

**2007 AIR RESEARCH GRANT PROPOSAL**

---

**Connecting Faculty Employment Status  
and Student Outcomes in Community Colleges**

---

Grant Amount Requested: \$30,000


Principal Investigator:

Audrey J. Jaeger, Ph.D.  
Assistant Professor  
North Carolina State University  
College of Education  
Department of Adult and Higher Education  
310H Poe Hall, Campus Box 7801  
Raleigh, NC 27695-7801  
Phone: 919-515-6240 Fax: 919-515-4039  
Email: [audrey\\_jaeger@ncsu.edu](mailto:audrey_jaeger@ncsu.edu)

Authorized Institutional Representative:

Matt Ronning  
Associate Vice Chancellor  
Research Administration/SPARCS  
2701 Sullivan Drive  
Admin Services III; MS 7514  
Raleigh, NC 27695-7514  
Phone: (919) 515-2444 Fax: (919) 515-7721  
Email: [sps@ncsu.edu](mailto:sps@ncsu.edu)

  
Principal Investigator

  
Authorized Institutional Representative  
**Victoria B. Walker**  
Manager Client Relations  
and Facilitation

## PROJECT SUMMARY

---

Preparation for postsecondary education is often considered the role of K-12 educators. Recent conversations have included other educational institutions. Community colleges maintain complex missions that include preparing students for degree programs, offering degree programs, preparing students to transfer to four-year institutions, as well as a host of other educational and vocational opportunities. These institutions play a critical role in the discussion of preparation for postsecondary education.

Preparation of current and future students is only part of the challenge faced by educational institutions; the other critical element is retention of students. Since the 1970s, an abundance of research has been generated on college student retention. Yet relatively little of this research addresses retention at the nation's community colleges, which educate almost 45% of the country's undergraduates (American Association of Community Colleges, 2006). In part, this dearth of research is due to the complexity of their missions and student bodies served. These challenges do not preclude, however, community college student retention from being studied. In fact, community college data may be extremely instructive in one area of retention research that is gaining more recent consideration: the impact of increasing usage of part-time faculty. Almost 66% of community college faculty are employed in part-time appointments, which is considerably higher than the 46.3% average for all degree-granting institutions (American Association of University Professors, 2006). Single-institution studies of four-year colleges have shown that increased use of part-time faculty significantly and negatively impacts student retention (Harrington & Schibik, 2001; Jaeger & Hinz, in press; Ronco & Cahill, 2006). Are the same trends visible in community colleges? Since many community college efforts serve to further prepare under-skilled students for additional postsecondary education, any similar finding of negative effects from part-time faculty use would have significant implications on the ways community colleges operate.

Preparation for postsecondary education (e.g. obtaining a four-year degree) begins for many students at the community college level. The primary objective of this study is to explore the effects of exposure to part-time faculty instruction on students' decisions to persist at community colleges and transfer to four-year institutions. Part-time faculty clearly serve a valuable purpose in higher education; however, their increased use raises concerns for administrators, faculty, and policy makers. Part-time faculty members spend a greater proportion of their overall time teaching, but the initial evidence suggests that these appointees are less accessible to students, bring less scholarly authority to their jobs, and are less integrated into the campus culture (Schuster, 2003). Since both part-

time faculty employment and new student enrollment continue to increase, the exploration of the effect of exposure to part-time faculty instruction on student persistence in community colleges is warranted.

Focusing on decisions of first-year students at community colleges is critical given that almost half of all United States undergraduates attend community colleges and these students are often the most diverse and marginalized. This research will use logistic regression and hierarchical linear modeling (HLM) techniques to construct a predictive model for persistence based on part-time faculty exposure and several other first-year student attributes identified by the study institutions as well as previous research. The use of HLM will enable this study to consider how institutional contexts influence the effects of exposure to part-time faculty instruction on students' decisions to persist. This research will also explore differences based on the program in which students are enrolled (e.g., degree granting, certification, and vocational).

The California Community College System will serve as the study site for his research. The California Community College System provides educational opportunities to more than 2.5 million students, includes 109 individual campuses, and constitutes the largest system of higher education in the United States. The California Community College Collaborative at the University of California, Riverside (C4 at UCR), which is a relatively new policy center established jointly by the University of California's Office of the President and the Chancellor's Office of the California Community Colleges, is supporting this research. Discussions with Patrick Perry, Vice Chancellor for the California Community College System, have already occurred. The Vice Chancellor will provide the data necessary to complete this research project.

As the use of part-time faculty grows, so should our understanding of this resource. Previous research (Conley, Leslie, & Zimbler, 2002; Gappa & Leslie, 1993; Haeger, 1998; Schuster, 2003) has provided ample information on the characteristics of part-time faculty as well as their role on college campuses but not on the effects of part-time faculty instruction on student outcomes. Since community colleges enroll the largest number of students and employ the greatest percentage of part-time faculty, this investigation will contribute a critical missing piece to the discussion of part-time faculty and student outcomes. As undergraduate students increasingly rely on the preparation offered at community colleges as a stepping stone in their postsecondary education, administrators and policy makers need to gain a better understanding of how hiring greater numbers of part-time faculty affect student decisions.

## TABLE OF CONTENTS

---

Project Summary	2
Project Description	5
References Cited	17
Biographical Sketch	22
Budget	27
Current and Pending Support	29
Facilities, Equipment and Other Resources	29
Special Information and Supplementary Documentation	30

## **PROJECT DESCRIPTION**

---

### **Statement of the Problem**

Focusing on community colleges in the postsecondary preparation discussion is critical given that these institutions educate almost 45% of the country's undergraduates (American Association of Community Colleges, 2006). Community colleges have also been the primary institutions of higher education to provide postsecondary education to underserved populations (Levin, 2001; Shaw & London, 2001; Shaw, Rhoads, & Valadez, 1995). The defining elements of community colleges such as open access, low tuition, multitude of services, and convenient locations are especially pertinent to students with low socioeconomic status, to women with children, to minorities, and to those who are underemployed, academically unprepared, physically and mentally disabled, or adults looking for a second chance in education (Cohen & Brawer, 2003; Dougherty, 2002; Freeman, 2006; Phillippe, 2000). Furthermore, focusing on students' decision to persist is even more critical since achieving a degree provides significant economic and social capital.

The literature provides insufficient direction in addressing the student retention challenge faced by community colleges. The majority of the research focuses on four-year institutions and traditional students (Astin, 1993; Bailey & Alfonzo, 2005; Pascarella & Terenzini, 1991, 2005). In addition, given the complexity of missions within community colleges, this literature does not adequately address the realities of the community college which are based on open-enrollment and a tremendously diverse student body.

Over the past several decades, one of the most significant changes in the delivery of postsecondary education involves the dramatic increase in the use of contingent or part-time faculty (Jacoby, 2006). In fall 2003, 66.7% of all faculty in the public community college system were employed part time (Cataldi, Fahimi, Bradburn, & Zimble, 2005). Although the increased use of part-time faculty within higher education makes sense from an administrative point of view, its use does not come without criticism. In attempting to clarify the real issue, Haeger (1998) writes, "The most important academic concern is the perception that part-time faculty threaten the quality of academic programs in terms of course content, advising, faculty-student interaction, and collegiality within academic departments" (p. 85). In addition to the perceived difference in quality of instruction, opponents of the use of part-time faculty argue that the level of student service provided by such faculty also lags behind that of full-time faculty.

Little evidence exists addressing the differences in student outcomes as a result of exposure to part-time faculty. Research addressing persistence has not been instructive in identifying policies and programs that improve student outcomes at community colleges (Bailey & Alfonso, 2005). This research seeks to explore the effects of exposure to part-time faculty instruction on students' decisions to persist.

### **Review of Relevant Research**

#### **The Community College Context**

The American Association of Community Colleges (2006) reports that 45% of all United States undergraduates attend community colleges, which are often considered institutions of opportunity for non-traditional students. The defining elements of community colleges include open access, low tuition costs, comprehensive services, and convenient locations (Cain, 1999; Phillippe, 2000). These factors are especially pertinent to community college students. Community colleges often provide more pathways for those who desire an education and hold many of the aforementioned underserved and at-risk characteristics (Quigley & Bailey, 2003). The acknowledged benefit of community colleges is that they serve the population that is not well served by traditional institutions of higher education, including single parents, racial minorities, students who delayed postsecondary enrollment from high school, full-time workers, students without a high school diploma or are inadequately prepared in other ways, and students with low socioeconomic status (Choy, 2002; Horn & Carroll, 1996; Cohen & Brawer, 2003; Grubb, Badway, & Bell, 2003; Herideen, 1998; Shaw, 1999; Valadez, 1996). Community colleges play a pivotal role, more than any other institutional type, in educating these types of students (Davies, Safarik, & Banning, 2003; Laden, 1998; Levin, 2003; Terenzini & Cabrera, 2001). Women comprise 59% of all community college students, and the average age of all community college students is 29 years. A significant percentage of the country's minority student population attends community colleges, including 47% of all Black undergraduates, 55% of all Hispanic, 47% of all Asian, and 57% of all Native American undergraduates. With these figures in mind, the experiences of community college students are thought to be different than the experiences of students who attend four-year colleges. It follows that the retention of community college students is also regarded differently in the literature.

#### **Retention Theory and Community College Students**

Two theories of retention have dominated the discussion and subsequent research designs related to retention: Tinto's (1975, 1993) ideas of social and academic integration and Bean and Metzger's (1985) model for

non-traditional students. Tinto's theory suggested that meaningful encounters with the formal and informal academic and social systems of the institution lead to greater student integration in these systems and thus to persistence (Pascarella & Terenzini, 2005). Mechanisms of social integration include student-faculty interactions as well as the learning environment in the classroom. Working from Tinto's (1975, 1993) student interactionist theory of student departure, research by Pascarella and Terenzini (1977; 2005) asserts that student-faculty interactions play a crucial role in the connection between student and institution.

Tinto's integration model is overwhelmingly used to guide retention research, which is often based on four-year institutions. Student-faculty interaction is a significant factor in predicting college persistence (Gaff & Gaff, 1981). Endo and Harpel (1982) found that informal contact, in which faculty members develop friendly relationships with students and exhibit a personal concern with their affective and cognitive growth, significantly influences students' personal and social outcomes in addition to their intellectual gains, which in turn affects persistence. Pascarella and Terenzini (2005) note that the research before and after 1990 supports the generally positive effects of non-classroom student-faculty interactions on educational attainment. Community college scholars also note that student relationships with faculty are more crucial for community college students because these students interact more frequently with faculty than other types of institutional representatives (Vaughan, 2000). Others argue that Tinto's model may be inappropriate for the investigation of community college student retention because of their open-enrollment policies and orientations toward commuter (i.e. non-residential) students (Jacoby, 2006). For example, Bailey & Alfonso (2005) discuss the disconnect between Tinto's social integration theory and the community college experience and review the mixed results of research studies on community college student social engagement. Community college students often do not participate in the same types of multifaceted, in- and out-of-classroom interactions among peers and faculty as do their peers at four-year, residential colleges. Hence, the researchers conclude that "given the nature of their students and the large number of part-time faculty, trying to reproduce the liberal arts/residential ideal may not be the best strategy for community colleges or their students" (p. 14). Additionally, some scholars believe that Tinto's model and its focus on "the assimilation of individuals into college cultures tends to downplay the differing experiences of cultural groups" and the costs of social integration for the marginalized students who make up significant portions of community college student bodies across the country (Laden, Milem & Crowson, 2002, p. 153). Instead of through internal relationships, the

large percentage of minority students at community colleges may be more influenced by the external relationships they maintain, for example to family or religious affiliations.

Bean and Metzner's (1985) model for non-traditional students may be more appropriately applied to community colleges. Bean (1980; 1983; 2005) included student contact with faculty as one of his behavioral measures in his model of student persistence. Bean's research also shows that student interaction with faculty plays an important role in the persistence process. Critics of Bean and Metzner's model note that only two areas, academic advising and course availability, are included in the model as potential venues for institutional response (Bailey & Alfonso, 2005). Current research, as well as this proposed research, suggests that institutions may have other avenues of response that affect student retention, including decisions regarding faculty employment status. Although Braxton, Bray, and Berger (2000) explore the role of faculty instruction on student persistence, their study does not focus on the role of part-time versus full-time faculty. Given the substantial differences between part-time and full-time faculty, it is important to understand how these differences affect student outcomes. For example, students' perceptions of faculty members' availability and concern for them have positive and significant effects on persistence (Halpin, 1990; Mallette & Cabrera, 1991). Limited interactions with professors, such as would be expected with part-time faculty, may lead to discontent and a level of dissatisfaction or disconnection on the part of the student. Given the reported importance of student-faculty interaction on retention, should educators and policy makers question the increased use of part-time faculty? Is there a retention-related cost to part-time faculty utilization?

### **Challenges and Opportunities for Retention Research using Community Colleges**

The discussion of successful outcomes, including retention, for community college students is a complex one. The open-enrollment nature of community colleges means that students enter for a number of reasons and goals, not all of which include degree completion. As Laden, Milem and Crowson (2000) state, "the expectation that all students who enroll in community college will and should be retained until they complete associate's degree requirements is a false expectation; non-retention here is a choice (perhaps a "demand") variable in quite another direction" (p. 249). In fact, Clark's (1960) "cooling out" effect suggests that community colleges may actually discourage retention, in many cases lowering aspirations and channeling students away from elite or professional careers and the pursuit of bachelor's degree attainment. Most retention and persistence research is based on students at four-year institutions (Bailey & Alfonso, 2005). One reason is that databases are based on full-time, first-time

students in degree programs, community colleges often reflect extremely low completion rates (Bailey, Jenkins, & Leinbach, 2005). Transfer information is also difficult to use for retention studies, as incomplete institutional records are believed to also yield low transfer rates. Finally, student self-reports regarding long- and short-term goals also show low numbers of students actually achieving the certificates and degrees that they claim they aspire to attain. Bailey, Jenkins, & Leinbach (2005) predict many reasons, including poor teaching, why students may leave early and not complete their educational goals, but the fact remains that these assertions are largely untested; hence, the importance of this proposed research.

Retention of community college students in the first year is impacted by pre-enrollment and enrollment characteristics such as high school GPA, age, ethnicity and part-time attendance (Feldman, 1993). By and large, the research on community college student retention tends to treat the community college experience as a means to another end, the four-year degree, instead of as an end in itself (Pascarella & Terenzini, 2005). Numerous studies generally agree that students who initially attend a two-year institution are less likely to complete a bachelor's degree (Pascarella and Terenzini, 2005). Those students who do transfer generally take longer to complete their bachelor's degrees and more closely resemble their counterparts, both demographically and academically, who initially enrolled in four-year institutions. Pascarella and Terenzini continue and point out that "these studies...concentrate on a fairly general and structural difference between two-year and four-year institutions – namely, their highest degree offered. This focus leaves unexamined any differences in the kinds of experiences students at these institutions may have or any of the causal mechanisms that may be in play" (p. 379). The composition of the faculty body is one such causal mechanism that should be further investigated, particularly at community colleges.

### **Part-time Faculty, Student Success, and Retention**

In 2003, degree-granting institutions nationwide employed 46.3% of faculty in part-time appointments compared to 35.1% of faculty in tenured or tenure-track appointments (American Association of University Professors, 2006). The same report shows that across 1,052 associate degree-granting institutions, 65.6% of the faculty were employed in part-time appointments; this level is considerably higher than any other Carnegie Classification group examined using the fall 2005 IPEDS (Integrated Postsecondary Education Data System) data. As one example, Rio Salado College, an Arizona community college, employs almost 97% of its faculty in part-time appointments; in fact, this arrangement has been held up as an efficient model by organizations like the Lumina and

Alfred P. Sloan Foundations (Ashburn, 2006). While the use of part-time faculty continues to grow, relatively little is known about the effect that part-time faculty have on student experiences and outcomes. Rather, assumptions are sometimes made about the likely negative effects on student outcomes based on the few studies that examine practices of part-time faculty.

Most studies that do address retention and part-time faculty have not examined community colleges (Harrington & Schibik, 2004; Jaeger & Hinz, in press; Kehrberg & Turpin, 2002; Ronco & Cahill, 2006). An exception is the work of Jacoby (2006) whose study used 2001 IPEDS data for all 1,209 public two-year colleges in the United States and found that community college graduation rates decrease as the proportion of part-time faculty employees increases. Bailey et al (2005) also investigated the impact of institutional characteristics, including proportion of part-time faculty, on community college student success for a sample of 1464 students at 441 community colleges. The study controlled for individual student characteristics using National Educational Longitudinal Study of 1988 data and combined this with institutional characteristics provided from IPEDS. Lower graduation rates were found at community colleges where a larger percentage of faculty are part-time; however, this finding was only significant for those students enrolled in an associate's degree program and not for the entire sample of community college students.

The practices of part-time faculty offer potential insights to these negative impacts and have been investigated in a few studies. Part-time faculty have been found to exhibit different job performance among other categories of contingent faculty colleagues (Umbach, 2007). Umbach used hierarchical linear modeling techniques and a sample of faculty from 132 colleges and universities responding to the 2004 Faculty Survey of Student Engagement to focus on the relationship between faculty appointments and teaching effectiveness. Part-time faculty were found to spend less time preparing for class, interacting with students both on course and non-course related issues, challenging their students less, and using active and collaborative teaching techniques when compared to either full-time or other contingent faculty. The same study found a difference in part-time faculty and student interaction across institutional types, with interactions being lowest at research institutions. While this study makes an important contribution to further understanding the impact of part-time faculty use on undergraduate education, it fails to include the community college perspective.

One study of approximately 1,500 faculty responses from over 100 community colleges responding to the 2000 Center for the Study of Community Colleges Survey used crosstabs, chi-square and t-test statistics to show that

part-time community college faculty were less likely than their full-time colleagues to utilize teaching techniques outside of traditional lecture, including collaborative teaching and learning methods and projects using computers or Internet competencies (Schuetz, 2002). The same study also found that part-time community college faculty were less likely to spend time with students outside of class, to belong to professional organizations and institutional committees, or to have as many years of teaching experience as their full-time colleagues.

Hagedorn and her colleagues (Hagedorn, Perrakis, and Maxwell, 2002) concluded from a three-year study that community colleges wanting to encourage student success should not rely heavily on part-time faculty who hold sparse office hours and appear inaccessible. Thus part-time faculty may not be as engaged with students outside of the classroom, leading students to conclude a lack of interest. “When students feel faculty members do not care about the student’s development, their bonds to the institution weaken” (Bean, 2005, p. 225). “Several studies suggest that students’ perceptions of faculty members’ availability and interest in them may be enough to promote persistence” (Pascarella & Terenzini, 2005, p. 417). Does the reduced availability of part-time faculty have a negative impact on student satisfaction leading to a student’s decision to not persist?

There is little doubt that the combination of increased enrollment and decreased educational funding contributes to the rapid increase in the use of part-time faculty. Community colleges are leading the way in the trend of increased use of part-time faculty. Part-time faculty serve a critical purpose in higher education; however, their increasing numbers raises concerns for administrators and policy makers. The lack of any clear data regarding the effects of part-time faculty on student outcomes at community colleges illustrates the need for additional research.

### **Research Question**

The proposed research seeks to answer the following research question: Controlling for student entry characteristics and institutional factors, what effect does exposure to part-time faculty have on a student’s decision to persist and/or transfer.

### **Proposed Plan of Work (Variables & Datasets)**

Little evidence exists addressing the differences in student outcomes as a result of exposure to part-time faculty. Research addressing persistence has not been instructive in identifying policies and programs that improve student outcomes at community colleges (Bailey & Alfonso, 2005). Drawing from a number of student- and institutional-level variables, this research seeks to explore the effects of exposure to part-time faculty instruction on students’ decisions to persist using logistic regression and HLM techniques to construct a predictive model for

persistence. HLM techniques enable researchers to disaggregate student- and institutional-level data to examine how the institutional context influences students' responses to college experiences, such as exposure to part-time faculty.

The California Community College System will serve as the study site for this research. The California Community College System provides educational opportunities to more than 2.5 million students, constituting 109 campuses. The California Community College Collaborative at the University of California, Riverside (C4 at UCR), which is a relatively new policy center established jointly by the University of California's Office of the President and the Chancellor's Office of the California Community Colleges, is supporting this research. Discussions with Patrick Perry, Vice Chancellor for the California Community College System, have already occurred. He will provide the data necessary to complete this research project. Data will include anonymous student record data for the past four academic years, course-level data, faculty data, and institutional-level data.

Student demographic data (gender, ethnicity, first generation, high school grade point average, SAT, major/program of study/purpose of study, college grade point average, total credit hours attempted, financial aid) will be merged with first-year (fall and spring semesters) course data (course, credit hour, instructor, academic program), instructor data (part-time or full-time), and institutional data (size, urbanicity, expenditures per FTE, proportion of part-time faculty) using SPSS software.

Data regarding faculty status will receive special consideration. A list of instructors will be gathered from all courses taken by the analysis population during their first and second academic terms of enrollment. Full-time faculty status will be assigned based on the current system used within the California Community Colleges. Consideration will be given to full-time administrators and graduate students who are also teaching.

In this study, the primary research question will be answered using logistic regression with the HLM software. Logistic regression is the statistical analysis of choice because of its predictive ability on a dichotomous dependent variable (retained). The multilevel nature of the data require the use of HLM techniques in the analyses. HLM enables researchers to differentiate the effects of each level of independent variables on the outcome variable. Including multilevel data in single-level logistic regression results in an underestimation of standard errors for the parameters, which may lead to a Type I error in concluding that a parameter is significant when, in fact, it is not significant (Raudenbush & Bryk, 2002).

After merging the datasets and creating one key record per student, the researchers will derive a variable indicating students' level of exposure to part-time faculty. Using SPSS software, the researchers will generate

descriptive statistics for the independent and dependent variables. Additionally, the researchers will test the independent variables for multicollinearity with tolerance and variance inflation analyses (Allison, 1999).

In addition to analyzing the effects of exposure to part-time faculty on student persistence, this study will consider how exposure to part-time faculty affects community college students' grades. Initially, analyses of variance (ANOVA) will be conducted to determine if student grades differ significantly between faculty type (part-time vs. full-time). If the ANOVAs are significant, multiple linear regression through HLM will be used to determine factors contributing to these differences. Using multiple regression in HLM, the analyses will include student- and institutional-level variables to determine how institutional contexts, exposure to part-time faculty, and other student-level variables affect students' grade distributions.

An important limitation of the data is related to the consistency in collection procedures of the various 109 campuses. Although all campuses report data to the California Community College System office, collection methods and definitions may differ between institutions. Furthermore, while HLM provides more robust analyses than single-level ordinary least squares and logistic regressions, the use of HLM has at least one limitation. Regressions require a high number of cases for each variable, generally at least 10. While the student sample for this study includes a sufficient number of cases, the institutional sample offers just 109 cases. So few cases will limit the analyses to approximately 10 variables in the institutional-level regression in HLM. Finally, because this study relies on secondary data analysis, the research is limited to the variables and definitions available in the California Community College System database.

### **Objectives**

Preparation for postsecondary education (e.g. obtaining a four-year degree) begins for many students at the community college level. Thus community colleges must identify what factors affect a student's decision to persist and eventually transfer to a four-year institution. The primary objective of this study is to explore the effects of exposure to part-time faculty instruction on students' decisions to persist at community colleges.

### **Relationship to PI's Research**

The principal investigator is currently working on funded research that addresses similar questions within a four-year public university system (ten campuses). Previous single institutional research, in press in the *Journal of College Student Retention*, helped define the need to study part-time faculty and their affect on college student

outcomes. The proposed research adds to the body of knowledge gained by the PI in previous research addressing student outcomes.

### **Connections to Current Knowledge**

A discussion of preparation for postsecondary education would often begin with high school and end with graduation from a four-year institution. This does not take into account the multitude of students who obtain a GED and begin postsecondary education at a community college. This research will explore the factors that contribute to the persistence and non-persistence of community college students. Specifically, this study will address an unexamined area of student retention at community colleges, faculty employment status. This research will add to what is currently known about the effects of part-time faculty instruction on various student outcomes (Harrington & Schibik, 2004; Jacoby, 2006; Jaeger & Hinz, in press; Kehrborg & Turpin, 2002; Ronco & Cahill, 2006) within a relatively unexamined research context in this area, the community college.

### **Dissemination Plan**

Because the proposed research study seeks to examine a problem central to many college campuses, results will be shared with a wide variety of audiences. Information will be shared with the California Community College System staff and campus institutional researchers as deemed appropriate by the System staff. In addition, results will be shared with administrators, faculty, and policy makers who are concerned about the use of part-time faculty and student persistence. Results will be prepared and submitted for presentation at the Association for Institutional Research, Association for the Study of Higher Education, American Educational Research Association, and the American Association of Community Colleges annual conferences. Results will also be submitted for publication to journals that focus on research, policy, and practice as it relates to community colleges. These include *Community College Review*; *Community College Journal of Research and Practice*; *Research in Higher Education*; *Journal of Higher Education*; and *Review of Higher Education*.

The research project will begin June 2007 and end June 2008. Specific research activities are identified.

Obtain and analyze journal articles, manuscripts, books, conference proceedings, and paper presentations relevant to this topic.

June 2007-July 2007

Submit progress report to the Association for Institutional Research. Obtain data from the California Community College System Office. Clean and analyze data.

August 2007-December 2007

Discuss research findings. Develop implications and recommendations. Submit final research report to the Association for Institutional Research. Submit proposals for paper presentations and manuscripts for publication. Present findings at AIR Annual Forum.

January 2008-June 2008

### **Policy Relevance**

Results from this research will offer useful information to policy makers at all levels of education: local, state, and national. Since the study site is the largest community college system in the country, the findings will be instructive to policy makers addressing student persistence, degree attainment, transfer rates, postsecondary preparation, faculty employment status, and faculty professional development.

Findings from this research will help guide institutional and system-wide decision makers in policies addressing the use of part-time faculty. Specific types of policies include the number of courses offered by part-time faculty members, the types of courses offered by part-time faculty members, and the resources available to part-time faculty members.

### **Innovative Aspects**

The proposed investigation will extend the research literature in the areas of part-time faculty use and student persistence to a context whose role in postsecondary preparation is often ignored to the preference of K-12 efforts. First, this study is unique because it adds to the existing knowledge about part-time faculty beyond individual characteristics and campus concerns to the impact on college student decisions. Furthermore it addresses a population, community colleges, that has not been addressed in research relating to part-time faculty and student persistence. Second, the site for this study includes an entire community college system, 109 unique individual campuses. These institutions offer tremendous institutional diversity and educate the largest number of students as compared to any other state system of education. Third, the proposed research project will employ statistical measures that differ from current research (Harrington & Schibik, 2004; Jacoby, 2006; Jaeger & Hinz, in press; Kehrberg & Turpin, 2002; Ronco & Cahill, 2006) in this area and are more appropriate for this type of research. This research will utilize advanced statistical techniques of HLM that enable researchers to differentiate student- and institutional-level effects of students' decisions to persist. Furthermore, the use of HLM will enable the researchers to determine how, if at all, institutional contexts affect how students respond to varying levels of exposure to part-time faculty in their decisions to persist.

### **Intended Audience**

The research will be critical to a variety of stakeholders; these include higher education scholars and institutional researchers who are engaged in activities relating to part-time faculty and/or student persistence, campus based administrators responsible for decisions about part-time faculty members and/or student persistence, part-time and full-time faculty members, and system-based administrators who are involved in issues of part-time faculty and/or student persistence. Since this is a system-wide study of all community colleges in California, legislators, government officials, and other policy makers will also be interested in the results. The California Community College System is the largest system in the United States and thus often serves as a model for other state-wide systems. This data will be helpful to policy makers, educators, and other officials in states that have similar systems and/or employ large numbers of part-time faculty. Furthermore, since part-time faculty employment is a concern throughout the higher education community, officials and educators at four-year institutions will also benefit from the results of this study.

## REFERENCES CITED

---

- Allison, P. D. (1999). *Logistic regression using the SAS system: theory and application*. Cary, NC: SAS Institute.
- American Association of Community Colleges. (2006). *Community college fact sheet*. Retrieved December 31, 2006 from [http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/Fast\\_Facts1/Fast\\_Facts.htm](http://www.aacc.nche.edu/Content/NavigationMenu/AboutCommunityColleges/Fast_Facts1/Fast_Facts.htm)
- American Association of University Professors. (2006). *AAUP contingent faculty index*. Washington, DC: Authors. Retrieved December 14, 2006 from <http://www.aaup.org/NR/rdonlyres/F05FF88E-B2A8-4052-8373-AF0FDAE060AC/0/ConsequencesAnIncreasinglyContingentFaculty.pdf>
- Ashburn, E. (2006, October 6). The few, the proud, the professors [Electronic Version]. *The Chronicle of Higher Education*. Retrieved December 14, 2006 from <http://chronicle.com/weekly/v53/i07/07a01001.htm>
- Astin, A. W. (1975). *Preventing students from dropping out*. San Francisco: Jossey-Bass.
- Astin, A. (1993). *What matters in college: Four critical years revisited*. San Francisco: Jossey-Bass.
- Bailey, T. R., & Alfonso, M. (2005). *Paths to persistence: An analysis of research on program effectiveness at community colleges* [Monograph]. Lumina Foundation for Education New Agenda Series, 6(1). Retrieved from Lumina Foundation Web site:<http://www.luminafoundation.org/publications/PathstoPersistence.pdf>
- Bailey, T., Jenkins, D., & Leinbach, T. (2005, September). *Graduation rates, student goals, and measuring community college effectiveness*. Retrieved January 2, 2007 from <http://ccrc.tc.columbia.edu/ContentByType.asp?t=1>
- Bean, J. P. (1980). Dropouts and turnover: The synthesis and test of a causal model of student attrition. *Research in Higher Education*, 12(2), 155-187.
- Bean, J. P. (1983). The application of a model of turnover in work organizations to the student attrition process. *The Review of Higher Education*, 6, 129-148.
- Bean, J. P. (2005). Nine themes of college student retention. In Seidman, A. (Ed.), *College student retention* (pp.213-243). Westport, CT: Praeger.
- Bean, J. P., & Metzner, B. S. (1985). A conceptual model of nontraditional undergraduate student attrition. *Review of Educational Research*, 55(4), 485-540.
- Braxton, J. M., Bray, N. J., & Berger, J. B. (2000). Faculty teaching skills and their influence on the college student departure process. *Journal of College Student Development*, 41(2), 215-227.

- Cataldi, E. F., Fahimi, M., Bradburn, E. M., & Zimble, L. (2005). *2004 National study of post-secondary faculty (NSOPF:04) report on faculty and instructional staff in fall* (NCES Report No. 2005-172). Washington, DC: U.S. Department of Education, Institute of Educational Sciences.
- Clark, B. R. (1960). The “cooling out” function in higher education. *American Journal of Sociology*, *65*, 569-576.
- Choy, S. P. (2002). *Non-traditional undergraduates*. In National Center for Educational Statistics, *The condition of education* (pp. 25-39). Washington, DC: U.S. Department of Education & Office of Education Research and Improvement.
- Cohen, A. M., & Brawer, F. B. (2003). *The American community college* (4<sup>th</sup> ed.). San Francisco, CA: Jossey-Bass.
- Conely, V. M., Leslie, D. W., & Zimble, L. J. (2002). *Part-time instructional faculty and staff: Who they are, what they do, and what they think*. U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.
- Davies, T. G., Safarik, L., & Banning, J. H. (2003, October/December). The deficit portrayal of underrepresented populations on community college campuses: A cross case analysis, *Community College Journal of Research and Practice*, *27*(9-10), 843-858.
- Dougherty, K. J. (2002). The evolving role of the community college: Policy issues and research questions. In J. Smart & W. Tierney (Eds.), *Higher education: Handbook of theory and research*, Vol. 17 (pp. 295-348). Dordrecht, Netherlands: Kluwer.
- Endo, J. J., & Harpel, R. (1982). The effect of student-faculty interaction on students’ educational outcomes. *Research in Higher Education*, *16*(2), 115-138.
- Feldman, M. J. (1993). Factors associated with one-year retention in a community college. *Research in Higher Education*, *34*(4), 503-512.
- Freeman, J. (2006). *Postsecondary education for the underserved in America: A study of highly non-traditional students in community colleges*. Unpublished Dissertation, North Carolina State University, Raleigh, North Carolina.
- Gaff, J. G., & Gaff, S. (1981). Student-faculty relationships. In Chickering, A. W., & Associates (Eds.), *The modern American college* (pp. 642-656). San Francisco: Jossey-Bass.
- Gappa, J. M., & Leslie, D. W. (1993). *The invisible faculty: Improving the status of part-timers in higher education*. San Francisco: Jossey-Bass.

- Grubb, W. N., Badway, N., & Bell, D. (2003, March). Community colleges and the equity agenda: The potential of noncredit education. *The Annals*, 218-240.
- Haeger, J. D. (1998). Part-time faculty, quality programs, and economic realities. In Leslie, D. W. (Ed.), *The growing use of part-time faculty: Understanding causes and effects*. (pp. 81-88). San Francisco: Jossey-Bass.
- Hagedorn, L., Perrakis, A., & Maxwell, W. (2002). *The negative commandments: Ten ways community colleges hinder student success*. (ED 466 262)
- Halpin, R. (1990). An application of the Tinto model to the analysis of freshman persistence in a community college. *Community College Review*, 17, 22-32.
- Harrington, C., & Schibik, T. (2004). Caveat emptor: Is there a relationship between part-time faculty utilization and student learning outcomes and retention? *AIR Professional File*. No. 91, Spring. Tallahassee, FL: Association of Institutional Research.
- Herideen, P. E. (1998). *Policy, pedagogy, and social inequality: Community college student realities in post-industrial America*. Westport: Bergin & Garvey.
- Horn, L. J., & Carroll, C. D. (1996, November). *Non-traditional undergraduates: trends in enrollment from 1986 to 1992 and persistence and attainment among 1989-90 beginning postsecondary students*. Washington, DC: U.S. Dept. of Education, National Center for Educational Statistics.
- Jacoby, D. (2006). Effects of part-time faculty employment on community college graduation rates. *Journal of Higher Education*, 77(6), 1081-1103.
- Jaeger, A. J., & Hinz, D. (in press). The effects of part-time faculty on first year freshman retention: A predictive model using logistic regression. *Journal of College Student Retention: Research, Theory & Practice*.
- Jenkins, D. (2006, October). *What community college management practices are effective in promoting student success?: A study of high- and low-impact institutions*. Retrieved January 2, 2007 from <http://ccrc.tc.columbia.edu/ContentByType.asp?t=1>
- Kehrberg, N., & Turpin, W. K. (2002, March). *Impact of part-time faculty on freshman performance, satisfaction and retention*. Paper presented at the meeting of the North Carolina Association for Institutional Research, Greensboro, NC.

- Laden, B. V. (1998, Summer). An organizational response to welcoming students of color. In J. S. Levin (Ed.), *Organizational change in the community college: A ripple or a sea change? New Directions for Community Colleges*, 102 (pp. 31-41). San Francisco, CA: Jossey-Bass.
- Laden, B.V., Milem, J.F., & Crowson, R.W. (2000). New institutional theory and undergraduate retention. In J.M. Braxton (Ed.) *Rethinking the departure puzzle: New theory and research on college student retention*. Nashville, TN: Vanderbilt University Press, 235-256.
- Leslie, D. W. (1998). The growing use of part-time faculty: understanding causes and effects. *New Directions for Institutional Research*, No. 104. San Francisco: Jossey-Bass.
- Leslie, D. W., & Gappa, J. M. (2002). Part-time faculty: Competent and committed. *New Directions for Community Colleges*, No. 118. San Francisco, Jossey-Bass.
- Levin, J. S. (2001). *Globalizing the community college: Strategies for change in the twenty-first century*. New York, NY: Palgrave.
- Levin, J. S. (2003, November). *Beyond the margins: Community college students outside the mainstream*. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, OR.
- Mallette, B., & Cabrera, A. (1991). Determinants of withdrawal behavior: An exploratory study. *Research in Higher Education*, 32(2), 179-194.
- Pascarella, E. T., & Terenzini, P. (1977). Patterns of student-faculty informal interaction beyond the classroom and voluntary freshman attrition. *Journal of Higher Education*, 48(5), 540-552.
- Pascarella, E., & Terenzini, P. (1991). *How college affects students: Findings from twenty years of research*. San Francisco: Jossey-Bass.
- Pascarella, E. T. & Terenzini, P. T. (2005). *How college affects students: A third decade of research* (2<sup>nd</sup> ed.). San Francisco: Jossey-Bass.
- Phillippe, K. A. (Ed.). (2000). *National profile of community colleges: Trends and statistics* (3<sup>rd</sup> ed.). Washington, D.C.: American Association of Community Colleges.
- Quigley, M. S., & Bailey, T. W. (2003). *Community college movement in perspective: Teachers College responds to the Truman Commission*. Lanham, MD: Scarecrow Press.
- Raudenbush, S. W. & Bryk, A. S. (2002). *Hierarchical linear models: Applications and data analysis methods*. 2<sup>nd</sup> Edition. Thousand Oaks: Sage Publishing.

- Ronco, S., & Cahill, J. (2006). Does it matter who's in the classroom? Effect of instructor type on student retention, achievement and satisfaction. *AIR Professional File, No. 100*. Tallahassee, FL: Association of Institutional Research.
- Schuetz, P. (2002). Instructional practices of part-time and full-time faculty. In Outcalt, C. (Ed.), *Community college faculty: Characteristics, practices, and challenges* (pp. 39-46). *New Directions for Community Colleges*, no. 118. San Francisco: Jossey-Bass.
- Schuster, J. H. (2003). The faculty makeover: What does it mean for students? *New Directions for Higher Education, No. 123*. San Francisco: Jossey-Bass.
- Shaw, K., & London, H. (2001). Culture and ideology in keeping transfer commitment: Three community colleges. *The Review of Higher Education, 25*(1), 91-114.
- Shaw, K. (1999). Defining the self: Construction of identity in community college students. In K. Shaw, J. Valadez & R. Rhoads (Eds.), *Community colleges as cultural texts* (pp. 153-171). Albany: State University of New York Press
- Shaw, K., Rhoads, R., & Valadez, J. (1999). *Community colleges as cultural texts*. Albany: State University of New York Press.
- Terenzini, P. T., & Cabrera, A. F. (2001). *Swimming against the tide: The poor in American higher education*. New York: College Entrance Board Examination.
- Tinto, V. (1975). Dropout from higher education: A theoretical synthesis of recent research. *Review of Educational Research, 45*, 89-125.
- Tinto, V. (1993). *Leaving college: Rethinking the causes and cures of student attrition* (2<sup>nd</sup> ed.). Chicago: The University of Chicago Press.
- Umbach, P. D. (2007). How effective are they?: Exploring the impact of contingent faculty on undergraduate education. *The Review of Higher Education, 30*(2), 91-124.
- Valadez, J. R. (1996). Educational access and social mobility in a rural community college. *Review of Higher Education, 19*(4), 391-409.
- Vaughan, G. B. (2000). *The community college story* (2<sup>nd</sup> ed.). Washington, DC: Community College Press.

## **BIOGRAPHICAL SKETCH**

---

Dr. Audrey J. Jaeger is an advanced Assistant Professor of Higher Education in the Department of Adult and Higher Education at North Carolina State University. She teaches in the areas of student development, organizational theory, governance of higher education, and politics of higher education. Dr. Jaeger has been recognized for her outstanding teaching by being named to the North Carolina State University Academy of Outstanding Teachers. She previously taught at New York University and Baruch College, City University of New York. She received her bachelor of public administration at the University of North Dakota, her master of science in college student personnel at Western Illinois University, and her doctorate in higher education administration at New York University. While pursuing her degree and teaching as an adjunct faculty member at Baruch College, Dr. Jaeger held a full-time administrative position at New York University's Wagner School of Public Service in academic advising and curriculum development. Dr. Jaeger also worked for several years in student affairs administration at Bucknell University before pursuing her Ph.D. As a student affairs professional, she has experience in orientation, student activities, student government, Greek affairs, leadership development, community service and academic advising.

Dr. Jaeger's research and scholarship have focused on student outcomes and faculty roles and rewards. Her student outcome research has focused on student persistence, academic performance, as well as student affective and non-cognitive development. Dr. Jaeger is currently completing an externally funded study addressing faculty employment status in relation to persistence of first year students at four-year, public institutions. Her research has been published in journals such as *Research in Higher Education*, *The Journal of College Student Development*, *Educational Policy*, and *the Journal of College Student Retention: Research, Theory & Practice*. Dr. Jaeger has delivered nearly 50 referred presentations and is actively involved in a several professional associations.

Dr. Jaeger has been recognized as a promising new scholar by the American College Personnel Association [Emerging Scholar Distinction, 2004]; the Kellogg Forum on Higher Education for the Public Good, the University of California-Los Angeles Higher Education Research Institute, and the University of Michigan Center for the Study of Higher and Post-Secondary Education [Intergenerational Research Symposium Emerging Scholar Recipient, 2002]; and the University of Southern California Center for Higher Education Policy Analysis {Higher Education Governance Research Institute Emerging Scholar Recipient, 2002}.

## BRIEF CURRICULUM VITAE

---

### EDUCATIONAL EXPERIENCE

**Ph.D. in Education**, New York University, Concentration: Higher Education Administration

**M.S. in College Student Personnel**, Western Illinois University

**B.S. in Public Administration**, University of North Dakota, Summa Cum Laude

**Training & Certifications**, National Center for Educational Statistics Database Training, SAS, SPSS

### PROFESSIONAL WORK EXPERIENCE

**Assistant Professor of Higher Education**, North Carolina State University (8/2001-Present)  
Department of Adult and Higher Education

**Program Coordinator**, New York University (8/2000–7/2001)  
Robert F. Wagner Graduate School of Public Service

**Program Administrator**, New York University (7/1998–8/2000)  
Robert F. Wagner Graduate School of Public Service

**Adjunct Assistant Professor of Public Administration**, Baruch College–City University of New York (1/1999–5/2001) Graduate School of Public Affairs

**Adjunct Lecturer of Public Administration**, New York University (8/2000–5/2001)  
Robert F. Wagner Graduate School of Public Service

**Admissions Coordinator, Higher Education Program**, New York University (7/1997–6/1998)  
Department of Administration, Leadership, and Technology

**Research Assistant**, New York University (1/1998-5/1998)  
Department of Administration, Leadership, and Technology, Dr. James L. Bess

**Director of Campus Activities and Programs**, Bucknell University (PA) (11/1995–6/1997)  
Office of Campus Activities and Programs

**Assistant Director of Campus Activities and Programs**, Bucknell University (PA) (5/1993–11/1995)  
Office of Campus Activities and Programs

**Adjunct Instructor**, Western Illinois University (8/1992–5/1993)  
Department of Recreation, Park, and Tourism Administration

### PUBLICATIONS

Thornton, C. H., & Jaeger, A. J. (in press). Theoretical frameworks in student affairs research. Lanham, MD: University Press of America.

Jaeger, A. J., & Hinz, D. (in press). The effects of part-time faculty on first year freshman retention: A predictive model using logistic regression. *Journal of College Student Retention*.

Thornton, C. H., & Jaeger, A. J. (in press). A new context for understanding student citizenship: Relating culture to action at research universities. *Research in Higher Education*.

- Jaeger, A. J., & Thornton, C. H. (in press). Forsaking honor or for the sake of honor: A case study at Lee-Allen University. *Journal of Cases in Educational Leadership*.
- Thornton, C. H., & Jaeger, A. J. (2007). Student citizenship: Harnessing the power of institutional culture. *About Campus, 12*(1).
- Jaeger, A. J., & Thornton, C. H. (2006). Neither honor nor compensation: Faculty and public service. *Educational Policy, 20*(2), 345-366.
- Thornton, C. H., & Jaeger, A. J. (2006). Institutional culture and civic responsibility: An ethnographic study. *Journal of College Student Development, 47*(1), 52-68.
- Jaeger, A. J., & Thornton, C.H., (2006). Moving toward the market and away from public service?: Effects of resource dependency and academic capitalism. *Journal of Outreach & Engagement, 10*(3), 53-67.
- Jaeger, A. J., & Caison, A. M. (2005). Rethinking criteria for training and selection: An inquiry into the emotional intelligence of resident assistants. *NASPA Journal, 43*(1), 144-165.
- Jaeger, A. J., & Thornton, C. H. (2004). Fulfilling the public-service mission in higher education: 21<sup>st</sup> century challenges. *Phi Kappa Phi Forum, 84*(4), 34-35.
- Jaeger, A. J. (2004). The place for emotional growth in professional education. *Journal of Public Administration Education, 10*(1), 43-61.
- Akroyd, D., Jaeger, A. J., & Jones, L. C. (2004). A comparison of access to and use of computer-based instructional technology: A national study of full-time and part-time community college faculty. *Community College Review, 32*(1), 40-51.
- Jaeger, A. J., & Thornton, C. H. (2004). *Climate for extension and engagement at North Carolina State University: A 2003 case study*. Raleigh, NC: North Carolina State University.
- Jaeger, A. J. (2003). Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education. *Research in Higher Education, 44*(6), 615-639.
- Jaeger, A. J. (2002, June). Governance for the public good: An examination of the University of North Carolina System. In W. G. Tierney (Chair), *Challenges for Governance*. Symposium conducted at the Higher Education Research Governance Institute, Santa Fe, NM.

## **SELECTED PRESENTATIONS**

### **Refereed**

- Jaeger, A. J. (2007, June). *Part time faculty and their affect on first-year student retention*. Paper accepted for presentation at the meeting of the Association for Institutional Research, Kansas City, MO.
- O'Meara, K. & Jaeger, A. J. (2006, November). *Preparing future faculty for engagement*. Paper presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.
- Jaeger, A. J., & Eagan, K. (2006, November). *Retaining students in science, math, and engineering majors: Rediscovering Cooperative Education*. Paper presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.
- Jaeger, A. J., Eagan, K., & Thornton, C. H. (2006, November). *Consequence of faculty employment status?: How part-time faculty instruction affects student outcomes*. Paper presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.

- Thornton, C. H., & Jaeger, A. J. (2006, November). *Institutional culture and citizenship at research universities: Collapsing the border between research and practice*. Paper presented at the meeting of the Association for the Study of Higher Education, Anaheim, CA.
- Thornton, C.H., & Jaeger, A. J. (2006, March). *Between the bookends: Valuing civic responsibility every day*. Program accepted for the meeting of the American College Personnel Association, Indianapolis, IN.
- Jaeger, A. J., & Hinz, D. (2005, November). *The effects of part-time faculty on first semester freshmen retention: A predictive model using logistic regression*. Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Jaeger, A. J., & Thornton, C. H. (2005, November). *Neither honor nor compensation: Faculty and public service*. Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Thornton, C. H., & Jaeger, A. J. (2005, November). *Institutional culture and civic responsibility: An ethnographic study*. Paper presented at the meeting of the Association for the Study of Higher Education, Philadelphia, PA.
- Jaeger, A. J., Grant, S. C., & Blair, T. S. (2005, April). *Emotional intelligence as a predictor of resident satisfaction*. Paper presented at the meeting of the American College Personnel Association, Nashville, TN.
- Haley, K., & Jaeger, A. J. (2005, April). *Learner-centered graduate programs?* Paper presented at the meeting of the American College Personnel Association, Nashville, TN.
- Evans, N. J., Broido, E. M., Jaeger, A. J., & Mitchell, A. A. (2005, April). *Strategies for professional publishing*. Program presented at the meeting of the American College Personnel Association, Nashville, TN.
- Jaeger, A. J., & Duffy, J. (2005, February). *Emotional intelligence in higher education: A research review*. Paper presented at the meeting of the National Resource Center for The First Year Experience and Students in Transition, Phoenix, AZ.
- Jaeger, A. J. (2004, March). *Identifying star performers: Using emotional intelligence in RA selection*. Paper presented at the meeting of the American College Personnel Association, Philadelphia, PA.
- Jaeger, A. J. (2004, March). *First year student persistence: An analysis of non-cognitive variables*. Paper presented at the meeting of the American College Personnel Association, Philadelphia, PA.
- Whitt, E., Dalton, J., & Jaeger, A. J. (2004, March). *Searching scholarship and generating research questions*. Program presented at the meeting of the American College Personnel Association, Philadelphia, PA.
- Evans, N. J., Broido, E. M., Jaeger, A. J., & Carnaghi, J. (2004, March). *Strategies for professional publishing*. Program presented at the meeting of the American College Personnel Association, Philadelphia, PA.
- Jaeger, A. J., Bresciani, M. J., & Sabourin Ward, C. (2003, November). *Predicting persistence and academic performance of first year students: An assessment of emotional intelligence and non-cognitive variables*. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, OR.
- Jaeger, A. J., Collins, D., & Scafide, K. (2003, November). *Connecting emotional intelligence to theories of cognitive and identity development*. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, OR.
- Jaeger, A. J., & Thornton, C. H. (2003, November). *Extension and engagement at land grant institutions: Strategies for expanding the culture of service*. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, OR.

- Thornton, C. H., & Jaeger, A. J. (2003, November). *Will the service university emerge from the research university?: A dialogue on Cumming's (1998) model for change*. Paper presented at the meeting of the Association for the Study of Higher Education, Portland, OR.
- Jaeger, A. J. (2003, April). *The probable effects of the new accountability demands on faculty emotional well-being: An "EQ" analysis*. Paper presented at the meeting of the American Educational Research Association, Chicago, IL.
- Akroyd, D., & Jaeger, A. J. (2003, April). *A comparison of access to and use of computer-based instructional technology: A national study of full-time and part-time community college faculty*. Paper presented at the meeting of the Council for the Study of Community Colleges, Dallas, TX.
- Sloan, T., Luckadoo, D. C., Jaeger, A. J., Jackson, F. (2003, April). *The relationship between outcomes, measurement, and decision making for continuous improvement*. Program presented at the meeting of the American College Personnel Association, Minneapolis, MN.
- Jaeger, A. J., Bresciani, M. J., Zelna, C. L., & Luckadoo, T. R. (2003, March). *The Student Learning Imperative—continuing to stimulate change, encourage collaboration, and improve education*. Program presented at the meeting of the National Association of Student Personnel Administrators, St. Louis, MO.
- Jaeger, A. J. (2002, April). *Does emotional growth and development have a place in professional education?* Paper presented at the meeting of the American Educational Research Association, New Orleans, LA.
- Kasworm, C., & Jaeger, A. J. (2002, March). *Adult voices and their connection to college and student services*. Paper presented at the meeting of the American College Personnel Association, Long Beach, CA.
- Jaeger, A. J. (2001, November). *Job competencies and the curriculum: An inquiry into emotional intelligence in graduate professional education*. Paper presented at the meeting of the Association for the Study of Higher Education, Richmond, VA.
- Jaeger, A. J. (2000, April). *Pedagogical implications of emotional intelligence*. Paper presented at the meeting of the American College Personnel Association, Washington, DC.
- Jaeger, A. J. (1996, February). *Advising student programming boards: A common approach to educationally-purposeful programming*. Program presented at the meeting of the National Association for Campus Activities, Nashville, TN.
- Steffes, J., Skarie, K. A., & Jaeger, A. J. (1994, March). *Collaboration, communication, and cooperation through quality structured experiences*. Program presented at the American College Personnel Association, Indianapolis, IN.

## **SELECTED HONORS AND AWARDS**

- North Carolina State University Academy of Outstanding Teachers (2005)
- North Carolina State University College of Education Outstanding Teacher (2005)
- American College Personnel Association Emerging Scholar Distinction (2004)
- New York University Steinhart School of Education Samuel E. Eshborn Service Award (2001)
- American College Personnel Association Outstanding Doctoral Student Award and Graduate Paper Award (2000)
- American College Personnel Association Annuit Coeptis Award for Emerging Professionals (1996)

**BUDGET**

---

**GRANT PROJECT TITLE: Connecting Faculty Employment Status and Student Outcomes in Community Colleges****Personnel**

Principal Investigator:	2.0-FTE summer month @ \$7,651/mo	<u>15,302</u>	
	Total Salaries and Wages		<b>15,302</b>

**Fringe Benefits**

Principal Investigator:	25%	3,826	
-------------------------	-----	-------	--

**Travel**

Travel for PI to attend the Air Annual Forum to present research results		<u>1,497</u>	
	Total Benefits and Travel		<b>5,323</b>

**Other Direct Costs**

Statistical Consultant:	375 hours @ \$25/hour	<u>9,375</u>	
	Total Other Direct Costs		<b>9,375</b>

<b>TOTAL AMOUNT OF REQUEST</b>			<b>30,000</b>
--------------------------------	--	--	---------------

## **BUDGET JUSTIFICATION**

---

### **Personnel: \$15,302**

Funds are requested for two months of salary for the principal investigator (PI) for time spent overseeing and coordinating the research project, data analysis, writing, and directing the statistical consultant.

### **Fringe Benefits and Travel: \$5,323**

Fringe rates for the PI are based on NCSU's faculty fringe rate of 25% of salary. Travel costs, estimated at \$1,497, are also included for the PI to attend the required Annual AIR Forum in order to disseminate the research results.

### **Other Direct Costs: \$9,375**

Funds are requested to hire a statistical analysis consultant for an estimated 375 hours at \$25 per hour. The hours will be dispersed throughout the duration of the grant. We anticipate hiring M. Kevin Eagan who is affiliated with the University of California Los Angeles and brings expertise in advanced statistical analyses, including HLM. He has significant academic and practical statistical knowledge.

### **TOTAL AMOUNT REQUESTED: \$30,000**

### **CURRENT AND PENDING SUPPORT**

---

The principal investigator has no current or pending financial support from external resources.

### **FACILITIES, EQUIPMENT AND OTHER RESOURCES**

---

The proposed research project will be conducted at North Carolina State University using the equipment and facilities readily available to the principal investigator through the Department of Adult and Higher Education.

Existing infrastructure will be utilized in this study.

## **SPECIAL INFORMATION AND SUPPLEMENTARY DOCUMENTATION**

---

A letter of support from the California Community College Collaborative is included.

### UNIVERSITY OF CALIFORNIA, RIVERSIDE

---

BERKELEY • DAVIS • IRVINE • LOS ANGELES • MERCED • RIVERSIDE • SAN DIEGO • SAN FRANCISCO



SANTA BARBARA • SANTA CRUZ

---

Graduate School of Education  
Sproul Hall 2126  
Riverside, CA 92521-0128  
(951) 827-4976 Fax: (951) 827-3942  
Professor John S. Levin  
Bank of America Professor  
[johnlev@ucr.edu](mailto:johnlev@ucr.edu)

Professor Audrey Jaeger  
North Carolina State University  
January 3, 2007

Your project on student outcomes and faculty status—full-time or part-time—has considerable import for our work at the California Community College Collaborative (C4). As a research center based at the University of California, C4 has a number of issue initiatives that we are sponsoring this year, and one is faculty. We would welcome your research and if you are successful in your grant proposal we will encourage you to join us for a forum where you can present from your investigation. Of the many pressing issues both in California and nationally that face community colleges is the heavy reliance on part-time faculty. At present there is limited evidence on the effects of faculty status on student outcomes. Your research in this area will be a significant contribution to scholarship.

John S. Levin  
Director, California Community College Collaborative (C4)  
Professor of Higher Education