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Donald E. Webb Jr

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ADJUNCT FACULTY: A BOON OR BURDEN?

By

Donald E. Webb Jr.

A Dissertation
Submitted to the Faculty of
Mississippi State University
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Philosophy
in Community College Leadership
in the Department of Instructional Systems,
Leadership, and Workforce Development

Mississippi State, Mississippi

August 2007

ADJUNCT FACULTY: A BOON OR BURDEN?

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The aim of this study was to investigate whether there is a statistically significant difference in quality of instruction as delivered by full-time and part-time adjunct faculty in community colleges by utilizing data obtained from the Kentucky Community and Technical College (KCTCS) student evaluation of instruction instrument at Southeast Kentucky and Hazard community and technical colleges.

The evaluation instrument is used to rate the instructor in the following areas: (a) clarity of course goals; (b) clarity of attendance policy; (c) examinations being a fair measure of progress; (d) clear standards of grading; (e) presentation of course material; (f) clear and to the point explanations of concepts; (g) instructor's enthusiasm towards subject material; (h) instructor's concern for student progress in the course; (i) instructor availability before and after class; (j) the instructor's teaching methods promote interest in the subject area; (k) how much the course has taught the student about the subject; (l) syllabus detailing course requirements and policies was provided and explained; (m)

class starts on time and as scheduled; (n) instructor meets the class for the full-time scheduled.

SPSS version 14.0 was used in this project. Cross tabulations were performed for each question in the evaluation. Group statistics were computed for the data providing the means, standard deviation, and standard error of the mean for each question. Independent sample tests were also performed, including Levene's test for equality of variances and T tests for equality of means.

The findings of the study indicate that there was no statistically significant difference in student satisfaction in classes taught by adjunct (part-time) instructors and full-time instructors.

Discussion of the findings and theoretical and policy implications were offered.

DEDICATION

This dissertation is dedicated to the memory of my late father, Donald E. Webb Sr., to my dear mother, Ellen, to my beloved wife, Sue, and to my son, Donnie, who has not only brought great joy into my life but always made me proud.

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I offer my loving thanks and eternal gratitude to my family: “You have seen in me that God-given potential that I did not always see myself.” I humbly acknowledge:

- My beloved wife, Sue, has stood by me and given me unconditional emotional support and love through the most challenging venture of my life.
- My son, Donnie, who has grown to become a fine young man and has made his father very proud.
- My dear mother, Ellen, for her endless love, prayers, and support.
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CHAPTER I

PROBLEM STATEMENT

The community college has been in existence in the United States since the early part of the 20th century. The issue of the effectiveness of the use of adjunct (part-time) faculty in community colleges is one that has supporters on both sides. Full-time faculty will often rail against the practice, saying it undermines the academic integrity of an institution and that adjunct faculty are under-qualified and--as part-time instructors--have no vested interest in the college. Administrators will argue that the use of adjunct faculty is cost effective and allows flexibility not possible with full-time faculty, the majority of whom are tenured instructors

This research project is directed at providing the community college segment of higher education with information on adjunct faculty performance and evaluation as judged by students at two eastern Kentucky 2-year institutions as compared to the performances and evaluation of full-time faculty. While there are many possible uses for the study's findings, they would seem to be particularly applicable in the development of specific institutional policies and procedures that relate to the hiring of faculty, especially as institutions struggle to choose those individuals best suited for the classroom, i.e., those who will provide the greatest student success and satisfaction.

The original mission of community colleges was primarily to provide access to rural, outlying areas that otherwise would have found it difficult to provide the local population with opportunities to continue their education beyond high school. Indeed, the community college was seen as a vehicle to provide a vital educational and training resource beyond the secondary school system. From the outset, flexibility has been a key ingredient in the modus operandi of these 2-year schools, and many have rallied around the catchphrase: “serving anyone, anyplace at anytime.” Community colleges were among the first institutions to offer classes in the evenings, on weekends and online in order to attract and accommodate the needs of working adults (Cohen & Brawer, 1996). And adjunct faculty have often been called upon to teach classes that met outside the normal workweek.

In addition to providing degree and diploma programs, community colleges were also among the first in the higher education sector to provide specialized training and upgrade-classes for business and industry; moreover, they were among the first institutions to embrace technology as a medium to instruct and reach students who otherwise could not attend regular classes by using the internet and instructional television (ITV) courses (Kozeracki, 1999; Ryland, 2000). Again, adjunct faculty have often been the ‘instructors of choice’ when it comes to serving the instructional needs of non-traditional groups and the use of new technologies.

As part of this study, many factors that can affect a student’s satisfaction and success obtained from a course were considered: the grade he/she received from the course, being able to apply the knowledge or skills learned from the course to advance in

one's education or employment prospects, the method of delivery used in the course such as lecture or hands on training, the environment in which the course is taken, rapport with the instructor and the other students enrolled in the course, course materials, the instructor's training, and whether the course was required or taken for one's own enjoyment.

Adjunct and full-time faculty studies that focus on student satisfaction and success are limited. One study conducted by Inman, Kerwin, and Mayes (1999) for the University of Kentucky Community College System, one of the predecessors of KCTCS, surveyed 334 students and 11 instructors. In the study, students were queried concerning satisfaction with instruction. All data for each individual surveyed, along with course grades and grade point averages, were obtained from student records. Students were required to place their social security number on the survey.

Since social security numbers were used, the responses were not anonymous, and as a result, the student's responses could have been influenced by concerns over possible retaliation. The findings suggested that students rated the quality of instruction higher if the materials generated for class use were of a high quality. Other significant factors that influenced the perceived quality of the instruction were the orientation sessions and the instructors' availability and willingness to assist outside of class.

Student satisfaction is most often measured by obtaining the student's response to queries about the course using an evaluation of instruction instrument. These instruments question students on a variety of attributes of the course including the course's merit as a whole, what the student feel he/she has learned, the quality of the instructor and his/her

preparation, willingness to help, interaction with the students, course materials, and quality and use of technology.

Favorable responses on course evaluation instruments are desirable because they can indicate overall satisfaction by the learner and an increased possibility that the learner will come back and enroll in another course

This research will assist with developing a greater understanding of community college student success and satisfaction in courses taken with full-time and adjunct faculty. If a difference in satisfaction does exist, knowledge of the fact will be important for institutional policy planners who are developing courses and hiring instructors to fill these roles. Students who are not satisfied with the instruction they receive at an institution will likely perform poorly, be disappointed and as a result seek educational opportunities elsewhere. This could have a significant financial impact on institutions that rely upon large numbers of adjunct faculty to teach their courses.

In spite of the continuing debate about the effectiveness of adjunct faculty in community colleges, little is known about student satisfaction with adjunct faculty that teach courses in the KCTCS system. The current trend in hiring of faculty at community colleges is often focused on adjunct faculty because of the cost effectiveness and flexibility of part-time individuals who fill these roles.

Adjunct faculty are often hired and dismissed at will, with no job protection, possibility of tenure or benefits of any kind. It is this flexibility of hiring and dismissing, as well as the low cost involved, that makes the use of adjunct faculty so attractive to administrators seeking to expand course offerings while balancing shrinking budgets.

There is existing data that sheds light on the debate of student satisfaction with faculty, but such data is not usually shared among the KCTCS colleges.

To summarize, there is an inadequate amount of research on community college trends in hiring increasing numbers of adjunct faculty and the subsequent effects on student success and satisfaction.

Institutions that do not make it their interest to promote, nurture and provide a quality-learning environment will most certainly see declining enrollment as a result. The effects of such a scenario are grim. As enrollments decline, fewer faculty members and support staff are needed, the institution receives less tuition revenue, and classrooms become vacant. In short, to ignore the question of quality of instruction as perceived by students is self destructive.

The research examined in this study will provide a basis for discussion and policy recommendations in regards to future hiring practices of full-time and adjunct faculty in the community college setting.

Research Questions

The main research question that was addressed by this study considered the success and satisfaction of KCTCS community college students who take courses with full-time faculty and with adjunct faculty. The five research questions were as follows:

1. Is there a difference in success and satisfaction of KCTCS community college students who take courses with full-time faculty and with adjunct faculty?
2. What is the relationship between the instructor's teaching methods and student satisfaction?

3. What is the relationship between the instructor's attitude and enthusiasm towards the subject matter and student satisfaction?
4. What is the relationship between the instructor's being available to help after class to overall student satisfaction?
5. What is the relationship between students feeling they benefited from the course and student satisfaction?

Significance of Topic

Many institutions are stretching revenues to the limit and are concerned about the costs of hiring full-time faculty and, as a result, are turning to alternatives, such as the hiring of adjunct faculty in an effort to lower costs, hopefully without sacrificing quality. Policy makers at both the institutional and at the state government levels often have little information upon which to base funding decisions and on the type of instructional faculty that provides the greatest impact in regard to student success and satisfaction. This research is designed to assist community college policy makers with their funding decisions and future direction.

The research will also assist community college administrators and planners who are involved with hiring and staffing policy. Specifically, if it is determined that students are not satisfied with classes being offered by community colleges that are taught by adjunct faculty, then the institutions may lose enrollment as disgruntled students seek alternative educational avenues, including private schools and for-profit entities. It is imperative that community colleges concentrate their limited funds that are allocated to staffing in order to hire those faculty that will be dedicated and devoted to providing the

best instruction possible, thereby increasing student satisfaction and, as a result, boosting enrollment.

Maintaining and increasing student enrollment is a primary concern if future growth in the Kentucky Community and Technical College System is to occur. There is ever increasing competition for enrollment from the for-profit entities like the University of Phoenix, DeVry University and many others who offer a variety of e-learning courses and programs. All of these factors will require community colleges to carefully look at all policy in regard to staffing, planning and recruiting efforts.

CHAPTER II

LITERATURE REVIEW

The literature review focuses on the increasing trend towards hiring of adjunct faculty at colleges and on how the increasing numbers have influenced student success and satisfaction. To examine the question as completely as possible, the literature review will discuss recent research on full-time and or adjunct faculty and any effects of current staffing trends.

The issues and concerns surrounding the employment and utilization of adjunct faculty will be discussed. Whenever possible, specific literature related to community college student satisfaction and success, will be discussed. The literature review will consider research in all institutions of collegiate education, as limiting the review to community colleges would place it at a disadvantage.

Adjunct Faculty Studies

Being able to understand the potential problems associated with the increased use of adjunct faculty first requires a definition of the term. Foremost, an adjunct faculty member is most often a part-time instructor at an institution of higher education who is responsible almost exclusively to teaching credit courses. In this regard, these individuals have much less to be responsible for, i.e., academic counseling and advising, participating on committees, and, in general, fulfilling a role in the area of institutional

advancement, than do full-time faculty. (Frymier, 2002). Thus, an adjunct faculty member, while considered an employee of a college or university, would be given few of roles that one would associate with as the ‘permanence’ conveyed by a full-time appointment. In that sense, the adjunct faculty member is in many respects operating “outside of the system” (Frymier, 2002).

Adjunct faculty have long been known as part-time instructors, temporary faculty, or associate faculty (Avakian, 1995). Unfortunately other terms have been applied to adjunct professors as well, including, “roads scholars, freeway flyers, easy-A's, and gypsy geeks.”

There were 103,992 full-time faculty and 185,198 part-time faculty in community colleges in the fall of 1993 (Berry, 1999). Two year community colleges have long relied on part-time instructors for course delivery (Eells, 1931; Ratcliff, 1987). There are a number of published research reports on student satisfaction at higher education institutions. The research tends to focus on student satisfaction as measured by surveys and evaluations of instruction, grades given on tests, and other course assignments.

A recent study (Keri, Pariseau, & Quinn, 2005) examined whether grade inflation existed in a business school at a small private college in the Northeast. It was found that the grade inflation was directly attributed to the faculty member’s status with a significant mean difference in grades given from non-tenured adjunct faculty and tenured full-time faculty. It was also found that grades given by adjunct faculty were higher than those given by full-time tenured or non-tenured faculty. It was determined that increased use of adjunct faculty increases grade inflation.

Rhoades (1996) suggests that the major factor contributing to the increased use of adjunct faculty is managerial flexibility and states that in employment contracts for part-time faculty studied in both 2- and 4-year institutions "managerial discretion, in regard to part-time faculty professional rights is virtually unconstrained in the contracts". He also notes that "...part-time faculty are only expected to teach their classes and not to be a participant in the rest of the professional work, which defines a faculty member" (p. 211). Moreover, Rhoades postulates that "as increasing numbers of part-time faculty are utilized by managers, the practice is leading to a deskilling of the faculty as a whole" (p. 211).

Floria and Brackin (2006) reported on a significant change in direction at Mississippi County Community College (MCCC) in Blytheville Arkansas, where adjunct faculty had been responsible for business and industry upgrade training for over 15 years. In 1996 the training director approached the president of the college and reported that if the college was, indeed, serious about providing quality upgrade training for business and industry, then the time had come for the college to hire full-time faculty to do the job. This result of this meeting was what has come to be known as "The Solutions Group" and has made MCCC the 2-year college in the state with a full-time faculty who teach business and industry-related courses.

The Trend in Hiring Adjunct Faculty

A good portion of the literature focuses on adjunct faculty as being highly qualified individuals who are underpaid and under appreciated. Wallin (2004) points out that adjunct faculty "many times make up the majority of faculty on campuses yet are

treated as second class citizens by their colleagues, not appreciated nor respected for their individual contributions or for the numbers of students served” (p. 89). Throughout the literature, there is evidence that adjunct faculty lamented being left out and removed from the mainstream college academic community.

According to Schepers (2001), the trend to hire adjunct faculty is consistent with a movement all over the capitalist world to replace full-time jobs that offer some level of employment security and benefits with contingent jobs, often part-time, that have no tenure or security of any kind, lack benefits and, for many, are a “take it or leave it proposition” (p. 2). Schepers says the trend in the increasing use of adjunct faculty is the college administrations way of getting around and undermining tenure. He goes on to predict that in the not-too-distant future 50 % of all courses taught at the college level will be taught by adjunct faculty.

Baldwin, (2001) states that “the trend in hiring adjuncts raises questions about higher education's stability, efficiency, and quality among education consumers and others who support and benefit from a healthy and dynamic education system”.

Many of those who speak in support of utilizing adjunct faculty argue that the practice is beneficial in many ways. These benefits can include helping community colleges meet their mission of increasing public access to higher education (Miller, 1992, Osborn, 1990); flexibility in offering courses in a changing work environment with fluctuating enrollments (Lankard, 1993), allowing practical experience to take a part in classroom teaching (Cline, 1993; Cohen, 1992; McGuire, 1993), the cost effectiveness in

salaries and benefits (McGuire, 1993; Osborn, 1990), and giving an opportunity to those who genuinely enjoy teaching (Cohen,1992).

Critics of the use of adjunct faculty have strong arguments against the practice as well. It has been stated that adjunct faculty demean the profession and discourage those who would like to pursue a teaching career. It has been consistently maintained that adjunct faculty take away full-time positions on campuses (American Association of University Professors, 1998, American Federation of Teachers, 1998, Clark, 1988). However, by far the biggest concern expressed in the literature concerning adjunct faculty is that the practice diminishes and undermines the quality of the student's educational experience (Ashford, 1993; Astin, 1993; Clark, 1988; Friedlander, 1979). Lurie (2007) compares adjunct faculty at community colleges to "sweat shop workers," saying that they are underpaid, underqualified, and have no vested interest in the institutions they serve. Further, she states that colleges must "stop the bleeding" associated with hiring adjunct faculty in large numbers or suffer dire consequences.

There is literature that takes the position that there is practically non-existent employment security for part-time faculty: part-timers have long known that the primary feature of their status in higher education is their expendability."(Gappa, 1984a, p. 6).

There is also an argument that the way in which the college envisions itself as an academic community of scholars is obscured with the trends in hiring more and more part-time faculty. Schuller (1990) argues that since part-time faculty and full-time faculty do not exist on equal terms, this nullifies the idea of community on campuses. The vision of the college as an academic community relies on the equality of instructors both in

terms of credentials and compensation and benefits. With a huge difference in pay scales and non-existent benefits, the idea of community bonds fades.

It is important to note, however, despite the many objections to the use of adjunct faculty there is little evidence in the literature that supports the claim that the use of adjunct faculty undermines in any fashion the education of the students under their care (Banachowski, 1996; Gappa & Leslie, 1993). Indeed, there has been no supporting literature that has been discovered in this review that demonstrates any significant differences in student satisfaction in classes taught by adjunct faculty or full-time faculty.

Clearly, this issue is one that will not go away in the foreseeable future as most likely community colleges will attempt to stretch the ever-shrinking dollar further and expand course offerings at flexible times (Elgelberg, 1993).

Student Satisfaction and Success in Courses

In a work by Mason and Weller (2000) describing student satisfaction and success in technical courses, it is stated that a key issue from student evaluation feedback is dissatisfaction with the lack of hands on skills training received in the course. The students wanted less lecture and more hands on experiences. Being able to see positive results from training and the ability to apply skills learned in a course is a major factor in student success and satisfaction.

According to Arbaugh (2000) there are four factors that can influence a student's learning:

1. The perceived usefulness and ease of the course
2. Flexibility

3. Ease of and emphasis on interaction
4. Experiences with engagement

Arbaugh states that class sessions need to be flexible and provide opportunities for interaction and class discussion. Adjunct faculty fit this role perfectly because they have the flexibility of being hired to teach specific courses outside of the traditional schedule, so in that regard, they are ideally suited for industrial upgrades, as well as night and weekend classes, thus working non traditional students have access they would not normally have

Providing a relaxed atmosphere and environment conducive to learning is the role of the instructor whether full-time or adjunct. Jonassen (1995) believes the learning environment should have the following characteristics:

1. Active/manipulative: the learning process in mindful processing of information where they are responsible for the results engages Learners.
2. Constructive: Learners relate new ideas to prior knowledge in order to make sense or make meaning or to reconcile a discrepancy, curiosity, or puzzlement.
3. Collaborative: Learners work in skill and knowledge building communities to make use of each other's talents while providing social support and modeling and observing the contribution of members.
4. Intentional: Learners are actively trying to achieve a learning goal.
5. Conversational: Learning is a social, dialogical process in which learners benefit most from being part of knowledge building communities both in class and outside of it.

6. Contextualized: Learning tasks are situated in some type of meaningful real-world task or simulated through case-based or problem-based learning environment.
7. Reflective: Learners articulate what they have learned and reflect on the processes and decisions involved in how and what they learned.

Motivation

Motivation is the central element necessary to insure successful learning.

Motivation describes the person's drive, need or desire to accomplish or learn. (Forster, 2000) states that motivation is influenced by relevance and intrinsic and extrinsic factors. Relevance is related to whether or not the learning is perceived as being essential to the student's needs. The student's motivation to learn will be at a peak when the material being presented has a value and is perceived as relevant and useful. According to Pintrich (1988), relevance can be found in three ways:

1. Attainment value or the challenge of doing a task.
2. Interest value or the learner's intrinsic interest in learning the content.
3. Utility value or the usefulness of a task in meeting a goal or aim.

Intrinsic motivational factors are those that relate to the content of the material being learned. If the learner is interested in the content of the material with a set purpose of developing a necessary skill, intellectual achievement, or self-improvement, the learner is intrinsically motivated.

The extrinsic motivational factors relate to the external factors that influence why students are learning the material. Recognition, obtaining a college degree, getting some

type of credential, or being able to engage in a social activity are examples of extrinsic motivational factors.

According to Forster (2000), the more the course material appeals to a learner's intrinsic motivation, the deeper the level of learning. The more that we can relate to the courses outcome and how it will directly benefit us, the higher the satisfaction we receive. However, relevance remains the key factor contributing to intrinsic motivation.

Methodology of Existing Studies

The current research on student satisfaction at community colleges has employed various methodologies. The most common process consists of providing students with an end of semester instructor evaluation, either by mail, or in class, and asks questions about the learning experience using a Likert scale. Additional questions relating to satisfaction with technology, instruction, and interaction are commonly asked.

Statistical analysis varies with percentage and frequency distributions being commonly used. Calculations of the mean and median are widely used. Regression analysis is frequently conducted examining the relationship between one or more dependent variables (like student satisfaction), and a number of independent variables including demographic data.

Inman et al. (1999) surveyed 334 community college students in Kentucky. The focus of the survey much like the KCTCS student evaluation of instruction was to determine student attitude and satisfaction with courses. The survey was hard copy based and given at the end of the semester. Student responses to the survey were not anonymous since students were asked for their social security numbers in order to obtain

additional demographic data from the schools records. Regression analysis were performed looking at satisfaction with the quality of instruction, quality of the course, and the amount learned in the course. Percentage and frequency distributions were also computed. Means and standard deviations were calculated for some statistical data.

Theoretical/Conceptual Base

The hiring of faculty either full-time or adjunct by a community college is influenced by many factors. The following model presents the factors grouped into four categories: community college administration, adjunct faculty, students, and outcomes. Each category consists of multiple factors, which influence the eventual outcome.

Adjunct faculty is hired by community colleges to extend the available revenue and to offer a wider array of courses to the community. Adjuncts are generally more flexible than full-time faculty in regard to night classes, weekend classes and times that better suit the nontraditional student.

The intent of the growing trend to hire adjuncts is to provide potential students with greater flexibility in terms of scheduling courses. Community colleges are constrained by technological, manpower, and budgetary issues, in addition to the overall institutional goals. The amount of faculty available at a particular time to offer the courses needed in a given semester will vary, which works well with adjuncts.

A student's satisfaction with a course is influenced by his environment, educational and employment goals, motivation, financial constraints, time constraints, and being able to see benefit, progress, and success in the course. The model below illustrates the impact of administration, adjunct faculty, and students themselves on

overall satisfaction with a course, and the major factors that influence an institution's ability, constraints and desire to offer the courses needed. The critical link is the feedback mechanism that is used to determine future course offerings and enhance existing course offerings.

Without a feedback mechanism, institutional policy makers are making decisions without adequate information. Feedback mechanisms consist of course evaluations and other end of semester surveys designed to provide students with an opportunity to reflect upon their experiences with a course

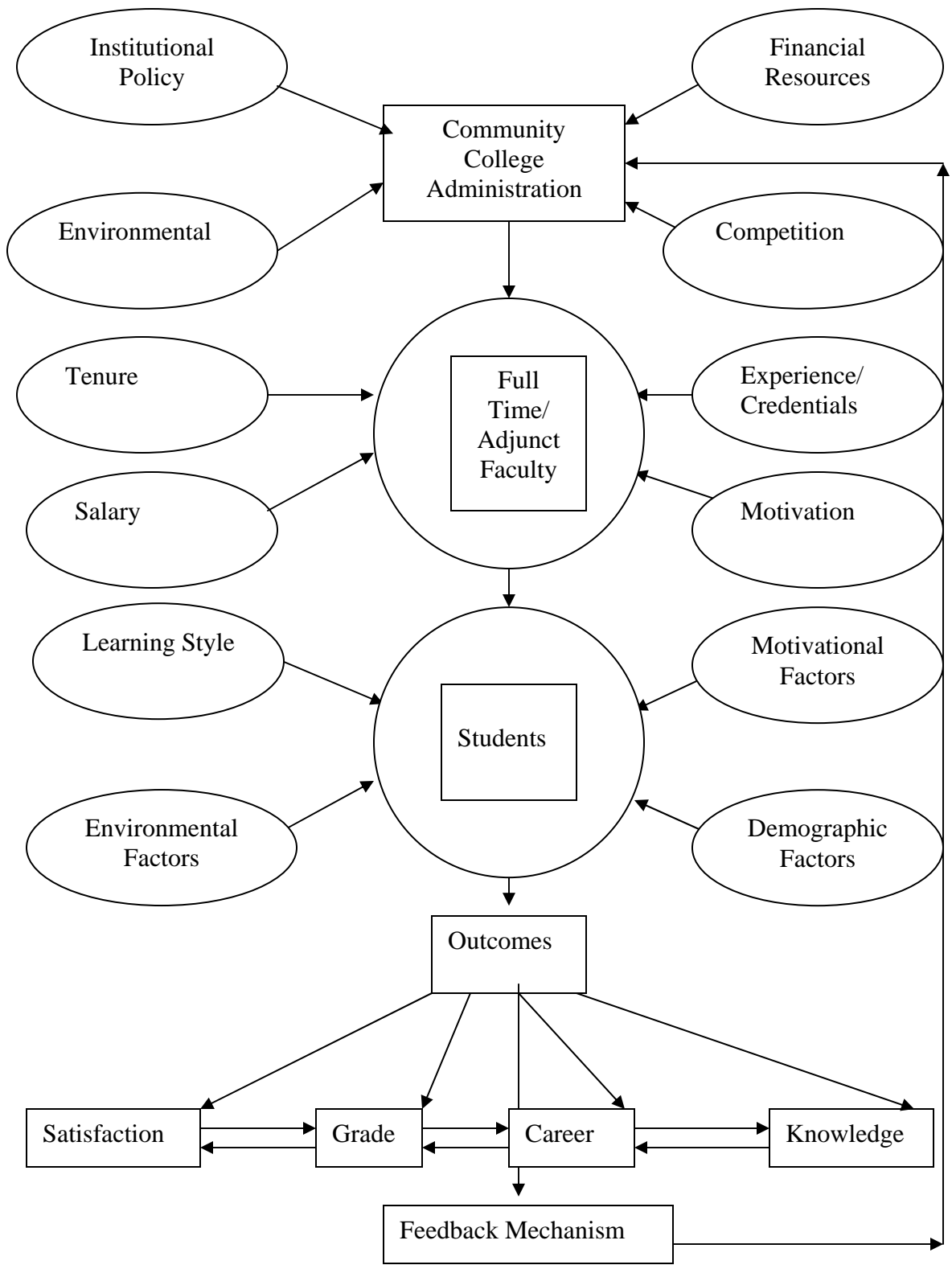


Figure 1.1: Adjunct Faculty Model.

The adjunct faculty model illustrates the relationship between administration constraints, faculty credentials, motivation, and student factors that influence overall student satisfaction. Administrative policy is concerned with the overall goals and mission of the organization. Decisions must be made concerning the types of courses, usually within a programmatic context, whether or not a particular course is called for, the method of delivery that will be use, and, finally, the individual faculty member (and the particular employment category, i.e., full-time or adjunct, from which he/she comes) who will be hired to teach the courses. Often local business and craft advisory committees are consulted.

There are four primary factors that relate directly to adjunct faculty which affect students—in some instances whether they will actually enroll in a course and, perhaps more important, the likelihood of their being successful. They are:

1. Credentials/Experience How much experience does the adjunct faculty member have in teaching? Often individuals are hired based on their expertise in a subject area without any experience in teaching. While they may possess strong academic credentials, baccalaureate, are credentials alone enough to qualify someone to teach a course. The question is how valid or important is experience in teaching or training in teaching methodology to instructing?
2. Motivation. Many things can affect an individual's motivation. In regard to faculty, recognition plays a part. Are faculty members an integral part of the college's instructional team or an outsider? Are they allowed to participate in decision making at the college; are they members of the faculty assembly? Are

faculty members mentored by another full-time faculty member or an administrator? Are they eligible for tenure? If the answer to these questions is “no”, then it would be logical to conclude that at least insofar as college recognition is concerned, there would be little to motivate the faculty member.

3. Tenure Often a cherished concept to faculty and a thorn in the side of college administrators, tenure has long been a topic of conversation on college campuses. Having some sort of job security, such as continuing status, is deemed essential and important from a faculty member’s point of view. Gaining the promise of job security is a huge motivational factor. From an administrative standpoint, however, tenure can prevent colleges from exercising the flexibility that is often needed to compete with for-profit institutions, who rarely are constrained by long term contracts. This means that sometimes institutions must forgo the offering of courses and programs that are in great demand, simply because they must honor a tenure contract for an individual who may not possess the credentials to teach in that particular field. Also, once attained, tenure might mean the faculty member could slack off and not pursue the job with the same vigor. Adjunct faculty by the nature of the job do not earn tenure.
4. Salary Adjunct faculty are not paid the same as full-time faculty nor does the college have to invest in fringe benefit packages that often can add significantly to the cost of instruction. This is yet another reason from an administrative standpoint to hire adjunct faculty. For the cost of hiring one full-time faculty member, several adjunct faculty could be put to work and—if no longer needed--

released from their position easily. The question that must be asked is do colleges then get what they pay for in terms of quality?

Finally, the model illustrates the desirable outcomes of a community college student. Four specific outcomes are mentioned, which include satisfaction, grade, career, and knowledge. The outcomes interact with each other as satisfaction is influenced by the grade received, the possibility of career advancement, and the amount of knowledge gained. Each level of the model influences all outcomes.

1. Satisfaction. Was the student satisfied with the course content, instructor, delivery method, learning experience, technical support, student support services, and grade for the course? Would the student take another course from this college or instructor again?
2. Grade. What grade did the student receive for the course? How does this grade compare with other grades the student has received? Did the student complete the requirements for certification or a diploma? Did the student drop out of the course? If he or she did drop out, what factors contributed to the student's inability to complete the course?
3. Career. Career outcomes include obtaining the information from a course that contributes to one's current or future career advancement and choices. Did the course help the student with a current job or enable him/her to obtain a better job? Did the course enable the student to qualify for obtaining certification or a degree, which will enable the student to advance his/her career objectives?

4. Knowledge. Knowledge outcomes are based upon the premise that the course increased the student's body of knowledge. This may encourage a student to take successive courses, advance the student's career, help the student cope with family situations, or increase the productivity of the student overall.

A final factor to consider is the feedback mechanism. The model indicates that the feedback mechanism is located after the outcome of the course is known.

The feedback mechanism needs to provide not only the course instructor with information in regards to instructor effectiveness, technology satisfaction, course material learned, and student satisfaction, but college administrators need this information to evaluate course offerings, technology effectiveness, instructor training issues, student retention, and potential changes.

The adjunct faculty model is specifically concerned with measuring student satisfaction based upon a student evaluation of instruction survey document. Only satisfaction is being measured, although there is a possible relationship between satisfaction and motivation. Being satisfied does not necessarily produce high levels of motivation, but not being satisfied can generate levels of student motivation (Biner et al., 1994). The level of satisfaction does not indicate the level of learning (Moore & Kearsley, 1996). Students may exhibit high levels of satisfaction without significant learning taking place; alternatively, students may exhibit low levels of satisfaction but have significant learning.

Hypotheses

The null hypothesis (H0) is stated as: There is no statistically significant difference in course satisfaction among community college students completing a course with adjunct faculty serving as the instructor.

The alternative hypothesis (H1) is stated as:

1. There is a statistically significant difference in course satisfaction among community college students completing a course with adjunct faculty serving as the instructor.

There are several additional hypotheses that are being explored within this research.

Each null hypothesis is listed below.

2. The instructor's enthusiasm towards the subject matter does not have an effect on student satisfaction (H2).
3. The amount of instructor interaction does not have a relationship with student satisfaction (H3).
4. The instructors teaching methods do not have an effect on student satisfaction (H4).

In all cases the alternative hypothesis is that a relationship does exist.

Definitions

This study will examine student success and satisfaction with courses taught by full-time and adjunct faculty. The definitions for the terms used within this research are given below.

Adjunct Faculty – The term refers to faculty that generally are part-time, who usually receive a compensation package far less than full-time faculty who do comparable work, and, as a result, offer great flexibility to college instructional programs.

Community College – A community college is defined as a public, 2-year, undergraduate institution that offers certificates and associate degrees, usually within a specific geographic area. With student access as a primary part of their mission, community colleges offer courses and programs that:

- Allow students to transfer to 4-year colleges and universities and work toward a baccalaureate degree;
- Prepare students to enter the workforce with an applied science degree in a variety of technical areas;
- Provide incumbent workers with the knowledge and skills to advance within their vocational field, often under the sponsorship of their employers; and,
- Provide local residents with cultural enrichment and community development opportunities that would otherwise not be available.

Internet – An international community of computer networks data bases that can used to connect individuals throughout the world and have particular relevance for educational programming and research. The Internet has expanded to become a database of personal information and entertainment network supported by business and industry.

Internet Course – Often called a web-based or e-learning course, these offerings are carried over the Internet and can be accessed easily from a personal computer; faculty who teach these courses can access various media to enhance the learning experience.

ITV Course – An interactive television course (ITV) is a distance-learning course that uses two-way, three-way or more interactive video and/or audio among different physical sites.

KCTCS – The Kentucky Community and Technical College System

Motivation – The interest or desire a student has to complete a college course. A key factor of motivation is whether or not the course material has relevance to the student.

Online – The process of linking a personal computer using a modem to the Internet.

Online Course – Same as an Internet course. A course offered by an institution where the majority of the course material is transmitted using the Internet. Students use a personal computer and a modem to connect to the Internet and complete course assignments.

Rural – A rural location, as defined by this research project, is a sparsely populated county or designated geographic area with a population less than 50,000.

Student Satisfaction – Student satisfaction is defined as the amount of student fulfillment or gratification received from completing a course. It is measured by examining student responses to the course materials, instruction, technology, and the amount of learning that occurred during a course.

World Wide Web (WWW) – A graphical hypertext-based Internet tool that provides access to homepages created by individuals, businesses, and other organizations.

Data/Information Resources

The data for this research study were obtained from two KCTCS campuses in southeastern Kentucky. Student evaluations of instruction for each course taught in the

Fall semester of 2006 was provided by each participating college and submitted to the researcher.

The Community Colleges that participated in the study were:

Southeast Kentucky Community and Technical College

Hazard Community and Technical College

CHAPTER III
METHODOLOGY

Research Design

This research study consists of a cross-sectional survey on a randomly selected sample of community college student surveys of instruction for the courses taught at the participating schools during the Fall semester of 2006. The sample for the student surveys were obtained from Southeast Kentucky and Hazard Community and Technical Colleges, both of which are part of the Kentucky Community and Technical College System. A systematic random sample of surveys was selected from each college. A total of 556 evaluations were collected from the instructors willing to participate in the survey from the campuses. Of the collected evaluations, 300 were randomly selected, 150 from full-time faculty and 150 from part-time adjunct faculty.

Survey Design

The student evaluation of instruction for KCTCS was used in this study. According to Feasley and Olgren (1998), questions necessary to determine student satisfaction in a course are highly varied. Typically, the questions may consist of those relating to the course content, instructor training and preparation, technology available in the course, or support services. Larsen, Attkisson, Hargreaves, and Nguyen (1980) indicated that three general items defined a unidirectional measure of satisfaction:

1. To what extent has our program met your needs?
2. In an overall general sense, how satisfied are you with the services you received?
3. If you were to seek help again, would you come back to our program?

The KCTCS evaluation instrument contains common question types and formats found in similar instruments. See Appendix C for a copy of the KCTCS student evaluation of instruction instrument, Appendix E,F for a copy of the consent letter to the respective KCTCS Presidents, and Appendix A for a copy of the consent letter to the faculty for release of the evaluation data.

The student evaluation of instruction instrument is printed on 8 1/2 X 11” paper with all printing on one side. The surveys are conducted in the Fall Semester of each year. The student survey contains questions to collect data, including the name of the institution, as well as questions related to course and delivery satisfaction, satisfaction with support services, and questions related to instructor interaction and support.

The areas covered by the survey are: (a) Clarity of course goals; (b) clarity of attendance policy; (c) examinations being a fair measure of progress; (d) clear standards of grading; (e) presentation of course material; (f) clear and to the point explanations of concepts; (g) instructor’s enthusiasm towards subject material; (h) instructor’s concern for student progress in the course; (i) instructor availability before and after class; (j) the instructor’s teaching methods promote interest in the subject area; (k) the course has taught me a great deal about the subject; (l) syllabus detailing course requirements and policies was provided and explained; (m) class starts on time and as scheduled; and (n)

instructor meets the class for the full-time scheduled. A five-part Likert scale is used as the rating standard for the questions, one being highest five being lowest.

Most surveys conducted by community colleges and four-year colleges on student satisfaction have occurred within the classroom as part of the normal end of semester evaluation process. Some have taken place using the Internet, or by telephone. Inman et al. (1999) conducted a survey for the University of Kentucky Community College System using a hard copy-based survey distributed in class during the last day of the semester. The survey was conducted on 334 students enrolled in six different ITV classes. This procedure of distributing evaluation surveys to students in class at the end of the semester is the most popular method used to obtain student responses to questionnaires. It appears to be the predominate method used in all types of classes.

Data Analysis

Survey responses were compiled using SPSS version 14.0. Survey results were published and made available to all participating institutions. The databases and documents associated with this research remain under the control of the researcher. All documents associated with this research and data storage devices are stored in a locked file at the Middlesboro Campus of Southeast Kentucky Community and Technical College where they will remain for three years.

Student evaluation data were analyzed, tabulated and placed into frequency distributions for each question. In order to analyze the significance between the responses and the instructor's status, Cramer's V was computed for each question in the

KCTCS student evaluation instrument. Group statistics were computed comparing each question using the Likert scale from 1 to 5. The mean, standard deviation and standard error of the mean for each question were computed.

Limitations

This research study was limited to community college students at two southeastern Kentucky community and technical colleges, Southeast and Hazard, who completed a course during the fall semester of 2006. The results of this study may not be transferable to other states, institutions, or future research studies on student satisfaction. In addition, this research is examining student satisfaction as measured by the factors of full-time and adjunct faculty instruction and the student evaluation of instruction instrument.

No attempt was made to ascertain why some students drop and do not complete courses. Students at other KCTCS colleges were not examined in this research, nor should this research be used to make a generalization of their attitudes and satisfaction with their classes.

The student evaluation of instruction is believed to be a reliable and valid measure of student satisfaction. The statistical tests being utilized in this research project assume in many cases a normal distribution.

Student responses from a single semester were collected. Future studies that might take place when different technology, instructor training, and/or facility changes

are available could possibly produce different results. There is no absolute guarantee that students responded truthfully to the evaluation of instruction.

The lists of students in the study were obtained through the cooperation of each participating KCTCS community college.

Research Timetable and Implementation

The research required the approval of the Presidents of Southeast Kentucky Community and Technical College and Hazard Community and Technical College. Letters of consent were also sent to the faculty members of the respective campuses. Primary costs of the research were confined to the postage of these letters of consent.

CHAPTER IV

FINDINGS OF THE STUDY

The purpose of this study was to determine whether there was a significant difference in student satisfaction in courses taken with full-time or adjunct faculty at community colleges. The 2006 KCTCS student evaluation of instruction instrument was used as a means to collect the data for the study. The evaluation instrument collects seventeen areas of student satisfaction using a five part Likert scale. SPSS version 14.0 was used to analyze the data.

The results of the analysis of the data are presented in this chapter. The questions in the evaluation instrument are addressed individually and as a whole. Tabular as well as narrative analyses are provided.

This chapter will provide tables that show the standard deviations and means for the answers to the individual questions of the evaluation. The KCTCS student evaluation of instruction is administered in the Fall Semester of each year at KCTCS colleges across the Commonwealth. Evaluation questions are answered in accordance with the following five point Likert scale:

1= Outstanding

2= Good

3= Average

4= Poor

5= Completely inadequate

The questions in the evaluation instrument are represented in the following areas:

(a) clarity of course goals; (b) clarity of attendance policy; (c) examinations being a fair measure of progress; (d) clear standards of grading; (e) presentation of course material; (f) clear and to the point explanations of concepts; (g) instructor's enthusiasm towards subject material; (h) instructor's concern for student progress in the course; (i) instructor availability before and after class; (j) instructor's teaching methods promote interest in the subject area; (k) how much the course has taught the student about the subject; (l) syllabus detailing course requirements and policies was provided and explained; (m) the class starts on time and as scheduled; (n) instructor meets the class for the full-time scheduled.

The research question that was the focus of this study was to determine if there was a statistically significant difference in course satisfaction among community college students completing a course with full-time or adjunct faculty serving as the instructor?

Demographics of the student body Completing the Evaluation

The demographics for the student body completing the evaluations from which this study drew its data were obtained from the KCTCS Fact Book. In the Southeast and Hazard districts for 2006, 47.7 percent of the students were female, and 52.3 percent were male. The vast majority of the students fell into the 17-24 year old age group. In terms of ethnicity, 0.3 percent were American Indian, 0.2 were Asian, 1.6 percent were African American, 0.3 percent were Hispanic, and 86.8 were Caucasian.

Table 4.1 Headcount and Gender of the Student Body

Fall 2006		
Gender	Total	Percent
Female	2193	47.7
Male	2400	52.3
Total	4593	100

Table 4.2 Headcount by Ethnicity (Percent)

Ethnicity	Fall 2006
American Indian	0.3
Asian	0.2
African American	1.6
Hispanic	0.3
Total Minority	2.4
Caucasian	86.8
Not Specified	10.1

Statistical Analysis

The purpose of this study was to determine whether there was a significant difference in student satisfaction in courses taken with adjunct faculty or full-time faculty serving as the instructors in community colleges. To carry out the research, the

researcher used the 2006 KCTCS student evaluation of instruction instrument. This instrument is administered annually during the Fall semester at KCTCS colleges in Kentucky. The instrument uses a five-part Likert scale and 17 questions to ascertain student satisfaction with courses taken at KCTCS colleges. The main objective is to analyze the effect of the instructor's status in the evaluation made by the students.

The questions that were addressed in the survey are as follows:

- Course goals were clearly stated and explained at the beginning of the semester.
- Attendance policy was clearly stated and explained during one of the first two class meetings. The instructor made clear how grades would be affected by absences.
- Examinations and quizzes are a fair and true measure of progress.
- Examinations, quizzes and other assignments are graded and returned in a reasonable amount of time.
- Standards of grading are clearly stated and followed.
- Course material is presented in a logical, organized fashion.
- Instructor's explanations are clear and to the point.
- Instructor enjoys teaching and has an enthusiastic attitude toward the subject.
- The instructor shows concern with student progress in this course.
- Instructor is available and willing to provide extra help before and after class.
- The instructor's teaching methods promote my interest in the subject.
- This course has taught me a great deal about this subject.
- Instructor gave me a syllabus explaining course requirements and policies.

- Instructor begins each class on time and as scheduled.
- Instructor keeps each class for the full period.

Descriptive Statistics

The following bar charts illustrate each answer from the 2006 KCTCS student evaluation of instruction separated by instructor's status:

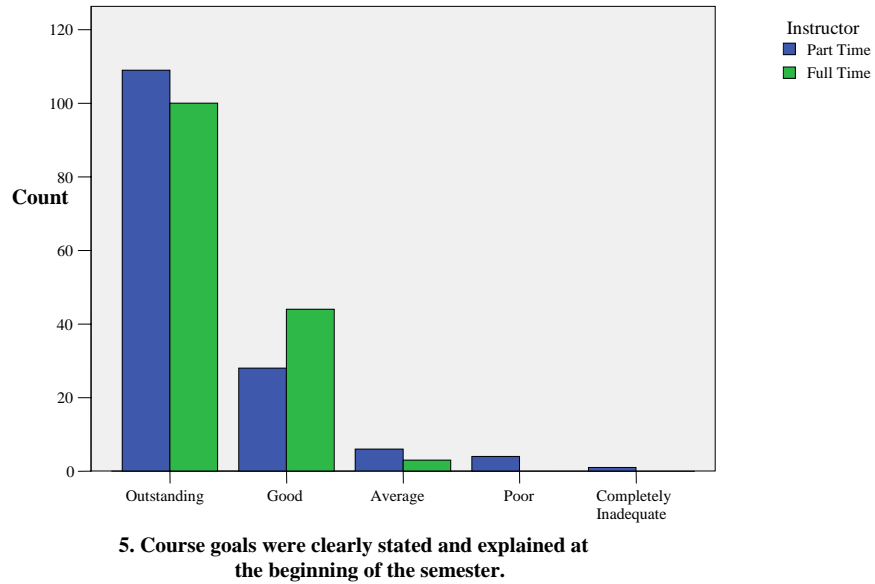
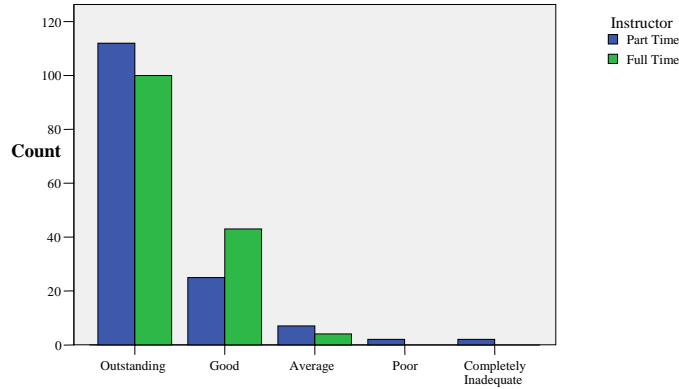


Figure 4.1: Course Goals Bar Chart

Table 4.3 Question 5 Course Goals

5. Course goals were clearly stated and explained at the beginning of the semester. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
5. Course goals were clearly stated and explained at the beginning of the semester.	Outstanding	Count	109	100	209
		% within Instructor	73.6%	68.0%	70.8%
	Good	Count	28	44	72
		% within Instructor	18.9%	29.9%	24.4%
	Average	Count	6	3	9
		% within Instructor	4.1%	2.0%	3.1%
	Poor	Count	4	0	4
		% within Instructor	2.7%	.0%	1.4%
	Completely Inadequate	Count	1	0	1
		% within Instructor	.7%	.0%	.3%
Total	Count	148	147	295	
	% within Instructor	100.0%	100.0%	100.0%	



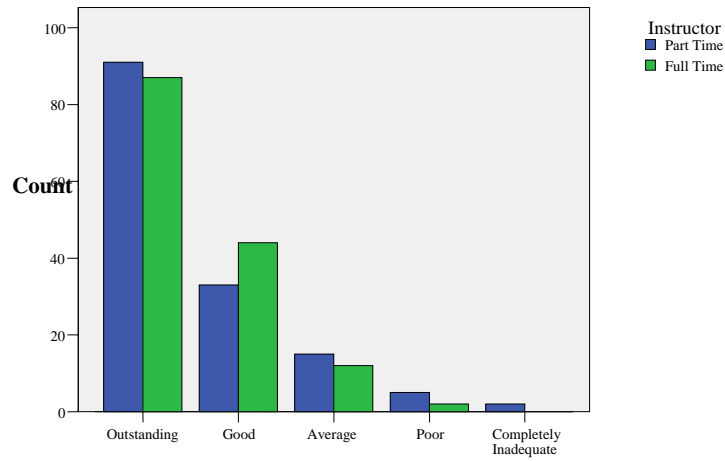
6. Attendance policy was clearly stated and explained during one of the first two class meetings. The instructor made clear how grades would be affected by absences.

Figure 4.2: Attendance Policy Bar Chart

Table 4.4 Question 6 Attendance Policy

6. Attendance policy was clearly stated and explained during one of the first two class meetings. The instructor made clear how grades would be affected by absences. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
6. Attendance policy was clearly stated and explained during one of the first two class meetings. The instructor made clear how grades would be affected by absences.	Outstanding	Count	112	100	212
		% within Instructor	75.7%	68.0%	71.9%
	Good	Count	25	43	68
		% within Instructor	16.9%	29.3%	23.1%
	Average	Count	7	4	11
		% within Instructor	4.7%	2.7%	3.7%
	Poor	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	148	147	295	
	% within Instructor	100.0%	100.0%	100.0%	



7. Examinations and quizzes are a fair and true measure of my progress.

Figure 4.3: Exams and Quizzes Bar Chart

Table 4.5 Question 7 Examinations and Quizzes

7. Examinations and quizzes are a fair and true measure of my progress. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
7. Examinations and quizzes are a fair and true measure of my progress.	Outstanding	Count	91	87	178
		% within Instructor	62.3%	60.0%	61.2%
	Good	Count	33	44	77
		% within Instructor	22.6%	30.3%	26.5%
	Average	Count	15	12	27
		% within Instructor	10.3%	8.3%	9.3%
	Poor	Count	5	2	7
		% within Instructor	3.4%	1.4%	2.4%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	146	145	291	
	% within Instructor	100.0%	100.0%	100.0%	

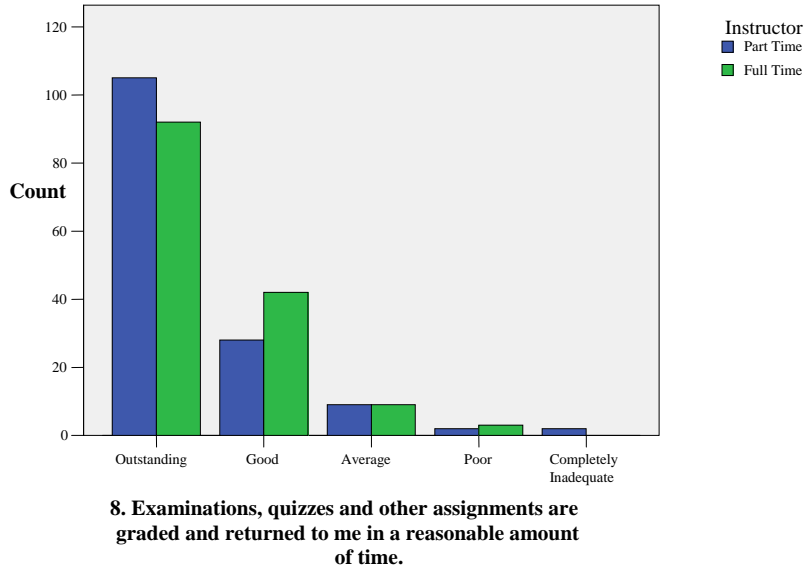
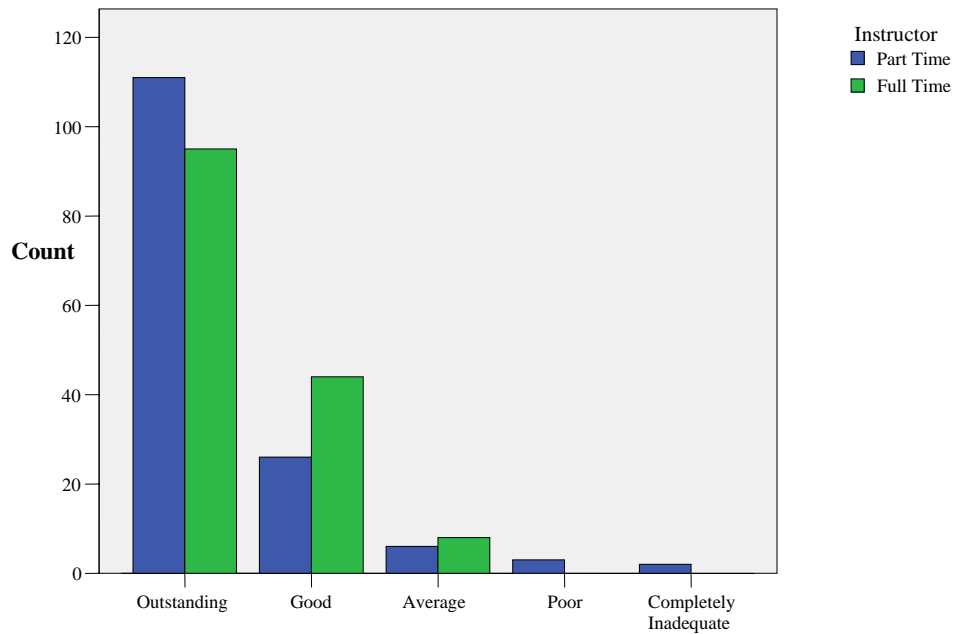


Figure 4.4: Exam and Quiz Grading Bar Chart

Table 4.6 Question 8 Examination Grading

Examinations, quizzes and other assignments are graded and returned to me in a reasonable amount time. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
8. Examinations, quizzes and other assignments are graded and returned to me in a reasonable amount of time.	Outstanding	Count	105	92	197
		% within Instructor	71.9%	63.0%	67.5%
	Good	Count	28	42	70
		% within Instructor	19.2%	28.8%	24.0%
	Average	Count	9	9	18
		% within Instructor	6.2%	6.2%	6.2%
	Poor	Count	2	3	5
		% within Instructor	1.4%	2.1%	1.7%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	146	146	292	
	% within Instructor	100.0%	100.0%	100.0%	



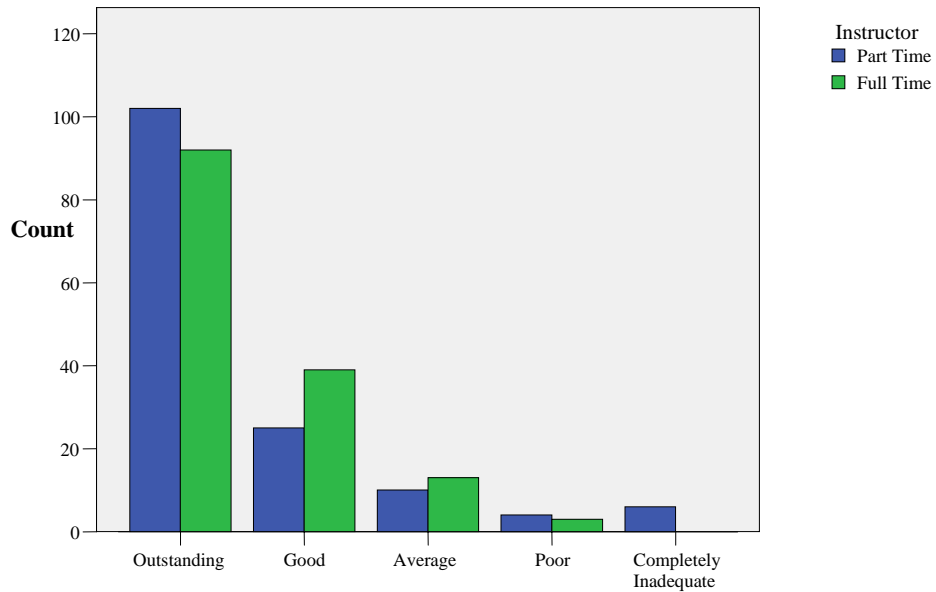
9. Standards of Grading are clearly stated and followed.

Figure 4.5: Standards of Grading Bar Chart

Table 4.7 Question 9 Standards of Grading

9. Standards of Grading are clearly stated and followed. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
9. Standards of Grading are clearly stated and followed.	Outstanding	Count	111	95	206
		% within Instructor	75.0%	64.6%	69.8%
	Good	Count	26	44	70
		% within Instructor	17.6%	29.9%	23.7%
	Average	Count	6	8	14
		% within Instructor	4.1%	5.4%	4.7%
	Poor	Count	3	0	3
		% within Instructor	2.0%	.0%	1.0%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	148	147	295	
	% within Instructor	100.0%	100.0%	100.0%	



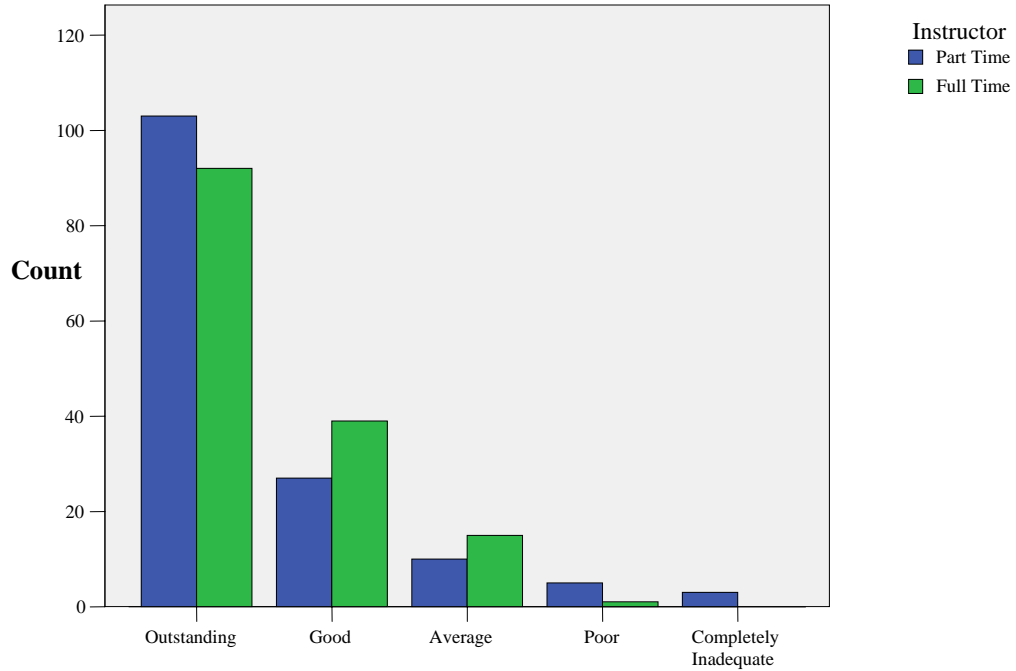
10. Course material is presented in a logical, organized fashion.

Figure 4.6: Presentation of Material Bar Chart

Table 4.8 Question 10 Course Material

10. Course material is presented in a logical, organized fashion. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
10. Course material is presented in a logical, organized fashion.	Outstanding	Count	102	92	194
		% within Instructor	69.4%	62.6%	66.0%
	Good	Count	25	39	64
		% within Instructor	17.0%	26.5%	21.8%
	Average	Count	10	13	23
		% within Instructor	6.8%	8.8%	7.8%
	Poor	Count	4	3	7
		% within Instructor	2.7%	2.0%	2.4%
	Completely Inadequate	Count	6	0	6
		% within Instructor	4.1%	.0%	2.0%
Total	Count	147	147	294	
	% within Instructor	100.0%	100.0%	100.0%	



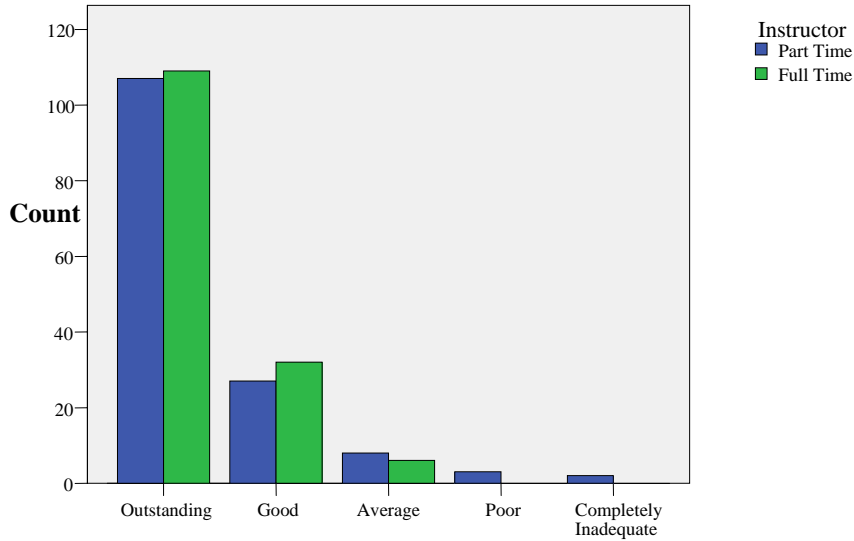
11. Instructor's explanations are clear and to the point.

Figure 4.7: Instructor's Explanations Bar Chart

Table 4.9 Question 11 Instructor's Explanations

11. Instructor's explanations are clear and to the point. * Instructor Cross tabulation

		Instructor		Total	
		Part Time	Full Time		
11. Instructor's explanations are clear and to the point.	Outstanding	Count	103	92	195
		% within Instructor	69.6%	62.6%	66.1%
	Good	Count	27	39	66
		% within Instructor	18.2%	26.5%	22.4%
	Average	Count	10	15	25
		% within Instructor	6.8%	10.2%	8.5%
	Poor	Count	5	1	6
		% within Instructor	3.4%	.7%	2.0%
	Completely Inadequate	Count	3	0	3
		% within Instructor	2.0%	.0%	1.0%
Total	Count	148	147	295	
	% within Instructor	100.0%	100.0%	100.0%	



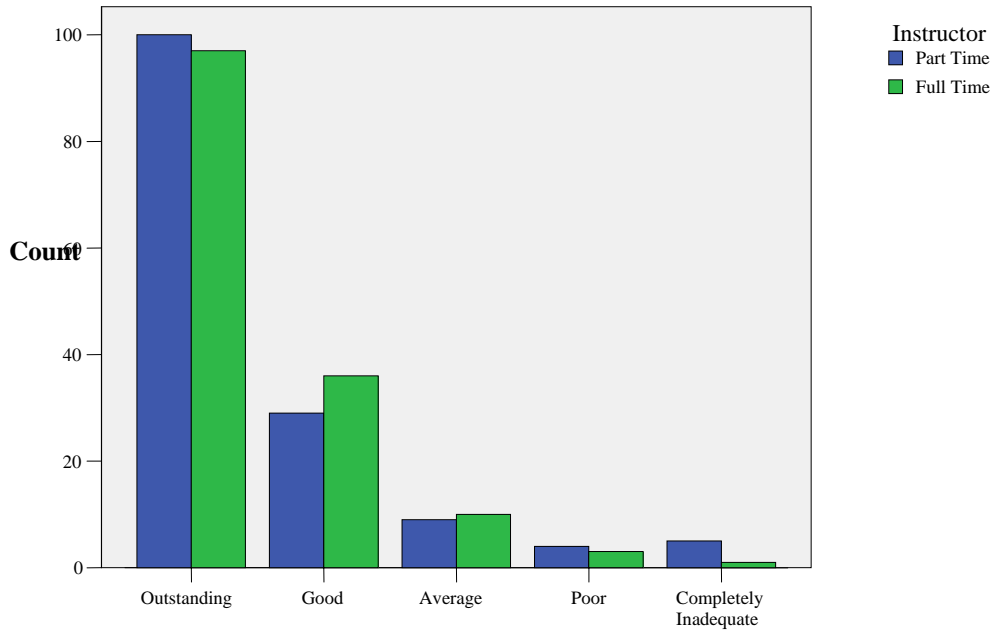
12. Instructor enjoys teaching and has an enthusiastic attitude toward the subject.

Figure 4.8: Instructor's Enthusiasm Bar Chart

Table 4.10 Question 12 Instructor Enjoys Teaching

12. Instructor enjoys teaching and has an enthusiastic attitude toward the subject. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
12. Instructor enjoys teaching and has an enthusiastic attitude toward the subject.	Outstanding	Count	107	109	216
		% within Instructor	72.8%	74.1%	73.5%
	Good	Count	27	32	59
		% within Instructor	18.4%	21.8%	20.1%
	Average	Count	8	6	14
		% within Instructor	5.4%	4.1%	4.8%
	Poor	Count	3	0	3
		% within Instructor	2.0%	.0%	1.0%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	147	147	294	
	% within Instructor	100.0%	100.0%	100.0%	



13. The instructor shows concern with my progress in this course.

Figure 4.9: Instructor's Concern With Progress Bar Chart

Table 4.11 Instructor Shows Concern

13. The instructor shows concern with my progress in this course. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
13. The instructor shows concern with my progress in this course.	Outstanding	Count	100	97	197
		% within Instructor	68.0%	66.0%	67.0%
	Good	Count	29	36	65
		% within Instructor	19.7%	24.5%	22.1%
	Average	Count	9	10	19
		% within Instructor	6.1%	6.8%	6.5%
	Poor	Count	4	3	7
		% within Instructor	2.7%	2.0%	2.4%
	Completely Inadequate	Count	5	1	6
		% within Instructor	3.4%	.7%	2.0%
Total		Count	147	147	294
		% within Instructor	100.0%	100.0%	100.0%

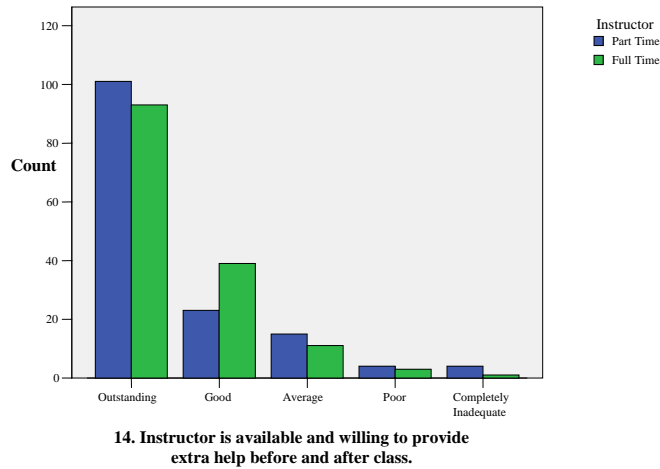
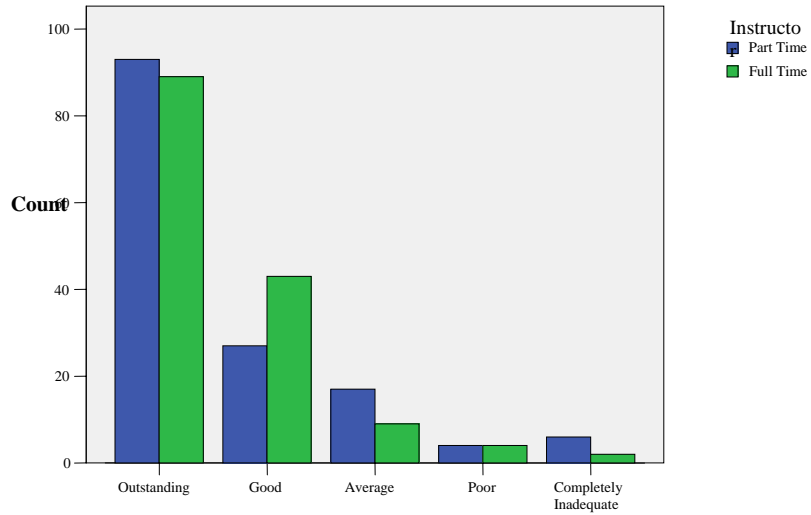


Figure 4.10: Instructor Availability Bar Chart

Table 4.12 Question 14 Instructor is Available

14. Instructor is available and willing to provide extra help before and after class. * Instructor Crosstabul

			Instructor		Total
			Part Time	Full Time	
14. Instructor is available and willing to provide extra help before and after class.	Outstanding	Count	101	93	194
		% within Instructor	68.7%	63.3%	66.0%
	Good	Count	23	39	62
		% within Instructor	15.6%	26.5%	21.1%
	Average	Count	15	11	26
		% within Instructor	10.2%	7.5%	8.8%
	Poor	Count	4	3	7
		% within Instructor	2.7%	2.0%	2.4%
	Completely Inadequate	Count	4	1	5
		% within Instructor	2.7%	.7%	1.7%
Total	Count	147	147	294	
	% within Instructor	100.0%	100.0%	100.0%	



15. The instructor's teaching methods promote my interest in the subject.

Figure 4.11: Instructor's Teaching Methods Bar Chart

Table 4.13 Question 15 Instructor's Methods Promote Interest

The instructor's teaching methods promote my interest in the subject. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
15. The instructor's teaching methods promote my interest in the subject.	Outstanding	Count	93	89	182
		% within Instructor	63.3%	60.5%	61.9%
	Good	Count	27	43	70
		% within Instructor	18.4%	29.3%	23.8%
	Average	Count	17	9	26
		% within Instructor	11.6%	6.1%	8.8%
	Poor	Count	4	4	8
		% within Instructor	2.7%	2.7%	2.7%
	Completely Inadequate	Count	6	2	8
		% within Instructor	4.1%	1.4%	2.7%
Total	Count	147	147	294	
	% within Instructor	100.0%	100.0%	100.0%	

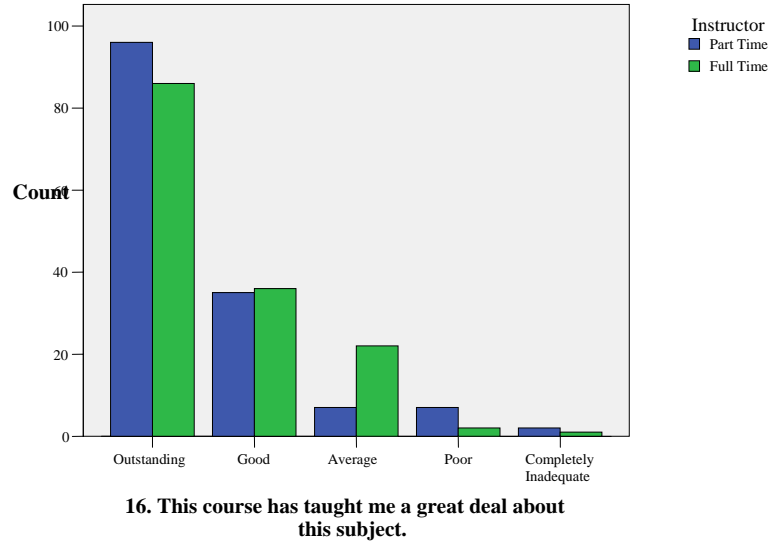
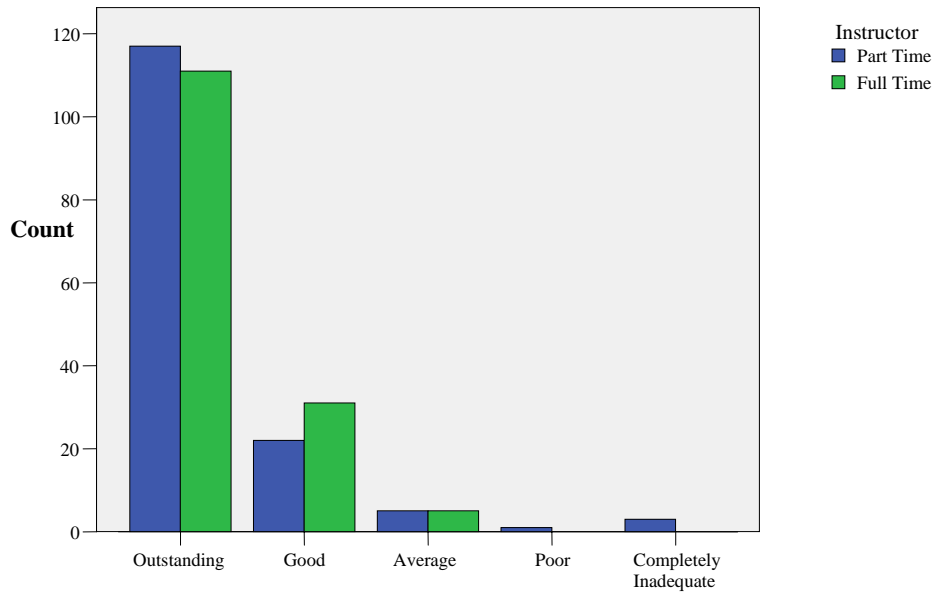


Figure 4.12: Course has taught Great Deal Bar Chart

Table 4.14 Question 16 Course Has Taught a Great Deal

16. This course has taught me a great deal about this subject. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
16. This course has taught me a great deal about this subject.	Outstanding	Count	96	86	182
		% within Instructor	65.3%	58.5%	61.9%
	Good	Count	35	36	71
		% within Instructor	23.8%	24.5%	24.1%
	Average	Count	7	22	29
		% within Instructor	4.8%	15.0%	9.9%
	Poor	Count	7	2	9
		% within Instructor	4.8%	1.4%	3.1%
	Completely Inadequate	Count	2	1	3
		% within Instructor	1.4%	.7%	1.0%
Total	Count	147	147	294	
	% within Instructor	100.0%	100.0%	100.0%	



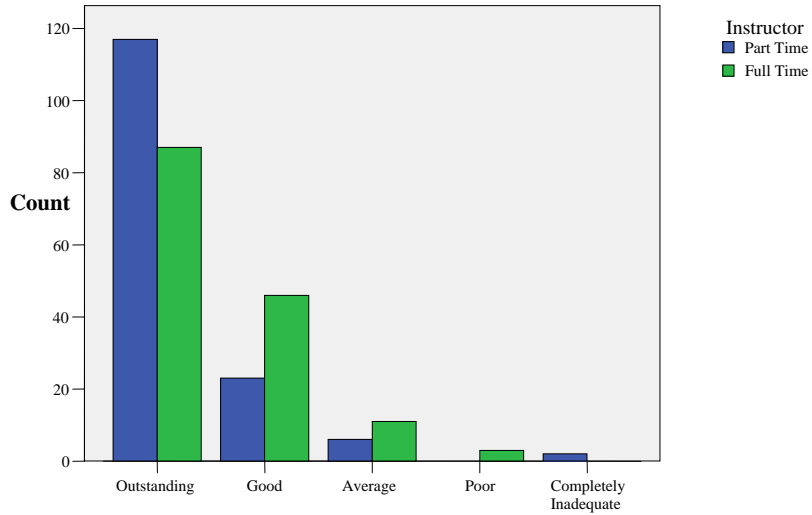
17. Instructor gave me a syllabus explaining course requirements and policies.

Figure 4.13: Syllabus Presentation Bar Chart

Table 4.15 Question 17 Presentation of Syllabus

17. Instructor gave me a syllabus explaining course requirements and policies. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
17. Instructor gave me a syllabus explaining course requirements and policies.	Outstanding	Count	117	111	228
		% within Instructor	79.1%	75.5%	77.3%
	Good	Count	22	31	53
		% within Instructor	14.9%	21.1%	18.0%
	Average	Count	5	5	10
		% within Instructor	3.4%	3.4%	3.4%
	Poor	Count	1	0	1
		% within Instructor	.7%	.0%	.3%
	Completely Inadequate	Count	3	0	3
		% within Instructor	2.0%	.0%	1.0%
Total	Count	148	147	295	
	% within Instructor	100.0%	100.0%	100.0%	



18. Instructor begins each class on time and as scheduled.

Figure 4.14: Instructor Begins on Time Bar Chart

Table 4.16 Question 18 Instructor Begins on Time

18. Instructor begins each class on time and as scheduled. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
18. Instructor begins each class on time and as scheduled.	Outstanding	Count	117	87	204
		% within Instructor	79.1%	59.2%	69.2%
	Good	Count	23	46	69
		% within Instructor	15.5%	31.3%	23.4%
	Average	Count	6	11	17
		% within Instructor	4.1%	7.5%	5.8%
	Poor	Count	0	3	3
		% within Instructor	.0%	2.0%	1.0%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	148	147	295	
	% within Instructor	100.0%	100.0%	100.0%	

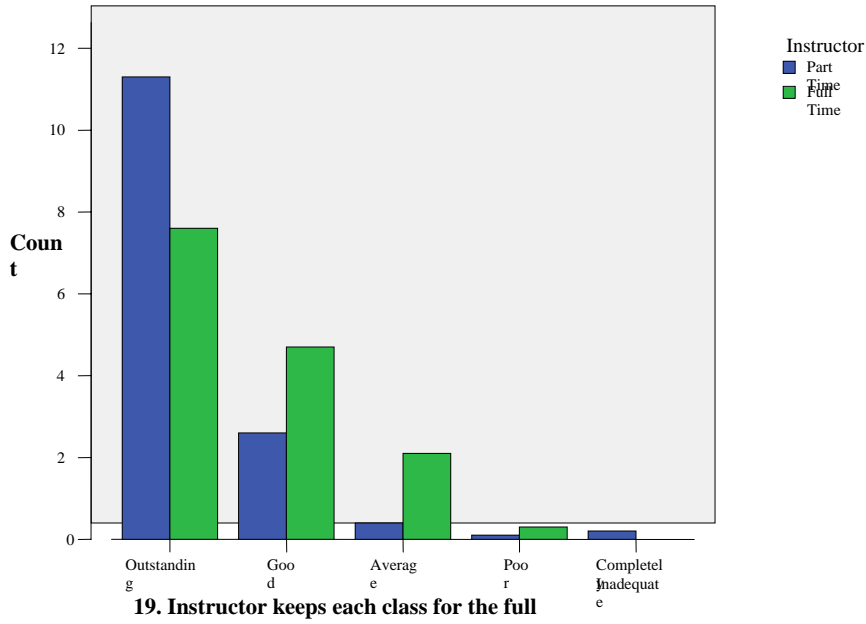


Figure 4.15: Instructor Keeps Class Full Period Bar Chart

Table 4.17 Question 19 Instructor Keeps Class Full Period

19. Instructor keeps each class for the full period. * Instructor Crosstabulation

			Instructor		Total
			Part Time	Full Time	
19. Instructor keeps each class for the full period.	Outstanding	Count	113	76	189
		% within Instructor	77.4%	51.7%	64.5%
	Good	Count	26	47	73
		% within Instructor	17.8%	32.0%	24.9%
	Average	Count	4	21	25
		% within Instructor	2.7%	14.3%	8.5%
	Poor	Count	1	3	4
		% within Instructor	.7%	2.0%	1.4%
	Completely Inadequate	Count	2	0	2
		% within Instructor	1.4%	.0%	.7%
Total	Count	146	147	293	
	% within Instructor	100.0%	100.0%	100.0%	

Visually we can observe that in every case, except for question 12 which deals with the instructor’s enthusiasm for the subject area, the part-time adjunct instructors received a higher percentage of “outstanding” ratings than full-time instructors. Also, full-time instructors typically received a higher percentage of “good” responses than part-time adjuncts.

Structurally speaking, though, it does not appear that the responses are radically different between full-time and part-time adjunct instructors. In order to assess the significance of the differences observed visually, hypothesis tests were applied.

Statistical Procedures

Student evaluation data were analyzed, tabulated, and placed into frequency distributions for each question. Chi Square analysis was performed. In order to analyze the significance between the responses and the instructor’s status, Cramer’s V was computed for each question in the KCTCS student evaluation instrument: Cramer’s V represents the correlation between two variables.

Table 4.18 Question 5 Cramer’s V

Symmetric Measures			
		Value	Approx. Sig.
Nominal by	Phi	.184	.041
Nominal	Cramer's V	.184	.041
N of Valid Cases		295	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.19 Question 6 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.186	.036
Nominal	Cramer's V	.186	.036
N of Valid Cases		295	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.20 Question 7 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.135	.260
Nominal	Cramer's V	.135	.260
N of Valid Cases		291	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.21 Question 8 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.142	.210
Nominal	Cramer's V	.142	.210
N of Valid Cases		292	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.22 Question 9 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.194	.025
Nominal	Cramer's V	.194	.025
N of Valid Cases		295	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.23 Question 10 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.185	.039
Nominal	Cramer's V	.185	.039
N of Valid Cases		294	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.24 Question 11 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.179	.050
Nominal	Cramer's V	.179	.050
N of Valid Cases		295	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.25 Question 12 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.140	.220
Nominal	Cramer's V	.140	.220
N of Valid Cases		294	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.26 Question 13 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.112	.454
Nominal	Cramer's V	.112	.454
N of Valid Cases		294	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.27 Question 14 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.154	.135
Nominal	Cramer's V	.154	.135
N of Valid Cases		294	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.28 Question 15 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.167	.084
Nominal	Cramer's V	.167	.084
N of Valid Cases		294	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.29 Question 16 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.197	.022
Nominal	Cramer's V	.197	.022
N of Valid Cases		294	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.30 Question 17 Cramer's V

Symmetric Measures

		Value	Approx. Sig.
Nominal by	Phi	.139	.224
Nominal	Cramer's V	.139	.224
N of Valid Cases		295	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.31 Question 18 Cramer's V

Symmetric Measures			
		Value	Approx. Sig.
Nominal by	Phi	.251	.001
Nominal	Cramer's V	.251	.001
N of Valid Cases		295	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

Table 4.32 Question 19 Cramer's V

Symmetric Measures			
		Value	Approx. Sig.
Nominal by	Phi	.308	.000
Nominal	Cramer's V	.308	.000
N of Valid Cases		293	

- a. Not assuming the null hypothesis.
- b. Using the asymptotic standard error assuming the null hypothesis.

These results show that in question 5, which dealt with course goals being clearly established, there was a different responses based on the instructor's status as full-time or part-time. The same applies to question 6 on the attendance policy being clearly explained, question 9 that concerned standards of grading being clearly stated, question 10 logical presentation of the course material, question 16 whether the course had taught the student a great deal about the subject matter, and questions 18 and 19, which dealt with starting class on time and keeping the class the full period. On these questions as

well there were different responses based on the instructor's status as full-time or part-time. On each of these questions full time faculty scored higher with responses of "good" and "outstanding".

Quantitative Comparisons

Finally, the purpose of this part of the analysis was to provide a numerical comparison between full-time instructors and part-time adjunct faculty. To assess whether the means were statistically different tests were computed. The Linkert scale numerical values from 1 to 5 was used in order to analyze what group performs better with the lower mean being best.

Table 4.33 Group Statistics

Instructor	N	Mean	Std Deviation	Std. Error Mean
Course Goals				
Part-time	148	1.38	.751	.062
Full-time	147	1.34	.517	.043
Attendance Pol				
Part-time	148	1.36	.756	.062
Full-time	147	1.35	.532	.044
Exams/Quizzes				
Part-time	146	1.59	.907	.075
Full-time	145	1.51	.709	.059
Graded prompt				
Part-time	146	1.41	.785	.065
Full-time	146	1.47	.707	.059
Stand of Grading				
Part-time	148	1.37	.776	.064
Full-time	147	1.41	.594	.049
Course material				
Part-time	147	1.55	1.022	.084
Full-time	147	1.50	.744	.061
Inst explanation				
Part-time	148	1.50	.915	.075
Full-time	147	1.49	.706	.058
Enjoy Teaching				
Part-time	147	1.41	.800	.066
Full-time	147	1.30	.542	.045
Inst Concern				
Part-time	147	1.54	.974	.080
Full-time	147	1.47	.780	.064
Inst Availability				
Part-time	147	1.55	.974	.080
Full-time	147	1.50	.780	.064
Teach Methods				
Part-time	147	1.66	1.057	.087
Full-time	147	1.55	.837	.069
Amount Taught				
Part-time	147	1.53	.894	.074
Full-time	147	1.61	.840	.069
Syllabus				
Part-time	148	1.29	.673	.055
Full-time	147	1.52	.725	.060
Begins OT				
Part-time	148	1.29	.673	.055
Full-time	147	1.52	.725	.060
Keeps Class				
Part-time	146	1.31	.690	.057
Full-time	147	1.67	.797	.066

Table 4.34 Independent Samples Tests

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
5. Course goals were clearly stated and explained at the beginning of the semester.	Equal variances assumed	4.358	.038	.509	293	.611	.038	.075	-.110	.186
	Equal variances not assumed			.510	260.961	.610	.038	.075	-.109	.186
6. Attendance policy was clearly stated and explained during one of the first two class meetings. The instructor made clear how grades would be affected by absences.	Equal variances assumed	2.155	.143	.147	293	.883	.011	.076	-.139	.161
	Equal variances not assumed			.147	264.008	.883	.011	.076	-.139	.161
7. Examinations and quizzes are a fair and true measure of my progress.	Equal variances assumed	5.340	.022	.824	289	.410	.079	.095	-.109	.267
	Equal variances not assumed			.825	273.760	.410	.079	.095	-.109	.266
8. Examinations, quizzes and other assignments are graded and returned to me in a reasonable	Equal variances assumed	.007	.932	-.705	290	.481	-.062	.087	-.234	.110
	Equal variances not assumed			-.705	286.849	.481	-.062	.087	-.234	.110
9. Standards of Grading are clearly stated and followed.	Equal variances assumed	.363	.547	-.454	293	.650	-.037	.081	-.195	.122
	Equal variances not assumed			-.454	275.142	.650	-.037	.080	-.195	.122
10. Course material is presented in a logical, organized fashion.	Equal variances assumed	4.377	.037	.457	292	.648	.048	.104	-.157	.253
	Equal variances not assumed			.457	266.816	.648	.048	.104	-.158	.253
11. Instructor's explanations are clear and to the point.	Equal variances assumed	2.157	.143	.107	293	.915	.010	.095	-.177	.198
	Equal variances not assumed			.107	276.149	.915	.010	.095	-.177	.197
12. Instructor enjoys teaching and has an enthusiastic attitude toward the subject.	Equal variances assumed	8.741	.003	1.366	292	.173	.109	.080	-.048	.266
	Equal variances not assumed			1.366	256.551	.173	.109	.080	-.048	.266
13. The instructor shows concern with my progress in this course.	Equal variances assumed	2.971	.086	.664	292	.507	.068	.102	-.134	.270
	Equal variances not assumed			.664	277.251	.507	.068	.102	-.134	.270
14. Instructor is available and willing to provide extra help before and after class.	Equal variances assumed	3.729	.054	.463	292	.644	.048	.103	-.155	.250
	Equal variances not assumed			.463	278.697	.644	.048	.103	-.155	.250
15. The instructor's teaching methods promote my interest in the subject.	Equal variances assumed	6.195	.013	.979	292	.328	.109	.111	-.110	.328
	Equal variances not assumed			.979	277.515	.329	.109	.111	-.110	.328
16. This course has taught me a great deal about this subject.	Equal variances assumed	.159	.690	-.807	292	.420	-.082	.101	-.281	.117
	Equal variances not assumed			-.807	290.865	.420	-.082	.101	-.281	.117
17. Instructor gave me a syllabus explaining course requirements and policies.	Equal variances assumed	2.347	.127	.511	293	.610	.039	.076	-.110	.188
	Equal variances not assumed			.512	260.919	.609	.039	.076	-.110	.187
18. Instructor begins each class on time and as scheduled.	Equal variances assumed	10.061	.002	-2.866	293	.004	-.233	.081	-.393	-.073
	Equal variances not assumed			-2.865	291.084	.004	-.233	.081	-.394	-.073
19. Instructor keeps each class for the full period.	Equal variances assumed	16.354	.000	-4.114	291	.000	-.358	.087	-.530	-.187
	Equal variances not assumed			-4.116	285.767	.000	-.358	.087	-.530	-.187

As it can be observed from the p-values, only for questions 18 and 19 is there a significant difference between the means evaluation score. Full-time instructors have a higher mean on question 18 and 19, at the 0.05 significance level.

CHAPTER V
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Introduction

Chapter V consists of a summary of the study, conclusions, and recommendations based upon the results of the study. The summary communicates the purpose of the study and gives a description of the data gathering procedure. The conclusion then answer the research question based upon the results of the project. The limitations are discussed and recommendations given for further study of the question.

The purpose of this study was to determine whether there was a significant difference in student satisfaction in courses taken with adjunct faculty or full-time faculty serving as the instructors in community colleges. To accomplish that the 2006 KCTCS student evaluation of instruction instrument was used.. This instrument is administered annually during the Fall semester at KCTCS colleges in Kentucky. The instrument uses a five-part Likert scale and 17 questions to ascertain student satisfaction with courses taken at KCTCS colleges.

The areas represented in the evaluation instrument are: (a) clarity of course goals; (b)clarity of attendance policy; (c) examinations being a fair measure of progress; (d) clear standards of grading; (e) presentation of course material; (f) clear and to the point explanations of concepts; (g) instructor's enthusiasm towards subject material; (h)

instructor's concern for student progress in the course; (i) instructor availability before and after class; (j) the instructor's teaching methods promote interest in the subject area; (k) the course has taught me a great deal about the subject; (l) syllabus detailing course requirements and policies was provided and explained; (m) class starts on time and as scheduled; (n) instructor meets the class for the full-time scheduled.

The researcher received permission from faculty to gather existing data from the KCTCS evaluation instrument. From those granting permission, 300 evaluations were randomly selected, of the three hundred 150 were from full-time faculty and 150 were composed of part-time adjunct faculty.

Conclusions

The following conclusions are drawn from the results of the study conducted in regard to the main research question of whether a significant difference exists in student satisfaction levels for courses taken with full-time or adjunct part-time instructors in community colleges.

Based on the statistical analysis of the data from the 2006 KCTCS student evaluation of instruction instruments, it was concluded that there is not a significant difference in the results data obtained from the KCTCS 2006 student evaluation of instruction for part-time adjunct and full-time instructors.

Based on the analysis of the data, the null hypothesis that there is no significant difference in student satisfaction with courses taught by full-time faculty or adjunct part-time faculty is accepted. In general, it is observed that students rate part-time instructors

“outstanding” more than full-time, and in questions 5, 6, 9, 10, 16, 18 and 19 the structure of the answers vary for the two different instructor’s status.

Quantitatively speaking, the average mean evaluation is not significantly different for the adjunct faculty or full-time instructors, except for questions 18 and 19 dealing with starting class on time and keeping the class for the full period. In this case, there is a significant difference between the means evaluation score. Full-time instructors have a higher mean on question 18 and 19, at the 0.05 significance level.

Recommendations

The following recommendations are made as a result of this study

1. The study was limited two southeastern Kentucky community colleges that are part of the Kentucky Community and Technical College System. A larger scale study involving different geographical areas would shed more light on the issue.
2. There is a trend to hire adjunct faculty in community colleges. The findings of this study should allay the fears of both administrators and faculty about the appropriateness of using individuals in this category and could be used in developing policies to assist community colleges leadership in developing hiring strategies.
3. Future studies could be conducted using the supervisor’s evaluation of performance in conjunction with this study to add another element and delve deeper into the question.

4. The data used for this study was obtained from the 2006 KCTCS student evaluation of instruction instrument. Future studies could gather data from several evaluation periods for a broader sample to look for consistency over time

Summary

The aim of this study was to investigate whether there is a difference in quality of instruction as delivered by full-time and part-time adjunct faculty in community colleges by utilizing data obtained from the KCTCS student evaluation of instruction instrument.

The question of quality of instruction that is provided by adjunct faculty is one that has been around for some time and is hotly debated in the academic world. With the continued trends in hiring these individual, who are almost always part time, studies such as this one can assist decision makers in evaluating hiring strategies.

The KCTCS student evaluation instrument is used to rate the instructor in the following areas: (a) Clarity of course goals, (b) Clarity of attendance policy, (c) Examinations being a fair measure of progress, (d) Clear standards of grading, (e) Presentation of course material, (f) Clear and to the point explanations of concepts, (g) Instructor's enthusiasm towards subject material, (h) Instructor's concern for student progress in the course, (i) Instructor availability before and after class, (j) Instructor's teaching methods promote interest in the subject area, (k) The course has taught me a great deal about the subject, (l) Syllabus detailing course requirements and policies was provided and explained, (m) Class starts on time and as scheduled, (n) Instructor meets the class for the full-time scheduled.

SPSS version 14.0 was used in this project. Cross tabulations were performed for each question in the evaluation. Group statistics were computed for the data providing the means, standard deviation and standard error of the mean for each question. Independent samples tests were performed, Chi Square analysis, Cramer's V and Levene's test for equality of variances and T tests for equality of means.

The results show that the adjunct faculty members actually received ratings of outstanding more so than the full-time instructors. The full-time faculty did score slightly higher in the questions concerning enthusiasm and starting and keeping classes for the full period. Overall, the findings of this study indicate that there was no statistically significant difference in student satisfaction in classes taught by adjunct faculty and full-time instructors for the Fall of 2006 evaluation period, using the KCTCS student evaluation of instruction as a data source.

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APPENDIX A
LETTER OF PERMISSION TO FACULTY

February 17, 2003

Dear Fellow Community College Instructor:

I am graduate student enrolled in a PhD program in community college leadership offered through Mississippi State University. Along with several of my colleagues from Southeast, Hazard and Somerset community colleges, I am part of a cohort that takes classes that MSU offers on Southeast's Middlesboro Campus.

The question I am proposing to look at is to determine if there is a significant difference between student satisfaction with classroom instruction offered by full-time instructors and part-time instructors.

I propose to use information gleaned from the evaluation process, i.e. data taken from the student evaluation of instruction, as the basis for making the statistical analysis. Moreover, I also propose to random sample the full- and part-time faculty involved in the process, collecting information on no more than 20 percent of total faculty (full- and part-time),

I need you help in doing this. Would you be willing to allow me to access the student evaluation of instruction information for the classes taught this semester? I will ask that the names be stricken from the data to protect confidentiality of everyone. I only need to access the data itself and whether the instructor is part-time or full-time. Once I have completed the dissertation, I will be happy to provide your college with my findings / results. If you wish you may email me your answer.

Thank you for you consideration of this request.

A handwritten signature in dark ink, appearing to read "Don Webb Jr.", written in a cursive style.

Don Webb Jr Professor

don.webb@kctcs.edu

APPENDIX B
IRB APPROVAL LETTER



Mississippi State
UNIVERSITY

April 10, 2007

Don Webb
145 Wellington Drive
Middlesboro, KY 40965

RE: IRB Study #07-114: Adjunct Faculty, Boone or Burden?

Dear Dr. Webb:

The above referenced project was reviewed and approved via administrative review on 4/10/2007 in accordance with 45 CFR 46.101(b)(4). Continuing review is not necessary for this project. However, any modification to the project must be reviewed and approved by the IRB prior to implementation. Any failure to adhere to the approved protocol could result in suspension or termination of your project. The IRB reserves the right, at anytime during the project period; to observe you and the additional researchers on this project.

Please refer to your IRB number (#07-114) when contacting our office regarding this application

Thank you for your cooperation and good luck to you in conducting this research project. If you have questions or concerns, please contact me at cwilliams@research.msstate.edu or 325-5220.

Sincerely,

A handwritten signature in blue ink that reads "Christine Williams".

Christine Williams
IRB Compliance Administrator

cc: Ed Davis

APPENDIX C

KCTCS STUDENT EVALUATION OF INSTRUCTION INSTRUMENT

STUDENT EVALUATION OF INSTRUCTION

1 Student ID:

2 Name

3 Course:

Rate the instructor according to the following scale:

Outstanding, Good, Average, Poor, Completely Inadequate

4 Course goals were clearly stated and explained at the beginning of the semester.

Outstanding Good Average Poor Completely Inadequate

5 Attendance policy was clearly stated and explained during one of the first two class meetings. The instructor made clear how grades would be affected by absences.

6 Examinations and quizzes are a fair and true measure of my progress.

7 Examinations, quizzes and other assignments are graded and returned to me in an reasonable amount of time.

8 Standards of Grading are clearly stated and followed.

9 Course material is presented in a logical, organized fashion.

10 Instructor's explanations are clear and to the point.

11 Instructor enjoys teaching and has an enthusiastic attitude toward the subject.

12 The instructor shows concern with my progress in this course.

13 Instructor is available and willing to provide extra help before and after class.

14 The instructor's teaching methods promote my interest in the subject.

15 This course has taught me a great deal about this subject.

16 Instructor gave me a syllabus explaining course requirements and policies.

17 Instructor followed the syllabus.

18 Instructor posted reasonable office hours.

19 Instructor was available during posted office hours.

20 Instructor begins each class on time and as scheduled.

21 Instructor keeps each class for the full period.

22 COMMENTS AND SUGGESTIONS FOR IMPROVEMENT:

SOUTHEAST KENTUCKY COMMUNITY AND TECHNICAL COLLEGE

APPENDIX D

LETTER OF PERMISSION TO KCTCS PRESIDENTS

Dear President

I am graduate student enrolled in a PhD program in community college leadership offered through Mississippi State University. Along with several of my colleagues from Southeast, Hazard and Somerset community colleges, I am part of a cohort that takes classes that MSU offers on Southeast's Middlesboro Campus.

And, like many of the students in the program, I am beginning to lay plans for a dissertation. After discussions with Dr. Bruce Ayers, SKCTC President, I have chosen the following to address the following question:


Determine if there is a significant difference between student satisfaction with classroom instruction offered by full-time instructors and part-time instructors.

I propose to use information gleaned from the evaluation process, i.e. data taken from the student evaluation of instruction, as the basis for making the statistical analysis. Moreover, I also propose to random sample the full- and part-time faculty involved in the process, collecting information on no more than 20 percent of total faculty (full- and part-time),

I need you help in doing this. Would you be willing to provide me with a list of all full- and part-time teachers, including their mailing addresses? If so, I will write each of them asking if they would be willing for me to access their evaluation information for this study. I would then provide you with their response, allowing you to share with me the evaluation information for each of these individuals. When this information is provided to me, in order to protect the confidentiality of the instructors, I would ask that the names of the instructors be stricken from the report and that I be told only whether they were full- or part-time.

Once I have completed the dissertation, I will be happy to provide your college with my findings / results.

Thank you for you consideration of this request.



Don Webb Jr. Professor
Project Researcher

APPENDIX E
PRESIDENT'S LETTER OF APPROVAL

Office of the President
Dr. W. Bruce Ayers
700 College Road
Cumberland, KY 40823
Telephone: (606) 589-3000
Fax: (606) 589-3186
www.southeast.kctcs.edu

Harlan Campus: (606) 573-3200
Middlesboro Campus: (606) 242-0070
Pineville Campus: (606) 337-3106
Whitesburg Campus: (606) 633-0279

April 9, 2007

Mr. Don Webb
Southeast Kentucky Community and Technical College
Middlesboro Campus
1300 Chichester Avenue
Middlesboro, KY 40965

Dear Don:

This letter is to grant the College's permission for you to conduct research at SKCTC to determine if there is a significant difference between student satisfaction with classroom instruction offered by full-time instructors and part-time instructors.

You will be provided with a list of all full- and part-time instructors, including their mailing addresses. We understand that you will be writing each of them, asking if they would be willing for you to have access to their student evaluations.

Permission is granted contingent on your protecting the confidentiality of all Southeast employees.

Sincerely,



W. Bruce Ayers
President



KCTCS is an equal opportunity employer and education institution.

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

APPENDIX F
PRESIDENT'S LETTER OF APPROVAL

One Community College Drive
Hazard, KY 41701
Telephone: (606) 436-5721
or 1-800-246-7521
Fax: (606) 439-2988
www.hazard.kctcs.edu


Hazard Campus: (606) 436-5721
Technical Campus: (606) 436-5721
Lees College Campus: (606) 666-7521
Knott County Branch: (606) 785-4114
Leslie County Center: (606) 672-6800
Kentucky School of Craft: (606) 785-1055
Kentucky School of Bluegrass & Traditional Music: (606) 672-6800

May 11, 2007

Don Webb
145 Wellington Dr.
Middlesboro, KY 40965

By this letter, I am confirming that Hazard Community and Technical College is a willing participant in your research by using evaluations shared by the faculty who wish to participate. If you have any questions, please contact me.

Sincerely,



Dr. Kathy Smoot
Interim President/CEO



KCTCS is an equal opportunity employer and education institution.

KENTUCKY COMMUNITY AND TECHNICAL COLLEGE SYSTEM