared a mean score of 4.1for effectiveness. Deliver strategy activities were discussed in the interviews as including, "Encouraging them to succeed by reminders and review sessions," by Source 4. Adjunct professors used the Starfish software provided by the community college to record the session notes and send reminders to the students. Two sources provided negative sentiments regarding the deliver strategy, stating it was hard to ensure they would deliver. Source 1 responded

regarding the deliver strategy, “It (deliver strategy) seemed to always be an issue in the fact that as soon as they left our meeting… they kind of got caught back up in their lives and back home. It was hard for them to follow through, I guess.”

Don’t Settle. This strategy was shared the lowest reference percentage at 11.0% in the interviews. It received one of the highest mean scores for use in the surveys at 4.3 and a mean score of 4.0 for effectiveness. The don’t settle strategy was mentioned by Source 9 in discussing the need to continue to follow up with a specific student. Source 4 discussed working with a student who didn’t realize they could use their passion for a particular aspect of theater and history to develop a career she continued to pursue beyond the class: “Don’t settle really came into play here”.

Sources did suggest that the strategies were sometimes blended or used as a hybrid within a session. Source 8 commented, “But I think in the midst of a dialogue you are having with a student, it's more like a hybrid. It’s more like a joint of all techniques. I think everything merges together. When you are putting it on paper and actually filling out the report, that's when you can actually separate the strategies in the proper categories.”

Research Question 2

What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?

Qualitative Analysis

Interview participants were asked to give an example of their experience implementing the strategies of Appreciative Advising with students. They were encouraged by the researcher to give a specific experience they remembered without including a student name. A total of 11 of the 12 interview participants shared specific personal experiences from the Appreciative

Advising sessions during their interviews. Their experiences were analyzed for themes within their descriptions of specific sessions with the student. These results are presented in Table 10.

Table 10. Appreciative Advising Experiences Shared in Appreciative Advising Sessions from Interview Participants

Major Themes	Frequency of responses	Percentage of responses
Lack of support	4	36.4%
Successful mentoring	4	36.4%
Lack of study techniques	3	27.3%
Total	11	100.0%

Specific experiences of the adjunct professors included working with students who had a lack of support (36.4%). Source 12 had a student who lost her house during the semester and was trying to find a place to live while continuing classes. Source 2 had a student who was recovering from an abusive relationship. Regarding a student, Source 6 mentioned, "he needed a safe place to talk." That safe place is what the Appreciative Advising session provided.

Other experiences the adjunct professors shared in the interviews focused less on the student and more on the actions taken during the sessions to reach successful results for the student or adjunct professor (36.4%). Experiences included in the success theme included students working in teams that continued beyond the scheduled sessions, students returning to praise the adjunct professor after the class was over or students completing projects successfully. Two sources also mentioned that success did not always mean successfully completing the class. Two students described in the experiences decided to withdraw from the class after mentoring sessions to deal with compounding issues. Source 6 shared a recent experience of success in

which the adjunct professor felt she had used both the discover and the deliver strategies to support a student:

> And I said, now, go over there and you're going to make an appointment with counseling and talk to them about this and I ran into her in the hallway earlier this semester, she happened to be with her mom and she introduced me to her mom as one of her favorite teachers and she's actually taking a her first computer science class and really enjoying it. So that was satisfying.

Source 8 shared an experience with a student's success following the Appreciative Advising sessions. The sessions were "not only instrumental in rekindling a dream but for her it's still going."

The themes also included experiences with students who had difficulties at the community college level due to a lack of study techniques (27.3%). Source 6 stated she had to teach the basics to her student: "I gave her study techniques and things that helped me… we talked about other ways that helped her get organized." Source 4 shared, "She didn't know how to encapsulate her thoughts on certain concepts", regarding the student's trouble trying to review questions before an exam.

Research Question 3

What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?

Quantitative Analysis

The data for Research Question 3 were first collected from the 15 survey responses of adjunct professors. The survey asked if the adjunct professor had experienced any of the following benefits from participating in Appreciative Advising: greater job satisfaction,

improved motivation for teaching, better connection with the college campus activities, enhanced strategies for engaging students in class, or no impact. The results are presented in Table 11.

Table 11. Benefits Experienced by Adjunct Professors Participating in Appreciative Advising from Survey Participants

Benefits (Selection of Responses in Survey)	Frequency of responses	Percentage of responses
Enhanced my strategies for engaging students in class	11	78.6%
Greater job satisfaction	2	14.3%
Better connection with the college campus activities	1	7.1%
Improved motivation for teaching	0	0.0%
No personal benefit	0	0.0%
Total	14	100.0%

These proposed responses were based on the research of Damrose-Mahlmann regarding experiences of full-time academic advisors when they participated in Appreciative Advising practices. The question regarding class time was modified for this research study since the adjunct professors are hired for time spent in classes with the students (2016).

Of the 15 adjunct professors participating in the survey, 78.6% suggested that participating in the Appreciative Advising sessions enhanced strategies for engaging students in class. Greater job satisfaction was experienced by 14.3% of the participants, better connection with the college campus activities by 7.1%. No survey participants suggested participating in Appreciative Advising improved motivation for teaching or personal benefit. The open responses from the adjunct professors included comments regarding the sessions improving connections and continuity with the student support.

Qualitative Analysis

All 12 one-to-one interview participants shared benefits they experienced from participating in Appreciative Advising with community-college students. The responses were coded for themes and analyzed. The results are presented in Table 12.

Table 12. Benefits Experienced by Adjunct Professors Participating in Appreciative Advising from Interviews Participants

Major Themes	Frequency of responses	Percentage of responses
Helping students	10	50.0%
Better understanding of student population	5	25.0%
Learning from students	3	15.0%
Compensation for mentoring	2	10.0%
Total	20	100.0%

Helping students had the greatest number of responses (50%). This type of responses included one from Source 7, who had success in supporting students in their projects for classes and clubs while taking the opportunity to learn more about the students' interests. Source 1 commented regarding Appreciative Advising sessions, "They really helped ensure their (student) success." Source 4 compared participating in Appreciative Advising to "the whole pay-it-forward concept," helping students to help others.

Adjunct professors expressed in the interviews that they benefited from developing a better understanding of the student population (25.0%). Source 12 stated that participation in the Appreciative Advising sessions resulted in "a greater understanding and appreciation of the students' issues, a greater understanding of their performance in class." Source 9 stated the sessions helped determine what in their work would "make it the most successful" for the

success of the student. Source 1 stated, "With such a diverse population…I get to know different personalities and different personal circumstances."

Learning from students was a theme expressed in 15% of the responses regarding benefits. Source 1 said, "I think there's a lot of benefits because, through the discussion with students, I also learn many things". Source 2 stated, "Sometimes it happens that they're interested to learn something in a specific area and maybe I don't know much about it… it is a kind of learning process for me too, and then we can discuss later."

Only 10% mentioned compensation for their time in the sessions (10.0%). Source 1 stated, "we actually got paid for doing what we had been doing for years and years and hours and hours. Not significant enough, of course, but that was, of course, a nice little perk." Major themes of benefits experienced by adjunct professors are summarized in Table 12.

Source 8 described the particular benefit of participating in Appreciative Advising in the following statement:

> It's a transfer of energy and it is it is a cycle of, hey, you think you're really, you know, blessing me or encouraging me? On other hand this person's encouragement comes back around. So, it's really a dynamic sentiment. It always happens what you need it. It is something when they come back and say, "You made a difference in my life."

Research Question 4

What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?

Quantitative Analysis

The data for Research Question 4 were first collected from the 15 survey responses of adjunct professors. The survey asked if the adjunct professor had experienced any of the

following challenges from participating in Appreciative Advising: students did not attend scheduled Appreciative Advising hours, students did not complete the Appreciative Advising sessions, students were not receptive to the Appreciative Advising strategies, and time commitment as the adjunct professor. The survey responses are reported in Table 13.

Table 13. Challenges Experienced by Adjunct Professors Participating in Appreciative Advising from Survey Participants

Challenges (Selection of Responses in Survey)	Frequency of responses	Percentage of responses
Time commitment as the adjunct professor	3	20.0%
Students did not complete the Appreciative Advising sessions	3	20.0%
Students did not attend scheduled Appreciative Advising hours	2	13.3%
Students were not receptive to the Appreciative Advising strategies	1	6.7%
Other	6	40.0%
Total	15	100.0%

These proposed responses were based on the potential barriers discussed in research by Finch regarding full-time faculty advisors mentoring students (2013). Time commitment of the adjunct professor (20%), students not completing the sessions (20%), and students missing the sessions (13.3%) all suggest that the time required for the sessions was a limiting factor. In contrast, only one adjunct reported the students were not receptive to the strategies. Additional open comments from the surveys proposed the time and process it took to report the Appreciative Advising sessions into the school's software system was a challenge and limited reporting the sessions to receive financial compensation.

Qualitative Analysis

The 12 adjunct professors interviewed were asked what challenges they experienced when participating in Appreciative Advising with community-college students. Challenges experienced by the adjunct professors in the Appreciative Advising sessions contributed to the largest number of lines coded (43.2%) in the total lines analyzed from the one-to-one interviews. The responses were coded for themes and analyzed. The results are summarized in Table 14.

Table 14. Challenges Experienced by Adjunct Professors Participating in Appreciative Advising from Interview Participants

Major Themes	Frequency of responses	Percentage of responses
Time required	21	30.0%
Technology challenges	14	20.0%
Lack of student follow-up	13	18.6%
New role as academic advisor	11	15.7%
Limited space	11	15.7%
Total	70	100.0%

The time required of the adjunct professors was the primary theme revealed in the data for this question (30.0%). Source 8 commented, "My classes are literally back to back to back. It's harder to have a warm conversation, so that requires a little more effort." Source 1 talked about adjunct professors teaching at multiple colleges, stating that "Not being there for those students every campus every time they need us" was a drawback to mentoring success. Source 12 stated that rescheduling with students was an issue. Source 10 cited student "absenteeism".

Technology was another analyzed theme of challenges (20.0%). Regarding technology, Source 1 reported, "Zooming (communicating using the online software of the school district)

can have a negative effect when they're used to seeing you and talking, coming in and giving them a hug and having a snack." Source 4 commented that there were "student privacy concerns" in using the Starfish technology for reporting the mentoring. Two adjunct professors were not collecting their pay owed due to challenges in reporting hours into Starfish.

Lack of student follow-up to the advising session was a theme in the data analysis (18.6%). Source 3 discussed the lack of student follow-up and its importance for success—"The continuity (of sessions). So sometimes they start with me and then disappear and then come back"—and reiterated that continuity was important. Source 1 stated, "It was hard for them to follow through." The source also cited this as the reason students had some difficulty with the delivery strategy.

Some adjunct professors did comment that participating in Appreciative Advising required learning a new role as academic advisors, as a theme of challenges (15.7%). Some adjunct professors had not previously experienced one-on-one interactions with students outside the classroom prior to the Appreciative Advising. Source 5 commented:

> To learn to step out of my role as an instructor and become more of a mentor or a fellow peer or a fellow student with them…. I think it doesn't take into account that just as many of our students are introverts. Faculty are introverts too and it can be hard to feel comfortable.

Source 12 mentioned, "I just have to focus a little bit more… you have to be clear about learning alternatives on the spot."

Limited space to meet with the student was a concern (15.7%). Source 12 stated the logistics for seeing the students caused him frustration. Adjunct professors at this campus do not have their own office space, meeting rooms are minimal, and classrooms are often busy

mentioned three sources. Source 11 commented, "I think the most challenging is to find a location that is big enough and accommodating for the number of students that I have." Privacy was also a concern regarding space in order to practice the disarm strategy with students mentioned by Source 1.

Research Question 5

What impact on teaching practices did adjunct professors experience when participating in Appreciative Advising?

Qualitative Analysis

Adjunct professors were asked what impact participating in Appreciative Advising had on teaching practices in both the survey and one-to-one interviews. A total of 15 survey participants responded to the question. In all, 11 of the 12 adjunct professors expanded further on the impact in their one-to-one interviews. The responses were coded for themes and analyzed. The results are presented in Table 15.

Table 15. Impact on Teaching Practices of Adjunct Professors Experienced by Participation in Appreciative Advising

Major Themes	Frequency of responses	Percentage of responses
Engagement	18	58.1%
New Techniques for Teaching	10	32.3%
New Resources Known	3	9.7%
Total	16	100.0%

Most of the responses noted that participating in Appreciative Advising improved their ability to engage with students in the classroom (58.1%). Source 5 concluded the strategies

helped her in “engaging more with the students.” Source 3 spoke about improved engagement with students following the Appreciative Advising sessions: “It changed how I approach each class every day, every single day with every single student”. Source 8 commented, “You really don't know what that person is going through. I think that's the segment that requires a little more listening… I've discovered, that I need to listen.” Source 9 stated, “It reinforced kind of a way that I want to be with students.”

Of the adjunct professors, 32.3% mentioned that they learned new techniques for teaching community-college students. Source 10 added that she became “more creative” and changed her teaching practices by “making videos of every vocabulary word in the textbook” to help students. Source 2 stated, “It made me search for learning strategies so I can help students in a constructive way.” Source 8 described work with students when sensitive issues are addressed in the classes:

> Addressing triggers that people may have when we're dealing with controversial or sensitive subjects through the place that we are analyzing...I remind my students there. I call it a cultural breastplate to protect their hearts, create a buffer zone .... If it comes up as a trigger, in hopes of saying, “Hey, prepare yourself, you are about to have a courageous conversation.”

There was also the theme in the data regarding learning of the resources they could offer students by participating in Appreciative Advising (9.7%). Source 11 mentioned she uses the questions in advising sessions from students to help her plan her lectures: “Students’ questions are my formative assessment.” Source 2 added regarding the sessions, “It provided a route for me to find out a lot more about supportive information offered to the district that I may have not been privy to.”

Summary

This chapter reported the data of the survey responses and one-to-one interviews. The responses were reported as they related to the five research questions of the study. These included the use of the Appreciative Advising strategies: Design, Discover, Design, Deliver, and Don't Settle. All strategies demonstrated similar importance in use and effectiveness in survey responses. The disarm strategy was perceived as most used by the adjunct professors working with "at-risk" community college students in the Appreciative advising sessions. Some Appreciative Advising strategies were not used or blended into others to fit the situation as the adjunct professor felt was most useful.

Students shared personal experiences with the adjunct professors that demonstrated they needed support beyond the classroom. This was sometimes due to challenges outside the college and sometimes it was a need for greater mentoring to succeed in the classroom. Shared experiences of the adjunct professors included working with students who had limited study techniques and students who faced issues outside of the classroom that restricted their attendance. Adjunct professors did feel they could contribute to the success of the student by helping them study and provide a safe place to talk. However, there were challenges to the use of all strategies, including time and space to work with the student.

Benefits the adjunct professors experienced in the surveys included enhanced strategies for engaging students, greater job satisfaction, and better connection with the college campus activities. The interview participants felt they were better able to help students after the Appreciative Advising training, and that they had a better understanding of the student population participating in the Appreciative Advising sessions as they learned from the students.

Challenges the adjunct professors expressed in the surveys included the time commitment to the sessions, students not completing the sessions, and the lack of students attending the scheduled sessions. Adjunct professors interviewed added they were often traveling between different colleges and did not have a private office to use for Appreciative Advising sessions. In addition to time and space challenges, there was also limited technology expertise, student participation, and time needed to learn the new role as mentor. The students were not always able to prioritize the sessions and complete the strategies of Appreciative Advising.

Impact on teaching practices experienced by the adjunct professor participating in Appreciative Advising with community-college students included improvement in engagement with students, learning of new techniques to use in the classroom, and increased knowledge of the resources provided by the campus. The adjunct professors were able to use these strategies in the classroom to better engage with other students beyond their mentee. They also described multiple experiences where they felt better prepared to advise students to use specific campus support services.

Adjunct professors supported the continuation of Appreciative Advising at the community college with adjunct professors. However, community colleges should address these challenges to support student success. Chapter V takes these findings and discusses suggested actions and future research to include adjunct professors' participation in Appreciative Advising.

CHAPTER V: FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Chapter I began with an introduction to the background of adjunct professors at community colleges, the student population and advising methods. This provided background information and rationale for this study. Chapter II included a comprehensive review of community college full-time and adjunct faculty positions, student challenges, and approaches used to further engage students outside the classroom. It also outlined the theoretical framework of the Appreciative Inquiry theory incorporated within the Appreciative Advising model. Chapter III described the research design and supporting research methods, data collection, and analysis for this study. Chapter IV presented the data from the survey and one-to-one interviews and resulting findings. This chapter concludes the study with an expanded discussion of the findings, conclusions from the research, and suggestions for future exploration.

Purpose Statement

The purpose of this exploratory sequential mixed-methods study is to identify and explain what Appreciative Advising strategies are used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally, this study has described benefits adjunct professors experienced when participating in Appreciative Advising. It was also the purpose of this study to describe the challenges the adjunct professors experienced when participating in Appreciative Advising. Finally, this study described the impact on teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Research Questions

1. What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?

2. What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?
3. What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?
4. What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?
5. What impact on teaching practices did adjunct professors experience when participating in Appreciative Advising?

Methodology

This research study used an explanatory sequential mixed-methods research approach to gather in-depth information about the experiences of adjunct professors involved in appreciative advising with community-college students with academic challenges, their strategies, and challenges for improving student success. Electronic surveys were distributed to 72 adjunct professors to gather data regarding use and perceived effectiveness of specific strategies incorporated in sessions of Appreciative Advising with students. Following the survey data collection, the researcher conducted 12 semi-structured one-to-one interviews to identify and describe the experiences of the adjunct professors participating in Appreciative Advising. This provided greater detail and in-depth descriptions of the experiences and perceptions of the adjunct professors engaged in Appreciative Advising, including the benefits and challenges they encountered participating in Appreciative Advising with community-college students.

Population

The population of a research study is defined as the group of people whom the study will represent, though data will only be collected from some of the members of the group (Banerjee

& Chaudhury, 2010, p. 60). In this study, the research population of the study was 72 community-college adjunct professors. They are considered adjunct professors due to their temporary, part-time, non-tenured positions compared to full-time faculty (Ran & Xu, 2017, p. 1). Adjunct professors are a significant subset of the faculty at community colleges. The National Education Association of Higher Education Research Center (2007) reported that 67% of the national community college professors were part-time (Table 3.1). Of these adjunct professors, 91% of their paid time was spent in the classroom teaching without expectations or payment for mentoring students outside the classroom. Full-time faculty spent 61% of their paid time teaching, allowing for a greater portion of their paid time to be spent directly interacting with campus activities and advising students.

Target Population

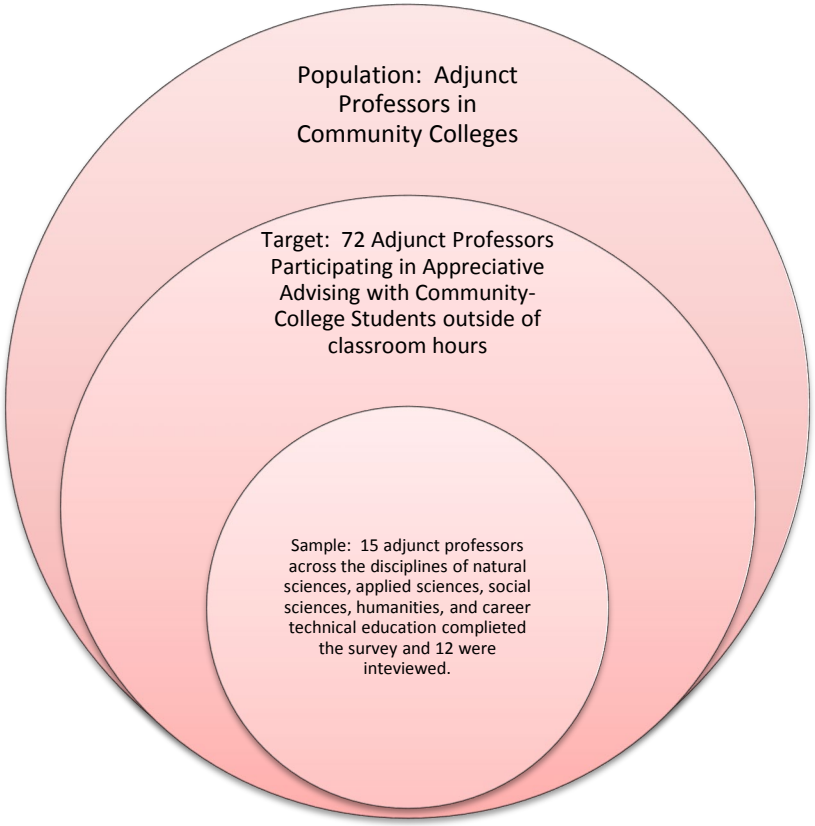
A total of 72 adjunct professors who were trained in Appreciative Advising at a Bay Area community college were invited to contribute to the study by completing an online survey. This survey collected the quantitative and qualitative data for this study. In the online survey, a request was included, asking if the adjunct professor would be willing to volunteer to participate in an interview with the researcher. Of those adjunct professors willing to participate, the participants were chosen for interviews at random until there were at minimum 10 adjunct professors with 2 in each of the selected disciplines at the college, including natural sciences, applied sciences, social sciences, humanities, and career technical education (California Community Colleges, Chancellor's Office, 2017). The disciplines were chosen to ensure the diversity of adjunct professors and breadth of responses. These disciplines included courses that were part of degree or certificate programs at the community college. Purposive sampling was used to select 10 adjunct professors for one-to-one interviews that were scheduled and conducted

to ensure a broad range of adjunct professor professional experience on the part of the adjunct professors who participated in the survey. This research study identified the target population via the following criteria, also outlined in Figure 4:

1. Adjunct professors who completed six hours of Appreciative Advising strategy training by attending instructor-led training at a California Bay Area community college in Appreciative Advising
2. Participated in paid out-of-classroom mentoring time
3. Representing one of at least five disciplines—natural sciences, applied sciences, social sciences, humanities, and career technical education—within the community-college system

With the established criteria, the researcher validated the sample population with the California Bay Area community-college district. For this study, the community college chosen for the focus of this research had provided both training and funding for 72 adjunct professors to meet with students of low academic performance. Permission was obtained from the community college to contact the adjunct professors, following the approval from the IRB process of Brandman University. These adjunct professors received surveys explaining the purpose of the study and asking if they would consider one-to-one-interviews. Fifteen of the 72 adjunct professors completed the survey. Of those willing to participate in the interviews, 12 adjunct professors were interviewed across the five chosen disciplines for this study, until a minimum of five community-college disciplines were represented with at least two representatives from each, to ensure a broad collection of experience. Permissions were obtained the same day as the interviews and informed-consent forms completed. Upon the completion of the data collection, all interview transcriptions were entered in NVivo 12 Pro and analyzed for major themes.

Figure 4. Target Population of Research Study



Major Findings

Research Question 1

What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?

Finding 1. The Appreciative Advising strategies—disarm, discover, design, deliver, and don't settle—were all used by the adjunct professors participating in Appreciate Advising sessions with community-college students in the survey, but not agreed they all were of equal use and effectiveness. In the survey, the mean scores were similar and only differed by 0.2 to 0.5 for

the possible score of 5.0. However, the deliver strategy was considered not useful by one particular adjunct professor and the discover and design strategies were not considered effective by another adjunct professor.

In the one-to-one interviews, the disarm strategy was the most prevalent theme. Sources discussed the importance of being a mentor for whom the student could depend. For some adjuncts, this was the most challenging and rewarding strategy because they had not reached out previously to students. As Source 2 stated regarding the disarm strategy, "And it was an eye-opening experience. It really worked for me."

The strength of the disarm strategy may be the result of the welcoming and humanizing aspect of the strategy (Howell, 2010, and Samuels, 2016). Therefore, the disarm strategy was the most important and recognized strategy used in Appreciative Advising to develop a personal connection with community-college students. There was a variety of ways in which this was accomplished, including additionally providing food and meeting away from campus to accommodate the students, but the adjunct professors interviewed agreed it had an impact on the Appreciative Advising sessions.

Research Question 2

What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?

Finding 1. From these shared experiences, the adjunct professors did feel they successfully helped the students find their strengths and become more successful, as suggested by Howell regarding Appreciative Advising strategies (2016). During the interviews, the adjuncts primarily shared experiences focused on the use of the disarm strategy with the students. The disarm strategy successfully helped adjunct professors become better engaged

with the students. As Source 8 stated, "Most importantly there is listening and having an empathetic response to what was heard". Some students opened up to the adjunct professors and discussed a lack of family support or abusive relationships, leaving the adjunct professor sometimes surprised by the experiences.

Finding 2. Adjunct professors developed a sense of efficacy in helping students with their studies and time management. The adjunct professors found the students lacking in the educational background needed to be successful in community college. Though contingency faculty have limited access to pedagogical resources, they are qualified to be academic advisors in their discipline (Street, 2012). With the Appreciative Advising training, the adjunct professor was better able to work directly with the student to enhance learning.

Finding 3. Adjunct professors stated they felt a higher sense of job satisfaction after participation in Appreciative Advising sessions. Four of the 12 interviewed shared personal experiences about students returning to thank them for their teaching or support after the semester was complete. Two of the 12 adjunct professors shared experiences where they helped a student not to succeed in class but to find new classes of interest. This finding supports the work of Ledbetter (2016), who also found that mentors felt greater purpose in their education role when helping students.

Research Question 3

What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?

Finding 1. Adjunct professors expressed that Appreciative Advising sessions enhanced their strategies for engaging students. In the surveys, 78.6% of the adjunct professors stated they were able to apply strategies of Appreciative Advising in their classrooms to better engage with

students. Source 11 adjusted her lectures by centering the lectures around the questions of the students in the Appreciative Advising sessions. She stated that the questions from the students were a great assessment of what was being missed in her teaching, "Students questions are my formative assessment because I can figure out what they're not getting and what I need to reteach." This finding is consistent with Messina's study, which found adjunct professors wanting to learn best practices in teaching to better engage students (2011).

Finding 2. Adjunct professors stated they had a higher sense of connection with the community-college campus and faculty after participating in the Appreciative Advising sessions. The adjunct professors appreciated the additional time with faculty on campus and learning about student resources. This finding mirrors the research conducted by Messina (2011) and Thompson (2013), suggesting a need for professional development and effective campus orientation for adjunct professors. Adjunct professors would benefit from programs bringing faculty and campus resources together to share ideas and opportunities available at the community college.

Finding 3. Adjunct professors benefited from learning from their Appreciative Advising students. As an example, 2 of the 12 adjunct professors interviewed described these sessions as inspiration for learning topics of interest to their Appreciative Advising students. Source 2 stated, "I'm learning from her on that … I may come off with a certain formality that might be off putting to students." Additionally, Source 7 had to commute to the campus and did not know the surrounding area. Her student was able to set up a local class field trip for the adjunct professor to go to the student's place of work to study the industry related to class. Yi's research (2016) suggested students appreciate accurate information from their advisors. The

Appreciative Advising sessions helped adjunct professors stay relevant and knowledgeable in their disciplines, so they were better able to support students.

Finding 4. Participating in Appreciative Advising helped the adjunct professor become more connected with the students. In the interviews, 75% of the adjunct professors were better able to help or understand the student population, allowing them to help the student succeed in classroom. Source 2 shared, "I don't realize that they have issues and then when they come and they open up and they themselves succeed, I'm the one crying, and it has nothing to do with—because I was generous, and I was nice. It's because I got to know them." Learning from the personal experiences of the students shared with the adjunct professors, they gained a better understanding and appreciation for the diverse student population. Not only is the student population diverse, but they face many challenges in completing their education as described in this research. Graduation rates are at 30% nationwide, suggesting structured advising that increases retention rates is needed (Smith, 2016; LaSota, 2013). In Bower's study (2013), it was suggested that adjunct professors want better inclusion in the campus, and participation in Appreciative Advising did help the adjunct professors feel more connected with the campus students and help the students succeed.

Finding 5. Helping students succeed was a greater reward for the adjunct professor than the financial payment for participating in Appreciative Advising sessions. The payment was appreciated, though it did not compensate for all of the time spent preparing for the students and mentoring in sessions, as Source 1 stated. One adjunct professor mentioned in the interview that it was nice to be paid for something they were already doing in part. Another was frustrated with the structure of the sessions and the fact that payment was dependent on the student attending. In other words, the adjunct professor had reserved the time for the students but was not

compensated when the student did not show. Completing their online surveys for payment (Starfish) was also not worth the time of some adjunct professors. They wanted to spend the time with students instead of entering forms, though, as one adjunct professor mentioned, the surveys were good tools for reflection. Adjunct professors are not currently contracted or paid to provide student advising, and they are half of the community-college professors nationwide (Caruth & Caruth, 2013, p. 1). This research study suggested the structure of payment could be improved so the adjunct professors felt compensated for the actual time it took to participate in Appreciative Advising.

Research Question 4

What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?

Finding 1. The challenges identified from the 12 interviews were that compensation for the hours required for Appreciative Advising was not equal to the time required to prepare for the sessions and there was no guarantee of regular payments for the scheduled sessions. Adjunct professors did not feel the compensation was equal to the time required for participating in Appreciative Advising sessions. All adjunct professors indicated in the survey that there was some personal benefit to participating in the Appreciative Advising, but only 10% of the interview responses mentioned personal compensation. Students did miss meetings and adjunct professors were not paid for the time they put aside for the advising. Adjunct professors already have positions of limited job security (Peterson, 2015). This did lead to frustration and hesitation to schedule future advising sessions by the adjunct professor.

Finding 2. Adjunct professors did not have access to appropriate space for the Appreciative Advising sessions. Offices were shared with other adjunct professors and

classroom availability was limited. Lack of space made student privacy a concern. The disarming phase often resulted in personal stories being expressed by the students. Consequently, the students had emotional experiences that should have been supported by some privacy in these Appreciative Advising sessions. Sometimes the student needed time to cry or feel safe. Personal space was not available to the adjunct professors. Some adjunct professors met students in groups and often had to meet them off-campus at coffee shops or bookstores to have a convenient place to discuss courses. This limited the effectiveness of the Appreciative Advising strategies.

Finding 4. Adjunct professors recognized they needed training mentor students using Appreciative Advising. Making the transition between teacher and mentor was not easy for some adjunct professors. It was stated in the interviews of the natural and applied science adjunct professors the disarm strategy was a challenge. The adjunct professors were used to their primary focus being the delivery of course content. Adjunct professors were hired for their experience in their field of expertise (Caruth & Caruth, 2013). The strategies of Appreciative Advising were new to some and it took time to become familiar with the process.

Finding 5. Student follow-through and commitment to the Appreciative Advising sessions was a major challenge. In the survey, 33.3% of the responses indicated students did not attend scheduled hours or complete the mentoring sessions. Lack of student follow-up was mentioned in 18.6% of the interview responses. The adjunct professors commented that they understood the challenges of the students with work, family, and travel limitations, but that it was a limiting factor for success. Source 12 stated, "They struggle to find time, some of the students." The impact of family values on retention of students is documented in the literature (Hlinka, 2017). Community-college students leave classes due to work conflicts and lack of

financial aid (Zhai & Monzon, 2001). Frustration was evident with the inconsistent attendance of students for the Appreciative Advising sessions, which impacted the time of the adjunct professor and student success. As Tinto observed, getting students involved is a challenge (1993). If "at-risk" students were made aware of the benefits of these Appreciative Advising sessions, there might have been better attendance.

Research Question 5

What impact on teaching practices did adjunct professors experience when participating in Appreciative Advising?

Finding 1. Adjunct professors were better able to engage with students in the classrooms as a result of participating in Appreciative Advising as evidenced by 58.1% of the theme data for this research question in open-ended questions of the surveys and interviews. As a result, the impact on teaching practices of the adjunct professor benefited more than just the "at-risk" students. It benefited all students in the adjunct professor's class. Use of the Appreciative Advising strategies made the adjunct professor aware of the need to directly engage with individuals and learn more about the student. As Source 1 stated, it "reinforced kind of a way that I want to be with students."

Finding 2. Adjunct professors changed their teaching practices in the classroom and incorporated new instructional and connection techniques as a result of participating in Appreciative Advising as evidenced by 32.3% of the themed data for this research question. One adjunct professor used the students' questions from the advising sessions to improve lectures. Another used the Appreciative Advising strategies to address triggers for the students prior to sensitive subject-matter conversations. Adjunct professors are less likely to be offered professional development in teaching strategies (Hurley, 2006). However, engaging in the

Appreciative Advising training and participating in mentoring sessions provided professional development and positive impact on their teaching practices.

Finding 3. Adjunct professors also had an improved understanding of campus opportunities to suggest to students, evidenced by 9.7% of the themed response for this research question. As Source 6 shared, "It is nice to get to know people in a more intimate way, more on a personal basis. It gives you ideas as to how to help the next student. What is working with what I'm doing?" Having the knowledge provided by the Appreciative Advising training made the adjunct professor a greater asset to the student. Community-college students appreciate the accuracy of information provided by their instructor (Yi, 2016). Because the time of both the adjunct professor and student is limited on campus, it is important that the student not be steered to incorrect resources.

Unexpected Findings

After the quantitative and qualitative data were analyzed, four unexpected findings emerged from the study. Overall, they suggested the need for better alignment across campus to support the Appreciative Advising program for adjunct professors, considering the following:

1. The adjunct professors had initial concerns in the training regarding stepping out of their role as an instructor. It was mentioned they were not counselors and there were lines with students they didn't feel empowered to cross.
2. Limitation of space was a major challenge for the adjunct professors. Asking the students to share their experiences required privacy the adjunct professor was not able to secure.
3. Discussions around the financial compensation demonstrated appreciation for the opportunity but that the software for reporting was sometimes too frustrating to learn. Some adjunct professors were not paid due to lack of reporting. Others expressed concern that they were

not paid when the student did not show, unlike office hours, even though they had set aside the time to be available for the students.

Conclusions

This explanatory sequential mixed-methods study was designed to address five research questions. Through the collection of quantitative data, it described the use of Appreciative Advising strategies by adjunct professors mentoring community-college students and their perceived effectiveness. It also attempted to identify specific benefits and challenges adjunct professors experienced while participating in Appreciative Advising. Qualitative data obtained through one-to-one interviews expanded the collection of experiences of the adjunct professor participating in Appreciative Advising with community-college students, specifically those students identified by the adjunct professor as "at-risk" academically. There are four conclusions that can be drawn from this study:

1. Adjunct professors were receptive to professional development opportunities that allowed them to enhance engagement with full-time faculty and students. This was accomplished in this research study by adjunct professors learning the Appreciative Advising strategies, which were then applied to both mentoring sessions and classroom instruction. Adjunct professors are less likely to be offered professional development opportunities at a time they can attend (Hurley, 2006). Los Medanos College designed this training and opportunity to participate in mentoring to specifically incorporate the limitations of adjunct professors and did allow them to interact to a greater extent with faculty and learn techniques that could be applied to teaching and mentoring. Providing the Appreciative Advising mentoring opportunity helped both students and faculty be better connected with each and made better use of the support

resources of the community college. The experience helped them better understand the student population and gave them a sense of appreciation from the students.

2. Appreciative Advising for adjunct professors was successful in improving mentoring opportunities for students and increasing job satisfaction for adjunct professors. With the minimal training received, they were able to provide beneficial change for their mentee and improve their teaching in the classroom. Source 2 stated, "It allowed me to become more creative." The awareness of the strategies helped adjunct professors approach their own teaching with a new understanding of their students and what helps these students in their learning process. Adjunct professors want to be engaging but have limited access to pedagogical resources (Treat, 2012). Therefore, supporting the engagement of adjunct professors in Appreciative Advising benefits both the "at-risk" student and all students in the classroom. Focusing training on specific strategies may be beneficial for certain community college student populations. The disarm strategy was the most effective for the "at-risk" student and challenging for the adjunct professor. It required stepping out of the traditional instructional role for the adjunct professor. These experiences, shared during the disarming strategy phase, were personal for the student and helped the adjunct professor to understand their students better. As Truschel (2008) suggested, Appreciative Advising helps to link a student to someone on campus for greater chance at success. McClintock (2010) added to the area of research by noting that academic advisors benefited when they had experiences of their own that were relatable. Therefore, the "at-risk" community college benefits from a mentor able to practice the disarm strategy. Other students may benefit from greater focus on discover, design, deliver, and don't settle strategies. These strategies were underutilized in

these sessions, often due to the circumstance of the student not completing sessions or the limited availability of the adjunct professor.

3. It was difficult for "at-risk" students to complete the scheduled Appreciative Advising sessions. Adjunct professors did express frustration due to lack of student participation. There was concern regarding "at-risk" students not being receptive or able to complete the sessions due to competing priorities. Los Medanos College has a Latino majority in the student population, a population of individuals that put family first and "need sustained and aggressive support to stay in college" (Rendon, 2002, p. 642). As a result, students had trouble prioritizing the sessions with the adjunct professors.
4. Adjunct professors were not provided with the space and equitable pay required for the time involved in Appreciative Advising of "at-risk" students. Adjunct professors participating in Appreciative Advising can help students connect with someone on campus, but they need to feel welcomed and safe if they are to share their experiences (Truschel, 2008; Howell, 2010). The disarm strategy of Appreciative Advising was impactful in this study with "at-risk" students, but it required space and privacy to share personal stories. Adjuncts often had to leave campus to find a bookstore or library to meet with students. This does not protect the adjunct professor or student privacy. Adjunct professors were also unpaid for the time students scheduled for mentoring but did not attend, leaving the adjunct professor at a loss of their time and pay. Therefore, an overall support program was not provided by the college to include space and time for the adjunct professor.

Implications for Action

This study identified the Appreciative Advising strategies used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally,

this study described benefits adjunct professors experienced when participating in Appreciative Advising. It was also the purpose of this study to describe the challenges the adjunct professors experienced when participating in Appreciative Advising. Finally, this study described the impact on teaching practices experienced by adjunct professors who participated in Appreciative Advising. From this data, it is concluded that community colleges ought to consider the following for improvement of their educational offerings:

1. Community colleges should provide a comprehensive professional development program to prepare adjunct professors to participate as mentors for the community-college student population. This should include promotional levels of achievement for the adjunct professors to rise in salary schedules. The training should not only provide an orientation to campus services and encourage engagement with faculty members, it should be an ongoing process to allow all faculty participating as mentors to review the current campus activities and discuss best practices for mentoring in and outside the classroom. The professional development should include an all-faculty review of best practices in the community college system nationwide. Adjuncts should be encouraged and financial supported to attend conferences and present their findings in their own mentoring sessions with students. With the proper comprehensive training to evaluate the diverse needs of this student population, Appreciative Advising and potentially other strategies could be extended to all community-college students and be a great value for the campus for improving student success.
2. Adjunct professors should be offered mentoring hours on a contractual basis that would allow for consistency in salary and scheduled time. This should include access to private offices during these hours. Many community colleges allow adjunct professors to sign up for a designated amount of paid office hours over a semester or quarter to work with their direct

students. These are paid to the adjunct professor whether students attend or not. It is a payment the adjunct professor can depend on to meet their own financial obligations. Payments for mentoring should also be structured for adjunct professors, dependent on the adjunct professors meeting qualifications such as trainings and reporting sessions. This would encourage participation of adjunct professors and improve the mentoring opportunities for community-college students. In addition, these adjunct professors hired to be mentors should be considered for greater health benefits supplemented by the community college as a consideration of the time they are on the campus.

3. Community colleges should provide greater support for "at-risk" students, including a better orientation to campus services and support for their studies. This would include childcare and internet access for extended hours. Many students are working multiple jobs or are called away from campus at unplanned times. There needs to be a plan to offer students time on campus that is accessible late at night and on weekends and is safe. This is particularly important when a student is working with an adjunct professor. The adjunct professors are often not on campus but available online. If the student does not have the appropriate equipment or internet access, they are limited in their access to instructional support.
4. Community colleges should provide a mentoring facility for students. This should be a facility that encourages full-time faculty and adjunct professors to work with students. As described in this study of Appreciative Advising, there needs to be a better allocation of space for professors to work directly with students with the opportunity to provide the student privacy for discussing personal issues and time planned for the sessions. Both the mentor and student need to feel safe to share their personal experiences, so they can fully engage in

mentoring strategies such as Appreciative Advising. The facility should be open to all students across disciplines and easily accessible over extended hours.

Recommendations for Further Research

Community colleges across the nation have facilitated a dependency on adjunct professors teaching the majority of classes (Smith, 2016). This may provide greater flexibility in scheduling classes and allow the schools to bring in current expertise without paying for additional payroll benefits. It would benefit the community college to invest in using adjunct professors to their fullest capacity as academic advisors. To do this, the research study suggested that financially compensated time for professional development, guaranteed paid time for advising, and space for advising would be effective in increasing the engagement of adjunct professors in Appreciative Advising. The research of Messina (2011) agrees that adjunct professors are receptive to mentoring opportunities. Other opportunities for research at the community college level include the following:

1. Further research should include a replication of this study of adjunct professors participating in Appreciative Advising with community-college students but over the full time the student is in college. This research study was based on adjunct professors working with students for a semester. As a result, the disarm strategy was considered most effective. If adjunct professors were able to participate in Appreciative Advising sessions over additional semesters with "at-risk" students, other strategies may be better employed so that the student receives the full impact of Appreciative Advising to improve student retention. Adjunct professors experienced greater job satisfaction when students returned after classes were completed to share successes.

2. A comparative study should be conducted of mentoring practices at other community colleges and what adjustments are made to address limitations such as space and availability of adjunct professors. Adjunct professors described a positive sentiment in sharing techniques to deliver student success with faculty. They are receptive to the incorporation of new teaching strategies learned by increased faculty engagement and instruction.
3. This study should be repeated but focused on the perspective of the "at-risk" students to consider what could be done to improve their participation in Appreciative Advising. Students missed opportunities to participate in Appreciative Advising due to work, family, and travel restrictions. The campus may be able to offer other facilities or opportunities that support the "at-risk" student.
5. A research study should be conducted on how best Appreciative Advising strategies could be directly used in the classroom. Adjunct professors did report a positive impact on their teaching practices after participating in Appreciative Advising. There may be strategies that could be better taught and modified to suit the classroom.

Concluding Remarks and Reflections

The study supported the use of Appreciative Advising strategies by adjunct professors to engage "at-risk" community-college students. Adjunct professors demonstrated a comprehension of the strategies and the ability to engage these students in mentoring sessions by participating in Appreciative Advising. These students do have conflicting priorities that limit their engagement with the adjunct professors. However, community colleges improve educational opportunities for students by engaging adjunct professors as academic advisors and addressing the challenges reported, such as time paid and space for adjunct professors.

Further institutional support is recommended to determine best practices for training, engaging, and supporting adjunct professors in Appreciative Advising. This research study described some of the diversity of experiences shared and resulting improvements in teaching practices. There is a great deal more adjunct professors can learn from one another, sharing their experiences in industry and education. Adjunct professors are a valued academic resource for students. They can also be a resource for one another to continue to enhance teaching skills and opportunities for community-college students.

My personal reflection on the status of community colleges is a sense of great pride. Before my mother finished her doctorate and became a full-time faculty member at Cal Poly, Pomona, she too was a freeway-flying adjunct professor. If my father was away for a conference, I sat in her evening classes and worked on homework. I met many women returning to school and struggling. My mother often said she hoped I would never be faced with the challenges they had. To me, they appeared to be happy women having fun. They told me that she was more than a teacher to them. That is what they needed—a mentor. I know she enjoyed being there for them.

Adjunct professors should be proud of how we have supported the community college system in the time of its need. They also should continue to ask for what they need for the community college to maintain their work. Asking for space to meet with a student appears at first to be an easy request but at the rate the colleges expand, the structures are not able to keep up. Department faculty struggle to meet in their own buildings to work on course curriculum.

Community colleges have an opportunity to provide exceptional academic and professional development for a diverse population of students who need additional mentoring support to reach their goals. It will take institutional planning to develop a successful mentoring

program engaging the expertise of adjunct professors that will take time and money. The gain will include better engagement of students and adjunct professors, resulting in improved student retention. The adjunct professors interviewed were passionate about continuing to learn new ways to engage students and were rewarded by sharing in the success of their students. At the same, time, Appreciative Advising provided a framework of inquiry for mentoring that resonated in me personally. Building on strengths of the individuals to create a greater unique outcome was critical in my own personal development. This professional development opportunity of specifically engaging adjunct professors was also a unique opportunity all faculty to learn from each other. The diversity of backgrounds and teaching strategies broke barriers of the current silos adjunct professors often find themselves in with their teaching assignments. This may be only one strategy of mentoring, but the combination of engaging full-time faculty, adjunct professors, and "at-risk" students demonstrated the need for further consideration.

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APPENDICES

APPENDIX A

Literature Synthesis Matrix

Theme	Sources
Community College Standing	About Los Medanos College (2017), California Community Colleges, Chancellor's Office (2017), California Community Colleges, Chancellor's Office (2013), California State Legislative Analyst's Office (2017), Center for Community College for Student Engagement. (2014), UCLA Academic Budget and Planning Web site (2016), Community college market (2017), Conrad (2015), Craig & Ward (2007), Diehl (2016), Drury, R.L. (2003), Erickson (2012), Ginder et al. (2017), Institute of Education Sciences (2017), Institute of Education Sciences (2008), Jenkins & Fink (2016), Kalinski (2016), Kena et al. (2016), Koebler (2012), Kuh et al. (1989), Kuh (2005), Smith (2016), The Promises and Pitfalls of Measuring Community College Quality (2016), U.S. Department of Education (2011), U.S. Department of Education (2003), U.S. Department of Education (2017), Yaghmaee (2015)
Adjunct Professors	Berning (2001), Bowers (2013), California Community Colleges, Chancellor's Office (2017), Caruth & Caruth (2013), Center for Community College for Student Engagement. (2014), Creason (2016), Fredrickson (2015), Gee (2017), Hamid (2004), Hanson (2016), Horton (2013), Hurley (2006), Mahan (2016), Messina (2011), Musaitif (2013), Myers (2013), Palmerino (2006), Petersen (2015), Pilati (2006), Ran (2017), Reigle (2016), Rutherford (2012), Smith (2010), Street (2012), Taylor et al. (2010), Thompson (2013)
Student Population at Community Colleges	Banerjee & Chaudhury (2010), Budd & Stowers (2015), Ma & Baum (2016), Markus (2017), National Center for Children in

	Poverty (2018), US Department of Education (2009), Welcome (2014), Winerip (2013)
Student Retention	Allen et al. (2013), Barnes & Piland (2010), Corum (2010), Dynarski (2015), Ford (2016), Hlinka (2017), Hutto (2017), Minkler (2008), Samuels (2016), Shirley (2012), Span & Tinto (1990), Truschel (2008), U.S. Department of Education (2017), Zhai & Monzon (2001)
Student Population At Risk	Adame-Smith (2016), Allen et al. (2013), Ankeny & Lehmann (2011), Arman (2016), Arnekrans (2015), Au & Hyatt (2017), Barends (2012), Barnes & Piland (2010), Breuder (1972), California Department of Veterans Affairs (2016), Carrasquel-Nagy (2015), Center for Community College Student Engagement (2010), Engle & Tinto (2008), Ford (2016), Gregg et al. (2016), Goldschmidt & Miller (2005), Gupton (2017), Hamid (2004), Hodara (2015), Institute of Education Sciences (2017), Jones (2016), Kena et al. (2016), Kuh et al. (2008), La Vigne (2015), Los Medanos student equity plan (2015), Los Medanos Veterans Resource Center (2018), Mamiseishvili & Koch (2012), McCabe (2002), McLean (2013), Mertes & Jankoviak (2016), Radford (2011), Redford & Hoyer (2017), Rendon (2002), Smith (2010), The RPgroup for California Community Colleges (2008), Travers (2016), Truschel (2008), Welcome (2014), White (2015), Yi (2016)
Advising Models	Adame-Smith (2016), Allen et al. (2013), Ankeny & Lehmann (2011), Arman (2016), Arnekrans (2015), Bailey et al. (2015), Barends (2012), Barnes & Piland (2010), Bazeley (2002), Berning (2001), Bloom et al. (2008), Bloomberg & Volpe (2016), Budd & Stowers (2015), Center for Community College for Student Engagement (2014), Center for Community College for Student Engagement (2018), Charmaz (2014), Church (2005), Craig & Ward (2007), Creswell et al. (2003), Creason (2016), Crookston (1994), Crone (2013), Damrose-Mahlmann (2016), de Dios (2014), Donaldson et al. (2016), Finch (2013), Gregg et al. (2016), Ginder et

	al. (2017), Grogan (2017), Gupton (2017), Hammond (2013), Harrison (2016), Hlinka (2017), Howell (2010), Hurley (2006), Hutto (2017), Klempin et al. (2015), LaSota (2013), Ledbetter (2016), Los Medanos New Student Orientation (2018), Mack et al. (2005), McClintock (2010), McMillan & Schumacher (2010), Mertes & Jankoviak (2016), Messina (2011), Myers (2013), Palmerino (2006), Passmore et al. (2002), Patten & Bruce (2012), Patton (2015), Reese (2013), Rendon (2002), Sale & Brazil (2002), Samuels (2016), Shirley (2012), Solis (2012), Tinto (1993), Truschel (2008), Verma (2014), Waugh (2016), Welcome (2014), Whaley (2016), Williams (2103), Ye & Hutson (2016), Yi (2016), Zhai & Monzon (2001)

APPENDIX B

Mixed Methods Alignment Matrix

Purpose Statement	Research Questions	Survey Questions	Interview Questions
The purpose of this explanatory sequential mixed-methods study identifies what Appreciative Advising strategies were used by adjunct professors to engage community-college students when participating in Appreciative Advising.	1. What Appreciative Advising strategies were used by adjunct professors to engage students when participating in Appreciative Advising?	5, 6	4
The study also describes the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students.	2. What were the experiences of the adjunct professors as they implemented the strategies of Appreciative Advising with students?		5
In addition, it was the purpose of this study to describe the benefits adjunct professors experienced when participating in Appreciative Advising.	3. What benefits do adjunct professors experience as they participate in Appreciative Advising with community-college students?	7	6
It was also the purpose of this study to describe the challenges the adjunct professors experienced when participating in Appreciative Advising.	4. What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?	8	7
Finally, this study sought to describe the	5. What impact to teaching practices did	9	8

impact to teaching practices experience by adjunct professors who participated in Appreciative Advising.	adjunct professors experience when participating in Appreciative Advising?		

APPENDIX C

Informational Letter

Date:

Dear Professor,

Currently I am pursuing my doctoral degree at Brandman University. The degree is a Doctor of Education in Organizational Leadership from the School of Education. I am conducting a mixed methods study that will identify the Appreciative Advising strategies used by adjunct professors who participated in Appreciative Advising with community-college students. Additionally, the study will describe the benefits and challenges experienced by adjunct professors and impact on their teaching practices from participating in Appreciative Advising.

I am asking for your assistance in the study by volunteering to participating in a survey that will take approximately 20 minutes to complete. If you are also willing to participate in an interview, your confidentiality will be protected. No names will be attached to any notes or records from the survey of interview. All information will be stored in a password protected device, only accessible to the researcher. No employer will have access to the interview information.

I am Margaret Kenrick, research investigator. I can be reached at mkenrick@mail.brandman.edu to respond to any questions or concerns you may have. Your participation is greatly appreciated.

Sincerely,

Margaret Kenrick

Doctoral Candidate, Ed.D.

APPENDIX D

Invitation to Participate

Dear Professor,

My name in Margaret Kenrick. I am a Doctoral Candidate in the School of Education in Organizational Leadership at Brandman University. I am currently looking for participants for my research study of Appreciative Advising. Please accept this letter as an invitation for you to volunteer as a participate in this research study.

Purpose: The purpose of this mixed-methods study is to identify what Appreciative Advising strategies were used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally, this study will describe benefits and challenges adjunct professors experienced when participating in Appreciative Advising. Finally, this study will describe the impact to teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Procedure: If you are willing to participate in the interview portion of this study, you will be invited to a 40-minute interview. This can be accomplished in person, by phone, or in an online meeting. I will ask a series of questions designed to allow you to share your experience participating in Appreciative Advising at the community college as an adjunct professor. You will have access to the transcript following the session to review for accuracy.

Risks, Inconveniences, and Discomforts: There are no major risks to your participation in this research study. The interview will take place at your convenience. Some interview questions will be about your interactions directly with students and make cause mild emotional discomfort.

Anonymity: All information will remain confidential. Your name and names of students will not be included in the reporting of the research. A participate number will be assigned to track the interview transcript, only accessible to myself as the study researcher. You will be free to stop the interview and withdraw from the study at any time.

You are encouraged to ask any questions regarding the study, protocol, and impact to your or your students. Feel free to contact me at mkenrick@mail.brandman.edu. If you have further questions about this study or your rights as a study participant, you may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

Sincerely,

Margaret Kenrick

Doctoral Candidate, Ed.D.

APPENDIX E

Research Participants Bill of Rights

BRANDMAN University Chapman University System

BRANDMAN UNIVERSITY INSTITUTIONAL REVIEW BOARD

Research Participant's Bill of Rights

Any person who is requested to consent to participate as a subject in an experiment, or who is requested to consent on behalf of another, has the following rights:

1. To be told what the study is attempting to discover.
2. To be told what will happen in the study and whether any of the procedures, drugs or devices are different from what would be used in standard practice.
3. To be told about the risks, side effects or discomforts of the things that may happen to him/her.
4. To be told if he/she can expect any benefit from participating and, if so, what the benefits might be.
5. To be told what other choices he/she has and how they may be better or worse than being in the study.
6. To be allowed to ask any questions concerning the study both before agreeing to be involved and during the course of the study.
7. To be told what sort of medical treatment is available if any complications arise.
8. To refuse to participate at all before or after the study is started without any adverse effects.
9. To receive a copy of the signed and dated consent form.
10. To be free of pressures when considering whether he/she wishes to agree to be in the study.

If at any time you have questions regarding a research study, you should ask the researchers to answer them. You also may contact the Brandman University Institutional Review Board, which is concerned with the protection of volunteers in research projects. The Brandman University Institutional Review Board may be contacted either by telephoning the Office of Academic Affairs at (949) 341-9937 or by writing to the Vice Chancellor of Academic Affairs, Brandman University, 16355 Laguna Canyon Road, Irvine, CA, 92618.

APPENDIX F

Informed Consent

Information About: Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education

Responsible Investigator: Margaret Kenrick, Doctoral Candidate

Purpose of the Study: You are being asked to volunteer to participate in a research study conducted by Margaret Kenrick, a doctoral study from the Doctor of Education in Organizational Leadership program at Brandman University. The purpose of this mixed-methods study is to identify what Appreciative Advising strategies were used by adjunct professors to engage community-college students when participating in Appreciative Advising. Additionally, this study will describe benefits and challenges adjunct professors experienced when participating in Appreciative Advising. Finally, this study will describe the impact to teaching practices experienced by adjunct professors who participated in Appreciative Advising.

Your participation in this study is voluntary and will include an interview with the identified student investigator. The interview will take approximately 40 minutes to complete and will be your responses will be confidential. Each participant will have an identifying code and names will not be used in data analysis. The results of the study will be used for scholarly purposes only.

I understand that:

a. The researcher will protect my confidentiality by keeping the identifying codes safeguarded in a password protected digital file to which the researcher will have sole access.

b. My participation in this research study is voluntary. I may decide to not participate in the study and I can withdraw at any time. I can also decide not to answer questions during the interview if I so choose. Also, the investigator may stop the study at any time.

c. If I have any questions or concerns about the research, please fell from to contact Margaret Kenrick, mkenrick@mail.brandman.edu, or Dr. Tim McCarty (Chair) at tmccarty@brandman.edu.

d. No information that identifies me twill be released without my separate consent and all identifiable information will be protected to the limits allowed by law. If the study design or the use of the data is to be changed, I will be so informed and consent re-obtained. There are minimal risks associated with participating in this research.

e. If I have any questions, comments, or concerns about the study or the informed consent process, I may write or call the Office of the Vice Chancellor of Academic Affairs, Brandman University, at 16355 Laguna Canyon Road, Irvine, CA 92618, (949) 341-7641.

I acknowledge that I have received a copy of this form and the "Research Participant's Bill of Rights". I have read the above and understand it and hereby consent to the procedure(s) set forth.

_____ _____

Signature of Participant or Responsible Party Date

_____ _____

Signature of Principal Investigator Date

APPENDIX G

Videotaping Release Form

BRANDMAN University
CHAPMAN UNIVERSITY SYSTEM

VIDEOTAPING RELEASE FORM

RESEARCH TITLE: *Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education*

BRANDMAN UNIVERSITY
16355 LAGUNA CANYON ROAD
IRVINE, CA 92618
RESPONSIBLE INVESTIGATOR: *Margaret Rose Kenrick, EdD Candidate*

I understand that the interview may be video recorded per the granting of my permission. I do not have to agree to have the interview video recorded. In the event that I do agree to have myself video recorded, the sole purpose will be for video analysis to support data collection related to the research of Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education.

I hereby give my permission to Margaret Rose Kenrick to use any photos or videotape material taken of myself during her research on the Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education. The photos and videotape material will only be used for this research and the videotape will be destroyed at the end of the study. As with all research consent, I may at any time withdraw permission for photos or video footage of me to be used in this research project.

Signature of Participant:_____ Date: _____

Signature of Principal Investigator:_____ Date: _____

APPENDIX H

Survey Questions

The Brandman University Bill of Rights was included in the initial email communication, providing the link to the SurveyMonkey survey below.

Appreciative Advising

Participation in Appreciative Advising of Community College Students

All responses to this survey are confidential and anonymous. Please read the statement below, giving your consent to participate before opening the survey.

Dear Professor,

Currently I am pursuing my doctoral degree at Brandman University. The degree is a Doctor of Education in Organizational Leadership from the School of Education. I am conducting a mixed methods study that will identify the Appreciative Advising strategies used by adjunct professors who participated in Appreciative Advising with community college students. Additionally, the study will describe the challenges and benefits experienced by adjunct professors and impact on their teaching practices from participating in Appreciative Advising.

I am asking for your assistance in the study by participating in a survey that will take approximately 20 minutes to complete. If you are also willing to participate in an interview, your confidentiality will be protected. No names will be attached to any notes or records from the survey of interview. All information will be stored in a password protected device, only accessible to the researcher. No employer will have access to the interview information.

I am Margaret Kenrick, research investigator. I can be reached at mkenrick@mail.brandman.edu to respond to any questions or concerns you may have. Your participation is greatly appreciated.

Sincerely,

Margaret Kenrick
Doctoral Candidate, Ed.D.

1. Clicking on the "agree" button indicates that you have received and read the following documents: The Informed Consent Form and the Brandman University Research Participants Bill of Rights and that you voluntarily agree to participate in the survey. Thank you for your time and participation in this research study.

- ◯ AGREE: I acknowledge receipt of the complete Informed Consent packet and "Bill of Rights." I have read the materials and give my consent to participate in the study.
- ◯ DISAGREE: I do not wish to participate in this electronic survey.

2. What is your current teaching discipline?

- ◯ natural sciences
- ◯ applied sciences
- ◯ social sciences
- ◯ humanities
- ◯ career technical education

1

3. How many students did you work with in a semester?

- ◯ 1 student
- ◯ 2 students
- ◯ 3 students
- ◯ 4 or more students

4. How many advising hours did you meet with one student in a semester?

- ◯ 5 or less hours with one student
- ◯ 6-10 hours with one student
- ◯ 10 or more hours with one student

5. The following Appreciative Advising strategies were used in the Appreciative Advising sessions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Disagree
Disarm	◯	◯	◯	◯	◯
Discover	◯	◯	◯	◯	◯
Design	◯	◯	◯	◯	◯
Deliver	◯	◯	◯	◯	◯
Don't settle	◯	◯	◯	◯	◯

6. The following Appreciative Advising strategies were effective in engaging students participating in your Appreciative Advising sessions.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Disarm	◯	◯	◯	◯	◯
Discover	◯	◯	◯	◯	◯
Design	◯	◯	◯	◯	◯
Deliver	◯	◯	◯	◯	◯
Don't settle	◯	◯	◯	◯	◯

7. What specific benefits did you experience by participating in Appreciative Advising?

- ◯ Greater job satisfaction
- ◯ Improved motivation for teaching
- ◯ Better connection with the college campus activities
- ◯ Enhanced my strategies for engaging my students in class
- ◯ I did not experience a personal benefit from participating in Appreciative Advising

Other (please specify)

2

8. What specific challenges did you experience by participating in Appreciative Advising?

- ○ Students did not attend scheduled Appreciative Advising hours
- ○ Students did not complete the Appreciative Advising sessions
- ○ Students were not receptive to the Appreciative Advising strategies
- ○ Time commitment as the adjunct professor
- ○ Other (please specify)

9. What impact did your participation in Appreciative Advising have on your teaching practices?

10. Are you will to participate in an interview with the researcher?

- ○ Yes
- ○ No

11. If you are willing to participate, what is the best email address to use to contact you?

APPENDIX I

Interview Protocol: Script and Questions

My name is Margaret Kenrick and I am an adjunct professor of biology at Laney and Los Medanos College. In addition, I am a doctoral candidate at Brandman University in the area of Organizational Leadership. I am conducting research regarding the participation of adjunct professors participating in Appreciative Advising at community colleges. Thank your time and effort put into the Appreciative Advising sessions for community-college students. This interview is a part of an Explanatory Sequential Mixed-Methods Study Design, so the questions will be similar to the questions of the survey you completed. However, it will give the opportunity for you to further describe your experience in participating in Appreciative Advising.

I am conducting 10 interviews with professors like yourself. The information you provide, along with the information provided by others, hopefully will provide a clear picture of the benefits and challenges of participating in Appreciative Advising, particularly as adjunct professors.

Incidentally, even though it appears a bit awkward, I will be reading most of what I say. The reason is to guarantee, as much as possible, that my interviews with all participating exemplary superintendents will be conducted in the most similar manner possible.

Informed Consent (required for Dissertation Research)

I would like to remind you any information that is obtained in connection to this study will remain confidential. All the data will be reported without reference to any individual(s) or

any institution(s). After I record and transcribe the data, I will send it to you via electronic mail so that you can check to make sure that I have accurately captured your perceptions.

You received the Informed Consent and Brandman Bill of Rights in an email and responded with your approval to participate in the interview. Before we start, do you have any questions or need clarification about either document?

We have scheduled 40 minutes for the interview. At any point during the interview you may ask that I skip a particular question or stop the interview altogether. For ease of our discussion and accuracy I will record our conversation as indicated in the Informed Consent.

I'd like to start by thanking for taking the time to talk with me today. I will be recording online what we discuss today. This audio and video recording will then be transcribed verbatim so that I can use this information in my study. After our conversation has been transcribed, I will ask you to review the transcription to make sure that it accurately reflects our conversation. Do you have any questions before we begin?

Background Questions

1. Please tell me a little about you and your career as an adjunct professor and experiences advising students.
2. What method/strategies of advising have you used in the past?
3. Please describe your experience learning about Appreciative Advising through the college's training.

Content Questions:

4. What Appreciative Advising strategies did you use to engage students when participating in Appreciative Advising?

5. What were your experiences as you implemented the strategies of Appreciative Advising with students? Can you give me an example?
6. What benefits did you experience as you participated in Appreciative Advising with community-college students?
7. What challenges do adjunct professors experience as they participate in Appreciative Advising with community-college students?
8. What impact to your teaching practices did you experience as a result of participating in Appreciative Advising?

APPENDIX J

Audio Release Form

Research Study Title: Experienced Engagement in Appreciative Advising of Adjunct Professors in Community College Education

BRANDMAN UNIVERSITY

16355 LAGUNA CANYON ROAD

IRVINE, CA 92618

RESPONSIBLE INVESTIGATOR: Margaret Kenrick

I authorize Margaret Kenrick, Brandman University Doctoral Candidate, to record my voice. I give Brandman University, and all persons or entities associated with this study, permission or authority to use this recording for activities associated with this research study.

I understand that the recording will be used for transcription purposes and the identifier-redacted information obtained during the interview may be published in a journal or presented at meetings and/or presentations. I will be consulted about the use of the audio recordings for any purpose other than those listed above. Additionally, I waive any rights and royalties, or other compensation arising from or related to the use of information obtained from the recording.

By signing this form, I acknowledge that I have completely read and fully understand the above release and agree to the outlined terms. I hereby release any and all claims against any persons or organizations utilizing this material.

_____ _____

Signature of Participant or Responsible Party Date

_____ _____

Signature of Principal Investigator Date

APPENDIX K

Field Test Interviewee Feedback Questions

1. How did you feel about the interview? Do you think you had ample opportunities to describe your experience participating in Appreciative Advising?
2. Did you feel the amount of time for the interview was ok?
3. Were the questions by and large clear or were there places where you were uncertain what was being asked?
4. Can you recall any words or terms being asked about during the interview that were confusing?
5. What was the impact of the conducting interview online?
6. And finally, did I appear comfortable during the interview?

APPENDIX L

Interview Feedback Reflection Questions

1. How long did the interview take? Did the time seem to be appropriate?
2. How did you feel during the interview? Comfortable? Nervous?
3. Going into it, did you feel prepared to conduct the interview? Is there something you could have done to be better prepared?
4. What parts of the interview went the most smoothly and why do you think that was the case?
5. What parts of the interview seemed to struggle and why do you think that was the case?
6. If you were to change any part of the interview, what would that part be and how would you change it?
7. What was the impact of the interview being online? Were there challenges that can be improved?
8. What suggestions do you have for improving the overall process?

APPENDIX M

Brandman University IRB Approval

CERTIFICATE

OF COMPLETION

PHRP Online Training, LLC certifies that

Margaret Kenrick

has successfully completed the web-based course
"Protecting Human Research Participants Online Training"
and is awarded 3 AMA PRA Category 1 Credits™.

Date Completed: **11/06/2018**
Certification Number: **2794751**

VCUHealth™

PHRP
Protecting Human
Research Participants
Online Training

VCU Health Continuing Medical Education is accredited by the Accreditation Council for Continuing Medical Education (ACCME®) to provide continuing medical education for physicians.

APPENDIX N

Brandman University IRB Approval

BRANDMAN University

Margaret Kenrick <mkenrick@mail.brandman.edu>

BUIRB Application Approved: Margaret Rose Kenrick

1 message

MyBrandman <my@brandman.edu> Tue, Nov 20, 2018 at 5:26 PM
Reply-To: webmaster <webmaster@brandman.edu>
To: mkenrick Student <mkenrick@mail.brandman.edu>
Cc: "Devore, Douglas" <ddevore@brandman.edu>, "McCarty, Timothy" <tmccarty@brandman.edu>

Dear Margaret Rose Kenrick,

Congratulations! Your IRB application to conduct research has been approved by the Brandman University Institutional Review Board. Please keep this email for your records, as it will need to be included in your research appendix.

If you need to modify your BUIRB application for any reason, please fill out the "Application Modification Form" before proceeding with your research. The Modification form can be found at IRB.Brandman.edu

Best wishes for a successful completion of your study.

Thank You,

BUIRB
Academic Affairs
Brandman University
16355 Laguna Canyon Road
Irvine, CA 92618
buirb@brandman.edu
www.brandman.edu
A Member of the Chapman University System

This email is an automated notification. If you have questions please email us at buirb@brandman.edu.