Spring 2010

A Utilization-Focused Evaluation of a Community College Adjunct Faculty Professional Development Program

Gordon Edenfield
Old Dominion University

A UTILIZATION-FOCUSED EVALUATION OF A COMMUNITY COLLEGE ADJUNCT FACULTY PROFESSIONAL DEVELOPMENT PROGRAM

By

Gordon Edenfield
B.S., May 1985, University of South Carolina
M.ACC., December 1988, University of Georgia

A Dissertation Proposal Submitted to the Faculty of
Old Dominion University in Partial Fulfillment of the
Requirements for the Degree of

DOCTOR OF PHILOSOPHY

COMMUNITY COLLEGE LEADERSHIP

OLD DOMINION UNIVERSITY
May 2010

_____
Dr. Molly Duggan (Director)

_____
Dr. Ted Raspiller (Member)

_____
Dr. Steve Myran (Member)

ABSTRACT

Nationally adjunct faculty comprise almost 70% of all two-year institution faculty while in the Virginia Community College System (VCCS) adjunct faculty teach 60% of the community college courses, and should past trends continue, the number of adjunct faculty members is expected to grow 10% within the next fifteen years (Caliber, 2007; Phillipe & Sullivan, 2005). Research conducted regarding adjunct faculty in the community colleges (Gappa & Leslie, 1993; Rouche et al., 1995) has tended to focus on descriptive characteristics and attitudes of adjunct faculty (Valadez & Anthony, 2001) and on quality of life issues (Rhoades, 1996). While these national studies may have addressed professional development, it was generally not the focus of the research. What researchers have concluded, however, was that professional development for adjunct faculty was lacking (Salmon, 2006).

Many community colleges are choosing not to replace departing full-time faculty with full-time faculty members turning instead to adjunct labor to meet their needs (Flannigan, Jones, & Moore, 2004; Salmon, 2006). The economic benefits of hiring adjunct faculty are inarguable: part-time employees are simply less expensive than full-time employees. Without the efforts of these adjunct faculty members, however, community colleges would not have the staffing necessary to meet the demands of their diverse constituents. Reliance on adjunct faculty means that, in many cases, students are more likely to be taught by adjunct faculty than by full time faculty. Community colleges are obliged to assure quality instruction is provided for students regardless of the faculty member's employment status. Quality instruction is supported by providing professional development for all faculty members.

This study found that adjunct faculty perceived content delivered during professional development opportunities to be valuable and useful. However, the data also indicated that only small percentage made requested changes, yet 90% of the adjunct faculty reported making other changes based on professional development content. The study affirms that professional development for adjunct faculty did have an impact on their behaviors but it was not a sizable impact.

for my mom and dad

Acknowledgments

This journey would not have been possible without the patience, fortitude, and support of Dr. Molly Duggan. There is a special place in Heaven for teachers. An even more special place is reserved for teachers of troubled students. Dr. Duggan has earned her spot there. She never gave up on me, even when I did, and for that I will always be grateful.

In addition to Dr. Duggan, Dr. Ted Raspiller and Dr. Steve Myran served on the committee that helped guide me through this process. Gentlemen, thank you for your wit and your willingness to help a student. Old Dominion University and its Community College Leadership students are blessed to have you.

Many thanks go to my Paul D. Camp Community College family. Nita, Barbara, and Trina, the "Admissions Ladies," never doubted and always supported me through this process. Dr.'s Boyce and Singleton gave me the flexibility to explore and write as needed to meet the many, many deadlines to sprang up. Martha, thank you, for the drafts you edited and made better for your touch. Mary Ellen and Nelda B., thanks for being excellent sounding boards. Harriette, you always pushed me to do better and be more. I hope I can live up to that. Thank you all…

Although my dad did not get to see this I am eternally grateful to him and my mom. They never gave up on me regardless of how many reasons I gave them. This dissertation is for them.

Thank you to Hayden and Christian. Your journeys are just beginning yet you inspire me every day. Life will knock you down but I know you will always get up and

try again. I understand and appreciate the sacrifices you have made during this process and I look forward to making it up to you.

Finally, I wish to thank my wife. Kristy, you have been with me every step on this journey. Your love and support were often the only thing that got me through the days. I am very proud of you – don't ever forget that....

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

CHAPTER I

INTRODUCTION

American community colleges are at a crossroads as rising enrollments coincide with increasing full-time faculty departures. Research indicates many community colleges choose not to replace departing faculty with full-time faculty members, turning instead to adjunct labor to meet their faculty needs (Flannigan, Jones, & Moore, 2004; Salmon, 2006). The economic benefits of hiring part-time faculty are inarguable: part-time employees are simply less expensive than full-time employees (Beckford-Yanes, 2005; Burnett, 2000; Cohen & Brawer, 2003; Rajagopal & Farr, 1992; Rouche et al., 1995; Shakeshaft, 2002; Smith, 2000; Straw, 2001; Terada, 2005). Therefore, without the efforts of adjunct faculty members, many community colleges would not have the staffing necessary to meet the demands of their service regions.

Reliance on part-time labor means, in many cases, students are more likely taught by adjunct faculty than by full time faculty. Community colleges are obliged to assure quality instruction is provided for students regardless of the faculty member's employment status. Quality instruction is supported by providing professional development for all faculty members (Salmon, 2006). While full time faculty receive regular training and professional development, this is not always true for adjunct faculty who, in some cases, do not even receive an orientation to their institution (Rossi, 2009;Wallin, 2005). If adjunct faculty members are expected to teach an increasing number of community college students, community colleges need to consider ways to enhance adjunct faculty instruction.

Background of the Study

The numbers of adjunct faculty ebb and flow over the decades but have shown a steady increase in recent years. In 1953, adjunct faculty numbers fell nationwide to 11,289

encompassing 48% of community college faculty (Cohen & Brawer, 2003; NCES 2004; NCES, 2008). The National Center for Educational Statistics (NCES) reported that since 1973 full-time faculty in the community colleges has grown 25% to 112,870. During that same period adjunct faculty grew by 296% to 246,055. At this point, adjunct faculty outnumbered full-time faculty more than two to one, representing 69% of all community college faculty (NCES, 2008). Table 1 presents the changes in the employment of adjunct faculty in the community colleges over a 54-year period.

Table 1

Numbers of Full-Time and Adjunct Instructors in Two-Year Colleges, 1953-2007

		Full-Time Instructors		*Adjunct Instructors*	
Year	Total Instructors	Number	Percentage	Number	Percentage
1953	23,762	12,473	52	11,289	48
1958	33,396	20,003	60	13,394	40
1963	44,405	25,438	57	18,967	43
1968	97,443	63,864	66	33,579	34
1973	151,947	89,958	59	61,989	41
1978	213,712	95,461	45	118,251	55
1983	251,606	109,436	43	142,170	57
1988	254,449	106,868	42	147,580	58
1993	276,661	110,111	40	166,550	60
1998	301,000	113,176	38	187,824	62
2003	341,362	110,014	32	231,348	67
2007	358,925	112,870	31	246,055	69

No general trends or forecasts point to any reduction in the use of adjunct faculty in the community colleges in the near future. Quite the contrary, all indications are the employment of adjunct faculty continues to increase. Fiscal constraints, faculty labor market factors, shifting demands for academic programs, and other issues assure the continued use of high numbers of adjunct faculty in the community colleges (Bowen & Schuster, 1986; Rossi, 2009; Rouche et al, 1998).

Adjunct/Part–time Faculty

Community college faculty is comprised of two groups: full-time faculty and adjunct faculty. Full-time community college faculty members are considered the first class of community college faculty. These faculty members teach full-time, develop curriculum, participate in college governance, and are intimately familiar with the workings of their institutions. The second class of faculty member is the adjunct (Gappa & Leslie, 1993; McLaughlin, 2005).

The adjunct faculty evolved as community colleges became dependent upon part-time teachers to meet their instructional needs. In many instances, adjunct faculty members began teaching part-time in transfer and occupational and technical programs at their institution and never left. A symbiotic relationship, therefore, developed between the adjunct faculty and their institutions. Adjunct faculty need the community colleges to meet their intrinsic and extrinsic needs while the community colleges need the variously motivated groups of adjunct faculty to meet the demand for educators (Gappa & Leslie, 1993; Rouche et al., 1998).

Professional Development and the Adjunct Faculty Member

Considerable research explores professional development for full-time faculty (Centra, 1976; Cryer, 1981; Guskey, 1995; Hammons, 1979; Sparks, 1997; Wallin & Smith, 2005).

Although adjunct faculty evolved into an important resource for community colleges nationwide, the research examining professional development for adjunct faculty members is sparse. Despite this lack of research, however, some individual community colleges and state systems began offering professional development opportunities to their adjunct faculty (Sydow, 1993).

In 1992, for example, the Virginia Community College System (VCCS) conducted a statewide review of community college professional development opportunities for full-time and adjunct faculty members. Study findings revealed limited system-wide support for professional development. While 43% of the individual colleges indicated having a professional development program, the majority of these programs were in the formative stages. Faculty members identified lack of time, funding, and support as the major barriers for providing professional development opportunities for full-time and adjunct faculty. The findings of this study laid the foundation for the 1993 document *A Plan for Revitalization: Maximizing Professional Development Opportunity.* This task force's report served as the guiding document for the VCCS professional development initiative (Sydow, 1993).

The VCCS task force report proposed a three-tiered approach for professional development offerings in Virginia community colleges. The VCCS Professional Development Initiative called for the coordination of efforts among the individual faculty members, the individual colleges, and the state system (Sydow, 1993). The goal of this initiative was to enhance student learning through an ongoing investment in the professional vitality and productivity of VCCS faculty members. The report mandated that each college maintain a comprehensive professional development program and introduced statewide community college system supported programs. These professional development programs included grants, a peer-

reviewed journal, international exchange, leadership academies, peer group conferences, scholarships, and regional teaching excellence centers (Caliber, 2007; Sydow, 1993, 2000).

A follow-up study, conducted in 1998, found the VCCS Professional Development Initiative effective for full-time faculty development. Results from the Professional Development Survey indicated more VCCS full-time faculty members were attending professional conferences, participating in innovative teaching experiments, significantly revising courses based on new technologies, and improving classroom instruction (Sydow, 2000). In 2006, the VCCS initiated a second comprehensive review of its statewide professional development program. Sydow's second study affirmed the effectiveness of VCCS professional development efforts for full-time faculty. However, the participation level of adjunct faculty did not allow for conclusions to be drawn regarding the professional development of adjunct faculty (Caliber, 2007).

Statement of the Problem

An educational institution is only as strong as its faculty. Nationwide, adjunct faculty members teach many community college students, and should past trends continue, the number of adjunct faculty members is expected to grow 10% within the next fifteen years. Currently, adjunct faculty members teach 60% of Virginia community college courses, (Caliber, 2007). Although previous empirical research explores adjunct faculty in the community colleges (Gappa & Leslie, 1993; Rouche et al., 1998), these studies tend to focus on descriptive characteristics and attitudes of adjunct faculty members (Valadez & Anthony, 2001) and on quality of life issues (Rhoades, 1996). What the research concludes, however, is that professional development for adjunct faculty is lacking (Salmon, 2006).

Aware of the lack of professional development opportunities for adjunct faculty, the Community College sought ways to meet these needs. At the time of this study, the College was a small institution in a rural setting of the Hampton Roads area of Virginia. Fifty-five adjunct faculty members comprised 74% of the Community College's teaching faculty (PDCCC, 2009). The College's service region was home to a population of 87,395. Demographically, the group was 57% white and 43% non-white. The region's median household income was $18,643(PDCCC, 2009). The student body was comprised of a total of 2,318 students, equating to 869 full-time equivalent students (VCCS, 2009). Unemployment in the Hampton Roads region was 7% which was slightly higher than 6.9% overall rate for the state of Virginia (VEC, 2009).

The sample population for this study was the Community College's adjunct faculty. While the number of adjunct faculty members at the Community College had remained consistent over the previous five years, the number of full-time faculty members had fallen. The adjunct faculty members taught in three areas: developmental education, occupational and technical education, and general studies transfer education. Of the 55 adjunct faculty members, 20% taught developmental education courses, 30% taught occupational and technical courses, and 50% taught general studies transfer courses (PDCCC, 2009).

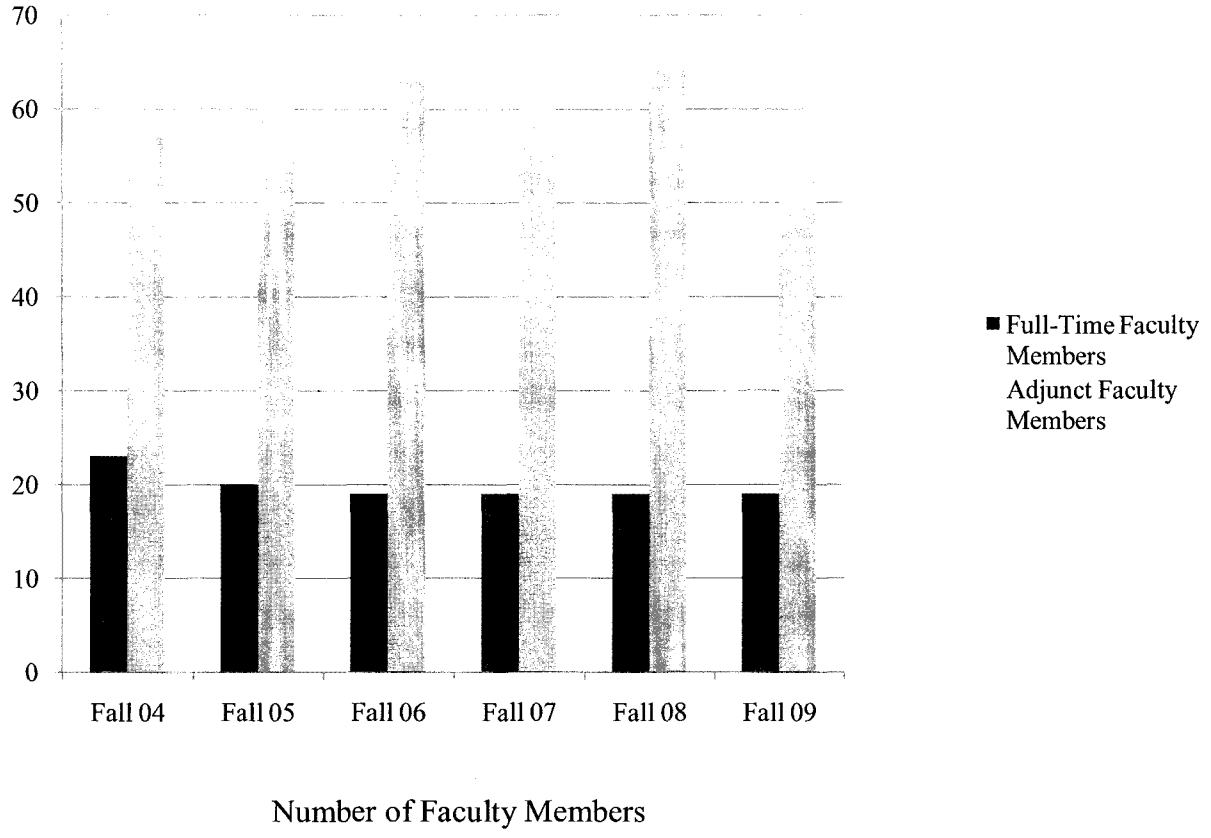

Figure 1: A Comparison of Full-Time and Adjunct Faculty

Purpose of the Study

This study used a program evaluation approach employing a five phase, sequential, mixed data collection methodology to characterize the impact of adjunct faculty professional development on adjunct faculty behaviors and explore the impediments that prevent adjunct faculty participation in professional development opportunities. Employing Patton's (1997) Utilization-Focused Evaluation for its framework, both quantitative and qualitative data was collected and analyzed. In the first phase, a documents review was conducted exploring program implementation. In the second phase, retrospective pretests were used to gauge adjunct faculty perceived increases in Adjunct Faculty Academy (AFA) content knowledge and satisfaction with AFA sessions. In phase three, focus group results sought qualitative data regarding adjunct faculty satisfaction with AFA content. Additionally focus group questions sought information

regarding the utility of AFA content, changes in adjunct faculty behaviors, and the impediments to participating in professional development activities. Phase four was a Follow-up Survey seeking quantitative information regarding adjunct faculty satisfaction with AFA content. Additionally, questions regarding changes in adjunct faculty behaviors resulting from AFA participation were included in the Follow-up Survey. Phase five employed a review and comparison of course syllabi exploring the influence of adjunct faculty professional development. This information provided the community college with valuable data regarding the importance of adjunct professional development and the reasons adjunct faculty members chose not participate.

Significance of the Study

Adjunct faculty members play a significant role in community colleges. Sixty-nine percent of community college faculty members nationwide are adjunct. (NCES, 2008). There is no evidence of diminishing employment of adjunct faculty in the near future (Bowen & Schuster, 1986; Rossi, 2009; Rouche et al, 1995). The economic benefits adjunct faculty bring to their institutions are undeniable. Without the work of adjunct faculty, community colleges could not meet the demands of their service regions while maintaining affordability. Given the needs of the community college students, it is imperative the largest portion of the community college faculty, the adjunct faculty, come to the classroom as highly trained and instructionally qualified community college faculty members (Salmon, 2006). Yet, it is clear many colleges and state community college systems do not meet their adjunct faculty's professional development needs (Wallin, 2005). Being able to identify the professional development needs of this population allows community college leaders to provide the training adjunct faculty need to provide powerful and enduring learning experiences.

The assessment results from this program evaluation of the adjunct professional development training program provided College decision makers with the information needed to guide this initiative. Specifically, this study provided transferable findings regarding the impediments to adjunct faculty participation in professional development, and the impact of the professional development on adjunct faculty behaviors.

Program Evaluation as Research

Much vigorous dialogue addresses the differences between program evaluation and research (Fitzpatrick, Sanders, & Worthen, 2004; Mark, Henry, & Julnes, 1999; Patton, 1997; Worthen & Sanders, 1973). Research has a primary purpose of adding to knowledge in the field and contributing to the growth of theory while evaluation's primary purpose is to help stakeholders in making judgments or decisions concerning whatever is being evaluated (Fitzpatrick et al., 2004; Patton, 1997). Although disparities appear in their primary purposes, research and evaluation are not mutually exclusive. The results of an evaluation study can contribute to the knowledge base of a discipline or theory, and research assist informed judgments and decisions regarding a program or policy (Fitzpatrick et al., 2004; Mark et al., 1999). Academic institutions often need evaluation data based on sound research principles in order to make program or policy decisions, and in many cases, this information is generalizable to other institutions. Evaluation researchers producing credible, transferable, dependable, and confirmable evaluation results increase the knowledge base (Lincoln & Guba, 1985; Patton, 1997).

Definition of Terms

The following are definitions of key terms used throughout this study:

Achieving the Dream (AtD) is a national initiative, funded by the Lumina Foundation, focusing on community college student success. The initiative, introduced in 2004, involves more than 20 organizations and 83 colleges in 15 states. AtD emphasizes the use of data to drive institutional decision making to improve student success (Lumina, 2009).

Adjunct faculty members are community college instructors employed to teach less than a normal faculty load or to teach less than a full session on a semester or summer term basis. The adjunct contract contains no guarantee of continued employment (VCCS, 2007).

Blackboard software is an online tool allowing instructors to teach all or a portion of their course via the internet (Blackboard, 2010).

FTE is defined as full-time equivalent and is a measurement that stands for "one" student. Based on a 15 credit hour course load, a student taking seven credits and a student taking eight credits at the community college counts as "one" full-time equivalent student (VCCS, 2009).

Professional development is a continuous process consisting of activities that enhance professional growth (Imel, 1990). Providing professional development opportunities for full-time and adjunct faculty members is one way to effectively support faculty integration into the culture of the institution, enhancement of teaching practices, and the creation of a positive working environment (Byler, 2000; Gappa & Leslie, 1993; Rouche et al., 1995; Wallin, 2004).

A *syllabus* functions as an important communications mechanism for faculty and students. It provides a document by which faculty members define expected learning outcomes for students and the methods by which those outcomes will be achieved (Habanek, 2005; Parkes & Harris, 2002).

The *Virginia Community College System* was established in 1966 to provide citizens of the Commonwealth of Virginia educational opportunities beyond high school. Governor Mills Godwin introduced the bill, later approved by the General Assembly, creating a statewide comprehensive publicly supported system of higher education for Virginians. The VCCS Master plan divides the Commonwealth into 23 regions with a community college to serve each region (VCCS, 2007; PDCCC, 2006).

Overview of Methodology

This mixed methods research study focused on the professional development of adjunct faculty at a small rural Virginia community college. It employed Patton's (1997) framework for the utilization-focused evaluation and collected data in five phases to address Patton's implementation, intermediate, and ultimate levels. The first level of this program evaluation examined whether the adjunct professional development program was implemented as planned. In the second and third levels of this assessment, the researcher used mixed methods to investigate the impact of adjunct faculty professional development, followed by exploration of the impediments to adjunct faculty participation in professional development.

Mixed methods research is defined as the collection of both quantitative and qualitative data in a single study. The data can be collected concurrently or sequentially, prioritized, and integrated at one or more of the research stages (Cresswell, Plano, Clark, Gutmann, & Hanson, 2003). Quantitative research seeks to develop and apply mathematical models, theories, or hypotheses to naturally occurring phenomena. In turn, qualitative research seeks to interpret phenomena in non-numerical terms, such as the meaning people bring to the experience (Komives & Woodard, 2003; Thorndike & Dinnel, 2000). Additionally, a multi-method research approach facilitates research triangulation. Research triangulation helps overcome single method,

single observer, single theory study weaknesses and biases by combining multiple observations, theories, and methods in the study of phenomena (Fitzpatrick, Sanders, & Worthen, 2004). The evaluator acts as a facilitator in the evaluation process (Patton, 1997).

Research Questions

Implementation Level

The Community College's AtD Grant proposal recommended a series of steps for implementing a college wide professional development program (PDCCC, 2005). Therefore, for the implementation-level goal, the execution of the Adjunct Faculty Academy (AFA) recommendations was evaluated to determine how well the current program followed the guidelines established by the AtD Grant. The research question for this implementation-level goal was

1. Was the AFA adjunct professional development initiative implemented as planned?

A documents review evaluated the implementation of the Adjunct Faculty Academy (AFA). Documents reviewed included the AtD grant proposal, adjunct faculty semester calendars, AFA session documentation, meeting minutes, administrative reports, and others. The researcher created a checklist (see Appendix D) from the Community College's AtD action plan. The checklist items, including session dates and AFA content, were compared to AFA records to verify implementation according to the AtD Grant Proposal.

Intermediate Level

To evaluate the mid-level goal, this program evaluation sought information in three areas: participant satisfaction, perceptions of content utility, and the impediments to adjunct faculty participation in professional development opportunities. The research questions addressing these mid-level goals were

2. How satisfied were participants with the AFA?
3. To what extent did participants find the AFA content to be useful?
4. What are the impediments to adjunct faculty participation in professional development opportunities?

At the completion of each AFA session participants completed a paper and pencil retrospective pretest to assess faculty perceptions of changes in their behavior, skill level, and knowledge due to the intervention (Allen & Nimon, 2007). An online adjunct faculty focus group explored faculty perceptions of the fall 2009 AFA sessions and the impediments to adjunct faculty participation in professional development opportunities. The transcripts from the focus group were examined for common themes and patterns. The researcher categorized and coded the focus group information for analysis and for a comparison to the quantitative data generated from the retrospective pretests and follow-up surveys (Lim & Tan, 2001; Krueger & Casey, 2009).

Ultimate Level

According to Kirkpatrick (2006), transferring learning to behaviors is one of professional development's biggest challenges. The question, therefore, was did the adjunct faculty members apply what they learned during the AFA sessions. The ultimate-level goal was for adjunct faculty members to change their behaviors, and the research question to guide this investigation was

5. What is the impact of professional development activities on the behavior of adjunct faculty?

A follow-up survey administered to AFA participant adjunct faculty explored faculty perceptions of the usefulness of AFA content and changes adjunct faculty have made for the spring semester. To verify data the researcher reviewed adjunct faculty syllabi. Fall 2009

semester adjunct faculty course syllabi were compared to spring 2010 syllabi. The analysis was limited to syllabi designed by adjunct faculty members who attended the AFA. Additionally, the online focus group sought adjunct faculty perceptions of changes in their behaviors based upon AFA participation. The themes and patterns found in the adjunct faculty focus group were compared to the data generated from the syllabi analyses, retrospective pretests, and focus group data. Analysis of the results indicating gaps or weaknesses as well as strengths in the Adjunct Faculty Academy were analyzed. The results provided a series of recommendations for revision and improvement of future adjunct faculty professional development activities.

Delimitations of the Study

Delimitations define the boundaries of the research. They are the restrictions/bounds that the researcher imposed prior to the inception of the study to narrow the scope of the inquiry. One delimitation of this study was the population. The adjunct faculty members at the Community College were the sample for this study. At the time of this study, the College was a small multi-campus institution in a rural setting of the Hampton Roads region of Virginia. Each member of the Community College adjunct faculty population was encouraged to participate in the study to provide a more representative view of the adjunct faculty (Sue & Ritter, 2007). Although the opportunity to participate in this research was offered to every adjunct faculty member, not all chose to participate (Schloss & Smith, 1999). The study results may not be generalizable to other community colleges or institutions of higher education due to this narrow focus. This threat to external validity was reduced by presenting data regarding adjunct faculty demographics and institution description. In this way other institutions would be able to compare their adjunct faculty population to the subjects of this study.

Limitations of the Study

Survey instruments have two critical areas of concern: validity and reliability. A survey instrument is considered valid to the extent that it measures what it is purported to measure. Reliability is the extent to a survey instrument provides consistent results (Schloss & Smith, 1999). The researcher developed survey instruments were pilot-tested with adjunct faculty at other VCCS institutions to assure their validity and reliability (Derrington, 2009).

The use of standardized questions in survey research can be limiting. First, devising items that are appropriate for a large group of people may cause important issues to be missed. Additionally, survey results reflect the self reported opinions of those surveyed. Finally, adjunct faculty may give artificial responses because they are deemed more socially appropriate (Fink, 2006; Schloss & Smith, 1999).

Conclusion

Adjunct faculty members meet a variety of needs in the community colleges, including the addition of real world experience and specialized knowledge and the ability to respond flexibly to fluctuating enrollment demands. They outnumber full-time faculty nationwide by more than two to one, representing 69% of all community college faculty and teaching 60% of the courses in Virginia community colleges (Caliber, 2007; NCES, 2008; Phillipe & Sullivan, 2005). For the most part, this group of faculty members remains unstudied and ignored. Researchers have examined the motivations for adjunct faculty members to teach and the orientation needs of new adjunct faculty members, what was unexplored was professional developmental for adjunct faculty.

During this program evaluation the researcher examined adjunct faculty professional development, the impact it had on adjunct faculty behaviors, and the impediments to adjunct

faculty participation. The goal of this study was to provide valuable information for making decisions about the future directions of professional development for community college adjunct faculty.

CHAPTER II

REVIEW OF THE LITERATURE

This chapter provides a review of the literature related to four distinct sections of this study. The first section explores Adjunct Faculty in the Academy, including research attempts to define the term "adjunct," the cost effectiveness of using adjunct faculty, and landmark studies of adjunct faculty. The second section discusses teaching as a profession. The next section, on Professional Development, introduces faculty professional development research over the decades and the impediments that prevent adjunct faculty from participating in professional development activities. The fourth section examines Patton's Utilization-Focused evaluation method which frames this study. Each section ends with a summary and critique of that section's research.

Adjunct Faculty in the Community Colleges

The employment of adjunct faculty in American community colleges is not a new phenomenon, for adjunct faculty have been an important part of the community college landscape for more than 80 years. Even now adjunct faculty represent an escalating percentage of the total of community college faculty and instructional contact hours (Cohen & Brawer, 2003; NCES, 2005; Rossi, 2009). As of 2005, the American Association of Community Colleges (AACC) reported that full-time faculty in the community colleges numbered 109,183 compared to 219,331adjunct faculty members. In other words, adjunct faculty outnumber full-time faculty almost two to one, representing more than 66% of all community college faculty population (Phillipe & Sullivan, 2005). Despite their ever increasing numbers, adjunct faculty are largely ignored by their institutions and characterized by researchers as second class, invisible, strangers,

or even ghosts (Dubson, 2001; Gappa & Leslie, 1993; McLaughlin, 2005; Rouche, Rouche, & Milliron, 1995).

Adjunct Faculty Defined

To study adjunct faculty, we must first define them. Nationally, adjunct faculty members go by various names, many of them less than flattering. Cohen and Brawer (2003) suggest that adjunct faculty members are similar to migrant farm workers. Rouche et al. (1995) cite several non-complimentary monikers given to adjunct faculty members including "associate faculty," "temporary faculty," "temporary part-time faculty," "community faculty," "reserve faculty," "supplemental faculty," and "percentage instructors." Other authors add to this list of adjunct titles. They include "academic underclass," "Missing in Action or MIAs," "freeway flyers," "anchorless street-corner men," and "necessary evils" (Banachowski, 1996); "hopeful full-timers" (Tuckman, 1978); "invisible and expendable" (Gappa & Leslie, 1993); "pretend professors," "great academic unwashed," "grunts" "pieceworkers," and "slave-wage paper-graders" (Murphy, 2002, Beckford-Yanes, 2005); in addition, because of the time they spend traveling between classes, "roads scholars" (Tillyer, 2005). These non-complimentary titles indicate a disdain for adjunct faculty and devalue their contributions to their institutions but do not provide a useful definition of adjunct faculty. Past efforts by researchers to find a functional definition for adjunct faculty unearthed remarkably disparate results (Rouche et al., 1995).

Adjunct faculty definitions have been based on legal relationships between the institution and faculty, number of credit hours taught, types of courses taught, and the time of day courses are taught. Some researchers define adjunct faculty as those who teach less than a full-time load (Biles & Tuckman, 1986; Beckford-Yanes, 2005). Others refer to adjunct faculty as individuals who are in temporary, non-tenure track positions and engaged in anything less than full-time

employment (Gappa & Leslie, 1993). However, Rouche et al. (1995) identify studies in which some adjunct faculty members, after a certain interval of time, are tenure tracked. Rajagopal and Farr (1992), however, give us the simplest definition: "part-timers are not full-timers" (p. 321).

The Virginia Community College System (VCCS) defines adjunct faculty members as college faculty employed to teach less than a normal full-time faculty workload, teaching less than a full session in a semester, or teaching classes during a summer term. A normal full-time faculty workload is considered teaching 12 to 15 credit hours or 15 to 20 classroom contact hours per semester (VCCS, 2007). The adjunct faculty definition provided by the VCCS will be used for this study.

Cost Effectiveness of Adjunct Faculty

Higher education institutions across the nation face the dilemma of increased student enrollment coupled with the pressure to maintain affordable tuition. Balancing the budget is a daily struggle. For this reason, institutions constantly search for ways to cut costs, as well as find new sources of funding (Terada, 2005). One way many institutions choose to meet these challenges is to employ increasing numbers of adjunct faculty. Based upon the compensation levels of adjunct faculty members, institutions find it more cost effective to hire adjunct faculty rather than full-time professors (Cohen & Brawer, 2003; Rajagopal & Farr, 1992; Rouche et al., 1995; Terada, 2005).

Hiring adjunct faculty often results in significant cost savings for community colleges. For example, Shakeshaft (2002) compared the revenues and expenses of three graduate programs in Long Island, two of which used adjunct faculty exclusively, while the third program used predominately full-time faculty members. The researcher concluded that a single adjunct faculty member was approximately one-eighth as expensive as a full-time faculty member. Thus, the

cost savings for institutions employing only adjunct faculty were considerable (Shakeshaft, 2002; Terada, 2005).

In their survey of Canadian adjunct faculty, Rajagopal and Farr (1992) found that the average salary of one full-time faculty member provided the equivalent of four full-time adjunct faculty positions. In other words, institutions can pay up to 20 adjunct faculty members to teach 20 class sections for the same cost as one full-time faculty member teaching five class sections (Rajagopal & Farr, 1992). Clearly, institutions can conserve a significant amount of resources by employing adjunct faculty members (Beckford-Yanes, 2005; Burnett, 2000; Cohen & Brawer, 2003; Rajagopal & Farr, 1992; Rouche et al., 1995; Shakeshaft, 2002; Smith, 2000; Straw, 2001; Terada, 2005).

Landmark Adjunct Faculty Studies

Tuckman (1978): Who is Part-Time in Academe?

Tuckman (1978) was one of the first researchers to examine issues relating to adjunct faculty. This study is of particular importance as it was the first attempt to develop a typology of adjunct faculty. Surveying almost 4,000 adjunct faculty members allowed him to benchmark adjunct faculty employment characteristics and career satisfaction, thus establishing a seven-category taxonomy for adjunct faculty derived from their motivation for choosing adjunct employment. Tuckman contended that adjunct employment in academe was different than other forms of part-time employment, positing that adjunct faculty members, usually well educated, possessed experience in at least one academic field and some experience in the full-time labor market. In contrast, a part-time employee in the overall labor force more likely a high school dropout or have limited education, move from job to job with little sense of career progression, and have little experience holding a full-time job. Adjunct faculty members are not a massive

group of marginal employees. Rather, they are a diverse group with extraordinarily varied and interesting work lives and varied professional development needs who teach more community college students than full-time faculty (Gappa & Leslie, 1993; Rouche et al., 1995). Institutions build on the diversity of their adjunct faculty by offering professional development that meets their diverse needs. Supplementing the non-academic skills adjunct faculty already possess with enhanced classroom skills provide students with a more powerful and meaningful learning experience.

The adjunct faculty taxonomy created by Tuckman (1978) was based upon the faculty member's motivation for accepting a part-time teaching assignment, i.e., one's motivation for teaching. He referred to some adjuncts as *full-mooners* (adjunct faculty members who were employed 35 hours or more per week for 18 weeks or more during the year). Tuckman's second adjunct faculty classification was the *graduate students*; this classification referred to those teaching while seeking an advanced degree. A third category was the *hopeful full-timers*, those hoping their part-time position would lead to full-time faculty employment. *Part-mooners*, a fourth category, includes those who simultaneously held two or more part-time positions requiring less than 35 hours of work for more than one week. As with the hopeful full-timers, this category included adjuncts seeking full-time employment. A fifth category, *homeworkers*, included adjunct faculty members who were not seeking full-time employment due to their taking care of a child or relative in the home. The *semiretireds* category included those faculty members who retired from full-time employment and sought extra money and or tried to fill the time now available due to retirement. Tuckman's (1978) final category, the *part-unknowners*, included adjunct faculty not fitting into any of the previous categories.

Gappa and Leslie (1993): The Invisible Faculty

Fifteen years after Tuckman's (1978) study, Gappa and Leslie (1993) revisited the research to explore the alienation of adjunct faculty members. Gappa and Leslie drew data from five sources: (1) the 1988 National Survey of Post-Secondary Faculty (NSOPF,1988), (2) a commissioned study on adjunct faculty derived from the 1988 NSOPF, (3) available literature, (4) court cases, and (5) visits with faculty at 18 colleges and universities, including five community colleges (Salmon, 2006). Several recurring themes appeared in their study. The first theme was a "bifurcated system" of "haves" and "have-nots," with full-time faculty members defined as the "haves" and adjunct faculty as the "have-nots." Gappa and Leslie established that adjunct faculty received far less support for their work than their full-time counterparts and proffered, "It is a terribly false economy to fail to invest in the development of part-timers. It is also unfair to part-timers because they are expected to perform at the same level as full-time faculty in the classroom" (p. 262). The results of their research were published in 1993's *The Invisible Faculty: Improving the Status of Part-timers in Higher Education.*

A second recurring theme found by Gappa and Leslie (1993) was the importance of the department chair to the sense of value and respect felt by adjunct faculty. The third theme was the tendency to place blame on adjunct faculty for declines in the quality of education. Gappa and Leslie went on to note such blame was misplaced and institutions would be better served by focusing on how they support, or in many cases do not support, their adjunct faculty (Gappa & Leslie, 1993; Salmon, 2006).

The fourth theme of note found by the researchers was the lack of professional development opportunities afforded to adjunct faculty. Gappa and Leslie (1993) found this particularly distressing, noting the significant responsibilities of adjunct faculty for teaching.

They concluded that providing adjunct faculty with professional development activities was not only fair, but an investment in the institution's future ability to meet the needs of their constituents. Their supposition was both practical and in the institution's self-interest (Teasdale, 2001):

> The bottom line is that colleges and universities are not going to be able to hire enough good teachers in tenure-track status to accommodate the next generation of students... Investing in (part-time faculty) now is necessary to ensure that there will be enough well-prepared faculty members in the future (p. 281).

Additionally, after interviewing 240 adjunct faculty members, Gappa and Leslie (1993) reduced Tuckman's (1978) seven categories down to four classifications for adjunct faculty motivation:

1. *Career-enders* were faculty members that were semi-retired as well as those already retired, and those moving to pre-retired status (p. 47).
2. *Specialists/experts* had a primary career elsewhere, usually full-time. These faculty members worked part-time for the love of teaching and usually did not rely on the teaching income (p. 48).
3. *Aspiring academics* were part-time faculty members that aspired to be "fully participating, recognized, and rewarded members of the faculty with a status at least similar to that currently associated with the tenure-track or tenured faculty" (p.48).
4. *Freelancers* were part-time faculty members working in higher education by choice and did not wish to be full-time faculty members (p. 49).

Rouche et al., (1995): Strangers in Their Own Land

While Gappa and Leslie's 1993 research included faculty members from both community colleges and universities, Rouche et al. (1995) focused exclusively on community college adjunct faculty in their study. The researchers surveyed administrators from 88 member colleges of the American Association of Community Colleges (AACC) asking 15 questions regarding a variety of topics including adjunct compensation and workload and solicited nominations of exceptional programs for adjunct faculty. Post-survey interviews were conducted with 40 community college administrators including vice-presidents, provosts, deans, adjunct faculty, and full-time faculty (Rouche et al., 1995; Salmon, 2006).

Rouche et al. (1995) present a detailed picture of community colleges and their adjunct faculty from the perspectives of college administration and the adjunct faculty members. They catalog the demographic findings regarding community college adjunct faculty and the forces that encourage community colleges to use ever increasing numbers of adjunct faculty members. Rouche et al. explored many factors relating to the adjunct faculty including best practices for recruitment, selection, and hiring of adjunct faculty, adjunct faculty orientation, integration, faculty evaluation, and professional development.

They considered the professional development activities at an institution to be an excellent gauge of the institution's culture. Rouche et al. (1995) posited that "staff development programs reflect the internal and external political realities of their institutions, the level of administrative support and available funds, the institutional climate, and the staff's readiness for development" (p. 88). In addition, it was their contention that nothing had a larger impact on professional development than the lack of administrative and institutional support. After

reviewing the faculty professional development programs at several community colleges, Rouche et al. (1995) stated:

> In community colleges, which regard themselves as premiere teaching institutions, high expectations of faculty should be accompanied by efforts to train and retain excellent teachers....All faculty, part-timers included, should be provided the means to grow and develop as teaching professionals, to be involved in continuing efforts to help shape their teaching to the needs and goals of the institution and focus on achieving the learning outcomes considered important. (p. 120).

Summary and Critique

Adjunct faculty have been a major segment of teaching faculty in community colleges for more than 80 years, and they continue to grow in both numbers and importance (Cohen & Brawer, 2003; Rouche et al., 1995). Despite their prevalence in the academy, national research regarding adjunct faculty did not begin until the 1970's. Tuckman (1978) benchmarked adjunct faculty demographics, employment characteristics, and career satisfaction, establishing the diversity of backgrounds of adjunct faculty, thereby dismissing the idea that adjunct faculty were a colossal group of insignificant employees. While this was the first official research exploring adjunct faculty, this study did not, however, differentiate between adjunct faculty at four-year institutions and those at two-year institutions, nor did it address professional development needs. Additionally, community college faculty members are encouraged to focus on teaching unlike the faculty at research oriented universities creating differing professional development needs (Palmer, 2002).

Fifteen years later, Gappa and Leslie (1993) revisited Tuckman's (1978) research, noting a series of recurring themes among the studied institutions. Primary among these themes was the

lack of professional development opportunities available to adjunct faculty. This research also did not separate professional development needs of adjuncts in four-year institutions from those in two-year institutions. Just as their needs differ from those of full-time community college faculty, adjunct community college faculty development needs differ from those of adjunct faculty in four year colleges and universities. In many cases, teaching is not the primary task of university faculty. In fact, in 2003 university faculty spent only 43% of their time teaching as opposed to community college faculty who reported spending 72% of their week teaching students (NCES, 2005). Clearly the primary focus of community college faculty is teaching. A few years later, Rouche et al. (1995) conducted the first study of community college adjunct faculty, using input from both adjunct faculty and college administrators in an attempt to paint a picture of the community colleges and the adjunct faculty they employ. Rouche et al. (1995) noted the demographic, economic, and technological forces that prompt community colleges to use growing numbers of adjunct faculty. Although this research documented the necessity for two-year institutions to use adjunct faculty and the importance of professional development for adjunct faculty, it did not address the reasons adjunct faculty do not participate in professional development activities.

Researchers have categorized adjunct faculty as invisible strangers, and a generally accepted definition for them still eludes institutions (Gappa & Leslie, 1993; Rouche et al., 1995). Without this invisible faculty, however, colleges could not offer the levels of service demanded by their communities (Cohen & Brawer, 2003; Rajagopal & Farr, 1992; Rouche et al., 1995; Terada, 2005). While researchers have studied who they are and why they teach, research has not established how to best prepare adjunct faculty members to meet the needs of their students in the classroom. Adjunct faculty members are an important piece of the community college puzzle.

They teach many, and in some cases, most of the students enrolled at community colleges. Their impact on students is tremendous. Yet they are often unable to participate in the professional development activities proven to have an impact on the classrooms of their full-time colleagues. Missing, then, is empirical research that establishes the efficacy of professional development for adjunct faculty and the impediments preventing them from participating in professional development activities.

Teaching as a Profession

Teaching is a complex profession, and the elements of effective college teaching are difficult to define (Braxton, Olsen, & Simmons, 1998). Researchers proffer definitions of teaching ranging from what an instructor does in the classroom, to how and to what extent knowledge is acquired by students (Reeves, 2007). The various daily challenges community college educators face makes it one of the most difficult jobs in higher education. Community college faculty deal with a diverse student body with an assorted set of needs ranging from the functionally illiterate to merit scholars, teenagers to senior citizens, and blue collar workers to white collar professionals, often all in the same classroom (Tsunoda, 1992). Despite the difficulty of defining effective college teaching, the influence of successful instructors generated numerous studies on college teaching and student learning, and according to Darling-Hammond (2000), students exposed to high quality instruction learn more than other students.

Chickering and Gamson (1987) explored the skills required for effective educators by examining the ways faculty members teach and the ways students learn to produce the *Seven Principles for Good Practice in Undergraduate Education.* These researchers reviewed more than 50 years of education and learning research, identifying practices, policies, and institutional conditions considered to be conducive to producing the powerful and enduring educational

experiences that positively affect students. Their goal was to develop a set of principles that would reform undergraduate education. The result, the Seven Principles for Good Practice in Undergraduate Education, recognizes the importance of student participation and interaction with faculty as keys to student academic success (Gomez-Alvarez, 2005). The Seven Principles are based upon (1) contact between faculty and students, (2) reciprocity and cooperation between students, (3) use of active learning techniques, (4) prompt feedback for students, (5) emphasis of time on task, (6) communication of high expectations, and (7) respect for diverse talents and ways of learning (Gomez-Alvarez, 2005). These underlying principles of education have laid the groundwork for additional research based upon the ways students learn and the ways faculty teaches.

In 1995, Arreola made college faculty teaching one cornerstone of his research, agreeing with Chickering and Gamson (1987) that as student engagement increases, the probability of learning increases as well. Arreola contended that for faculty members to engage students, they had to be well versed in three areas. The first of these areas is base professional skills and knowledge. Faculty members must be experts in the fields in which they teach, whether architecture, accounting, or biochemistry. However, being expert in a professional field is substantially different from interacting with students in such a way that they, too, gain the skills and knowledge of that profession. The second and third areas required to assure a more likely positive learning experience for students are instructional design skills and instructional delivery skills of faculty (Arreola, 2001).

Hativa, Barak, and Simhi (2001) studied students' evaluations of instruction seeking those teachers considered effective by students at a research university in Israel. Hativa et al. interviewed the identified effective instructors, and then videotaped them in their classrooms.

Next, the researchers conducted a post-taping interview with the instructors. They found that effective college teachers (1) were highly organized, (2) spent significant time planning their lessons, (3) set definite goals, (4) and established high expectations of their students. It is interesting to note that their findings indicated that an exemplary teacher does not have to excel at all four of the main dimensions to be considered effective. Instead, Hativa et al. posited that to prepare faculty members for their teaching roles, the institution should increase their knowledge of a wide variety of teaching strategies and help them understand how these strategies contribute to the main dimensions of good teaching. Individual faculty members can then select the teaching strategies that best fit their personality, skills, thinking and beliefs, subject matter, students, and other factors of a particular teaching context.

In 2005, Okpala and Ellis studied college student perceptions of effective college teaching. The researchers surveyed 218 students and interviewed ten students from each course section, focusing on the instructor qualities that enhanced or encouraged learning or enjoyment of the class or subject matter. When asked to describe a quality teacher, 39% of the participating students indicated an instructor's sincere concern for students and their academic success was crucial in the learning process. Several additional themes related to quality instruction emerged during this research including (1) teaching skills, (2) commitment to student learning, (3) content knowledge, and (4) strong verbal skills. Okpala and Ellis indicated teacher quality is an important educational issue and an instructor's qualifications and background are fundamental elements of teacher quality.

Summary and Critique

Effective instruction is promoted by faculty engagement of students (Arreola, 1995; Chickering & Gamson, 1987; Okpala & Ellis, 2005). To engage students in a learning

environment, faculty members, both full and part time, need instructional design and delivery skills in addition to their base professional expertise (Arreola, 1995). Professional development activities for full-time faculty do have a positive impact on students (Sydow, 1998). However, the impact of adjunct professional development is not established. Research is needed, therefore, to establish the effectiveness of professional development for adjunct faculty as well as exploring the barriers to their participation in professional development activities. Providing adjunct faculty with the classroom skills they need to provide powerful and impactful learning experiences ensures the success of their students and the institution mission.

Professional Development

Professional development is defined as a continuous process consisting of activities enhancing professional growth (Imel, 1990). Researchers found that providing professional development opportunities for full-time and adjunct faculty members is one way to effectively support faculty integration into the culture of the institution, enhance teaching practices, and create a positive working environment (Byler, 2000; Gappa & Leslie, 1993; Rouche et al., 1995; Wallin, 2004). Professional development programs are recognized as small investments in the future capabilities of the both adjunct and full-time faculty (Gappa & Leslie, 1993). Such programs for professional development, however, often exclude adjunct faculty members, concentrating instead on providing activities relevant to full-time faculty members (Beckford-Yanes, 2005; Galbraith & Shedd, 1990; Hoerne et al., 1991; Rouche et al., 1995; Wallin, 2004).

Professional Development in the Community College

Prior to the 1970's, professional development for faculty in most colleges and universities was limited to sabbatical leaves, funding to attend conferences, visiting professorships, and research grants (Alstete, 2000). Professional development within the

community colleges included support for conference attendance, innovation in teaching grants, and sporadic sabbaticals until the 1960's and 1970's. At this time, as the incredible growth of the community college systems nationwide began to slow, community colleges turned their gaze inward and began investing in their human resources (Murray, 2002). Researchers thus began the study of professional development for faculty, and decade by decade added to the knowledge base regarding faculty professional development.

Research in the Sixties

Miller and Wilson (1963) initiated some of the earliest work in faculty professional development, surveying employees at over 200 four-year southern colleges to determine college orientation and in-service practices and how the importance of professional development was reflected by the institutions. Based on their findings, Miller and Wilson recommended a general course of action for colleges. The first concern was a commitment of college presidents to make professional development a priority. Part of this commitment is to assign the responsibility of professional development to a dean and designate the resources needed to support the cause. Additionally, a more systematic and comprehensive planning effort was required for the professional development of faculty. Miller and Wilson indicated institutions should realistically try to anticipate future development needs and plan accordingly. Faculty members are encouraged to project their own long range plans for improvement, set professional development goals, and relate them to the institution's projections and goals (Teasdale, 2001).

Just a few years later, Singer (1969), in conjunction with the American Association of Junior Colleges (AAJC), conducted the first study of professional development in two-year institutions. This research explored the availability and adequacy of professional in-service training for full-time faculty and administrative personnel at AAJC two-year colleges. Singer

surveyed 288 presidents regarding their perceptions of the needs for in-service training for the improvement of faculty and staff. Singer's results indicated that most presidents believed that more training was needed particularly in the academic and occupational fields, administration and supervision, counseling and guidance, and the two-year college mission.

Research in the Seventies

During the same year as Singer's (1969) study, the National Advisory Council on Education Professions Development was established. The United States President appointed the Council and charged them with writing a report on staff development in the American community/junior colleges. Their report described the general characteristics of the community/junior colleges and their students. In addition the report addressed the professional development needs of community/junior college faculty members (Teasdale, 2001). O'Banion published their results in 1972.

O'Banion (1972) charged that not enough attention had been paid to the increased need for staff development at the community/junior colleges, citing Singer's (1969) research for the AAJC as evidence. He discussed the general state of community/junior college professional development which he considered dismal. He deemed the lack of leadership among top community/junior college administrators to be the primary reason for inadequate community/junior college faculty professional development programs (O'Banion, 1972; Teasdale, 2001).

In 1979 Freedman et al. interviewed more than 700 randomly selected professors on a number of university and college campuses, including community colleges. Their research dealt with personality development among faculty members. They used a definition of personality based on a range of human abilities and activities including values, character, intellect, and

education dispositions. Development was defined as a heightening of self-awareness. The Freedman study argued that faculty development programs were based on orientation sessions, sabbaticals, and visiting lecturers designed to help faculty members become more effective in their current roles. They believed this narrow focus on the faculty and their activities was a chief barrier to improving education and teaching. Freedman et al. argued that faculty development programs should be designed to reward good teaching, render assistance to poor teachers, or train good teachers and would fail unless they were based on a larger awareness of the faculty members and their situations (Teasdale, 2001).

Research in the Eighties

In 1981, the President's National Advisory Council on Education Professions Development commissioned O'Banion to revisit his 1972 study. He was charged with gathering information on the most creative and potent staff development programs in the community colleges at that time. The selected programs were to serve as models for community college professional development programs. O'Banion established the context for this study by writing:

> By the middle of the 1970's, though community colleges offered staff development activities, few had staff development programs in the sense of an organized purposeful, supported attempt to provide the professional and personal growth of all staff... Most colleges, while they offered some activities, had little idea of the range of their staff development activities. Fewer colleges still had developed a rationale for staff development programs. (p. 3).

O'Banion proffered three universal perspectives for professional development: national, local, and staff development as institutional change (Teasdale, 2001).

A few years later Pedras (1985) attempted to create a model for adjunct faculty development at Clark County Community College. He conducted a study of adjunct faculty to determine their perceived professional development needs and the optimum desirable conditions for conducting staff development. Respondents indicated the following professional development needs as the highest priority: mission of the community college, instructional development and delivery, legal aspects of education, and classroom and lab management of education. The logistics of designing a professional development program, however, were problematic. Most adjunct faculty taught throughout an entire semester and usually in the evenings after working at their full-time jobs outside of the institution. With these constraints in mind, Pedras suggested that professional development activities be (1) on-campus half-day workshops, (2) scheduled for either breaks during the school year or on weekends, and (3) conducted during August, September, or January.

Next, Miller and Ratcliff (1986) surveyed more than 180 full-time faculty members in Iowa community colleges to ascertain (1) the faculty member's professional development activities at the community college, (2) the number of hours a year the faculty members engaged in professional development, and (3) their willingness to participate professional development activities with or without college funding or sponsorship. Faculty members spent an average of 161 hours a year in professional development activities. Interestingly enough, faculty chose activities that did not necessarily lead to salary increases or advancement. Other than coursework and special projects, faculty participation in single development activities averaged less than seven hours a year, which Miller and Ratcliff deemed of "insufficient duration to constitute an adult learning project" (p. 317). Participation in professional development was not related to faculty member's teaching field, the faculty member's total years of teaching experience, or

whether the faculty development activities were financed by personal or other sources. Faculty members chose to participate in some form of staff development, regardless of whether the college rewarded their efforts. Miller and Ratcliff concluded that colleges should assess faculty participation in all forms of professional development, not just activities sponsored or financed by the college, to obtain a more accurate indication of how involved faculty were with professional development activities (Teasdale, 2001).

Just a year later, Richardson and Moore (1987) surveyed the chief academic officers at 62 community colleges in Texas to "assess the extent of faculty development programs and the means, the purpose, and the degree to which they were evaluated" (p. 19). Faculty members were also asked what professional development activities were the most useful for improving instruction. Findings indicated that faculty viewed all day programs for full-time faculty members, single session workshops, college funded attendance at professional meetings, and visits to other campuses as most useful to improving instruction. Richardson and Moore concluded:

> There is little evidence that programs are being used as a major instrument for institutional change and improvement that is linked to the accomplishment of college goals and the establishment of accountability. Development activities seem mired in traditional hit-or-miss schemes that are evaluated more often than not on the basis of audience reaction. (p. 29).

Research in the Nineties

This decade began with Schuster, Wheeler, and Associates (1990) chiding colleges and universities for not giving a higher level of support to faculty for faculty professional development. They argued that colleges and universities provided support for faculty research

and scholarship but placed little emphasis on professional development. Schuster and Wheeler noted there were three major elements of faculty development programs (instructional development, personal development, and organizational development), and when a college or university did implement professional development activities, these activities were overwhelmingly in the area of instructional development. They argued that little, if anything, was done to help faculty and staff move towards self-actualization through personal and organizational development. Schuster and Wheeler stressed the need for a mature program of faculty development that would integrate professional and personal development into one systematic program, suggesting that the obstacles to a successful professional development program were not in how to make one work, but in the lack of organizational commitment to make it a priority (Schuster & Wheeler, 1990; Teasdale, 2001).

In 1992, a professional development task force was established to identify ways in which the Virginia Community College System (VCCS) could use professional development to enhance its educational programs and services. Sydow's 1993 research indicated that a coordination of efforts on the part of faculty, the colleges, and the state system was required for success of the professional development plan. The task force then provided recommendations for the college faculty, college administrations, and the state system for bringing about professional and institutional revitalization through the VCCS Professional Development Initiative.

Five years later Sydow (2000) revisited her 1993 research. Sydow surveyed VCCS faculty members and conducted focus groups to determine if faculty professional development needs had been addressed and student learning enhanced by the VCCS Professional Development Initiative. Researching primarily VCCS peer group attendees, she found that the professional development needs of full-time faculty members were being met. Faculty members

attended conferences or professional meetings in greater numbers than in the years prior to the VCCS initiative. Research grants supported and encouraged faculty scholarship and student learning was enhanced. Professional development in the VCCS is discussed more fully in a later section in this Chapter.

2000 and Beyond

This decade begins with French (2000) surveying 851 adjunct faculty members from six colleges in the Wisconsin Technical College System to determine their perceived professional development needs and the most appropriate methodologies for meeting those needs. Adjunct faculty members were asked to rate the importance of 18 training topics on a Likert scale. Findings identified the most important areas for professional development as teaching methods, teaching/learning styles, adult learning theory, course development techniques, and specific program information. Survey results also indicated that classroom instruction and mentoring by an experienced teacher were their choices for most effective training methods.

Salmon (2006) studied the effect of professional development programs targeting adjunct faculty at a community college in Indiana. The professional development opportunities she provided were designed to acclimate new adjunct faculty members to community college teaching. It was noted that adjunct faculty members put into practice what they learned from attending professional development activities, but the classroom impact of implementing new techniques was rarely evaluated. Salmon concluded that given the needs of the community college students, it is imperative that the adjunct faculty come to the classroom as highly trained and instructionally qualified professionals.

In 2006 the Virginia Community College System (VCCS) commissioned Caliber (2007) to assess its professional development program. This research built upon Sydow's (2000) earlier

review of professional development in Virginia's community colleges. The goals of this assessment were to (1) describe the processes and activities currently in place, (2) assess employee participation in professional development, (3) assess current professional development needs of VCCS employees, (4) assess the impact of professional development, (5) define the desired program outcomes, (6) and begin to benchmark the VCCS professional development program with those of other states. Caliber reported that professional development in the VCCS was effective in meeting a wide variety of professional development needs for most employees. It was noted, however, that adjunct faculty needs were not being met by the VCCS Professional Development Initiative. Caliber recommended that additional research concerning VCCS adjunct faculty professional development needs be conducted.

Professional Development in the Virginia Community College System

The 1992, the Virginia Community College System (VCCS) Professional Development Initiative included specific recommendations for the statewide professional development of community faculty and staff. These recommendations included providing support to each VCCS college to establish or expand programs to enhance individual and institutional vitality on every campus. The VCCS would establish guidelines for these campus professional development programs and evaluate the individual college programs based upon those guidelines. It was also recommended that the VCCS encourage opportunities for participation in professional development activities that were unavailable or underutilized by faculty and staff. Examples of these professional development activities included mechanisms to support research and publication, faculty exchange programs, back-to-practice internships, university credit courses, and regular regional and/or statewide meetings for faculty members in the various academic disciplines. In addition, the Professional Development Task Force recommended that the VCCS

publicly recognize outstanding professional development efforts and achievements on the part of individuals and colleges. Regular assessment and improvement of VCCS professional development efforts was deemed necessary. The task force's last recommendation was for the VCCS to develop a policy statement clearly articulating the VCCS' role in supporting professional development (Sydow, 1993). In response to this report, the VCCS introduced eight professional development opportunities: peer groups, professional development research grants, the *Inquiry* journal, technology in education awards, the New Horizons conference, regional centers for teaching excellence, and the Virginia Council for International Education (VaCIE) international exchange program (VaCIE-VCCS, 2007).

Impediments to Adjunct Faculty Participation in Professional Development

Opportunities for professional development of full-time faculty exist at most colleges and universities, but in many cases adjunct faculty do not participate. Hoerner et al. (1990) surveyed 878 community and technical colleges to identify and study professional development programs and activities for postsecondary faculty. Over 55% of the participating institutions indicated that adjunct faculty on the odd occasion attended professional development activities, and 48% of the surveyed institutions reported that they rarely made professional development activities available to adjunct faculty. The benefits of professional development participation favor full-time faculty. These benefits included travel funds, monies for special equipment purchases, release time, paid tuition, and subscriptions to professional journals are most often afforded full-time faculty. Adjunct faculty had to be satisfied with intrinsic rewards such as improvement of instruction and professionalism (Lankard, 1993). Clearly these rewards have not been reason enough for adjunct faculty participation in professional development activities.

Lankard (1993) proffered that the reason for low adjunct faculty participation in professional development activities was not lack of motivation to pursue professional development activities; rather, they were *unable* to participate, and in many cases adjunct faculty were simply not invited to participate (Cohen, 1992). However, 76% of adjunct faculty in community colleges reported that they did want to pursue professional development opportunities (Leslie & Gappa, 2002).

Gappa and Leslie (1993) found institutions with well established policies and programs for professional development of adjunct faculty, but they also found institutions with no formal policies for adjunct faculty development. Rouche et al. (1995) found the existence and quality of professional development programs in community colleges to be uneven. Surveyed colleges reported that attempts to provide professional development for adjunct faculty were limited by time-constraints of adjunct faculty, the inability or unwillingness to compensate adjunct faculty for participating in professional development, and the reluctance to invest resources in employees that may be gone in a matter of months.

Summary and Critique

For more than 40 years researchers have studied professional development for faculty members, and both faculty members and college administrators agree on the importance of access to professional development opportunities (Caliber, 2007; Freedman et al., 1979; French, 2000; Miller & Ratcliff, 1986; Miller & Wilson, 1963; Richardson & Moore, 1987; Singer 1969; Sydow, 1993). Sydow (2000) found that full-time faculty participation in professional development activities has had an impact in the classroom. Caliber (2007) sought to establish that efficacy of professional development activities for VCCS adjunct faculty as a part of their study, but the results were inconclusive. However, they did establish that adjunct faculty

members do not participate in professional development activities in rates commensurate with their numbers. Adjunct faculty outnumber full-time faculty members two to one (Phillipe, 2005), yet they accounted for only 10% of VCCS Peer Group attendees from 1993-1999 (Sydow, 2000). Missing from this current research is an exploration of the impediments to faculty participation in professional development activities. These impediments to adjunct participation could be considered when planning professional development activities at any institution, hopefully increasing participation. Adjunct faculty already do, and in most cases will continue to, teach the majority of community college students (Gappa & Leslie, 1993; Phillipe, 2005; Rouche et al., 1995). Exploring the impediments to adjunct faculty involvement in professional development will allow increased participation by adjunct faculty and lead to positive results for community college students in the classroom. Student success is part of the community college mission and by addressing the impediments preventing adjunct faculty participation in professional development institutions are laying the foundation for the success of their students.

Adjunct Faculty Academy: An Opportunity for Professional Development

The Community College applied for an Achieve the Dream Grant sponsored by the Lumina Foundation. The focus of the request for proposals was student success in the community colleges. Submitted on April 29, 2005, the grant application was approved and funded for the academic year beginning July 1, 2005. The AtD grant funding was $400,000 provided over a four year period for all Community College AtD projects including the Adjunct Faculty Academy (AFA). The AtD Grant Proposal included an action plan calling for, among other items, the creation of an adjunct faculty professional development program beginning in 2006. Additionally, the action plan stipulated that adjunct professional development activities would be provided each fall and spring semester. Adjunct faculty professional development

topics to be covered included; preparing course outlines, syllabi design, test construction, grading systems, teaching methodologies, and Blackboard software integration. Adjunct faculty would be encouraged to participate by receiving certifications and increases to their base pay. AFA sessions were to be evaluated using survey and focus group data.

In preparation for beginning the Adjunct Faculty Academy, Community College administrators and full-time faculty members were surveyed and interviewed, with those findings used to design the initial AFA curriculum. The Community College's Adjunct Faculty Academy (AFA) began offering professional development opportunities based on presumed adjunct faculty needs in the fall of 2006 (PDCCC, 2009). The AFA has met every fall and spring semester. In summer 2009, the Community College asked the adjunct faculty to complete a needs assessment to help plan future academy sessions. The needs assessment sought information regarding timing of AFA sessions and topics of interest to the adjunct faculty members. Using the results of this needs assessment, Academy planners designed AFA sessions based on the input of the adjunct faculty (PDCCC, 2009). This evaluation studies the AFA sessions sponsored by the Community College during the Fall 2009 semester.

All adjunct faculty members were invited to attend voluntary professional development activities sponsored by the Community College. The first AFA session, "Teaching in the Community College Classroom," was held in September of 2006. The AFA sessions were scheduled for maximum adjunct faculty convenience as each content session was offered on a weekday evening and repeated the following Saturday. Four additional sessions were scheduled in October and November covering technology and student learning styles. Participation in the Fall 2006 AFA sessions was very low with only 12% of adjuncts in attendance. Surveys were

completed at the end of each session seeking adjunct faculty input for AFA topics (PDCCC, 2006).

Implementing faculty input from their fall 2006 surveys, the Community College then scheduled six adjunct professional development opportunities in the Spring semester of 2007. The pattern of a weekday evening AFA session followed by a Saturday repeat session was continued. The spring AFA topics included teaching practices, classroom technology, and College administration. The Community College administration session was cancelled due to low enrollment. Fewer than 15% of the adjunct faculty teaching classes at the Community College attended a professional development session. At the end of each session, adjunct faculty completed a survey seeking information on AFA topics and ways to improve attendance (PDCCC, 2007).

Based on survey input, when the adjunct faculty returned in the Fall semester of 2007, they were offered a $100 stipend for each AFA professional development session they attended. AFA topics for the Fall included the VCCS Core Competencies, and Blackboard software was introduced to the adjunct faculty not teaching distance learning classes. Attendance improved to between 10% and 18% of adjunct faculty members at AFA sessions (PDCCC, 2007).

Spring 2008 did not materially differ from previous semesters. Six AFA sessions were scheduled during the spring. Adjunct faculty members were offered a stipend to attend AFA sessions that included course syllabi construction, student learning outcomes, and a continuation of Blackboard software training. Attendance remained 10% and 18% of adjunct faculty members at AFA sessions (PDCCC, 2008).

In an effort to increase adjunct faculty attendance for the Fall 2008 AFA session, the Community College administration updated the adjunct faculty teaching contracts specifying that

adjunct faculty would attend at least two professional development sessions per semester. AFA session topics for this semester included course assignments, grading systems, and Blackboard software. The course assessments session was cancelled due to low enrollment. AFA sessions continued to be offered on weekday evenings and repeated the following Saturday. Attendance increased slightly to 22% of adjunct faculty members (PDCCC, 2008).

Spring 2009 AFA topics included the Family Educational Rights To Privacy Act (FERPA), motivating students, and Blackboard software. Although it was specified in the adjunct faculty teaching contract that adjuncts were expected to attend at least two professional development sessions per semester, College administration elected not to enforce this provision until the Fall 2009 semester. Attendance remained at approximately 22% of adjunct faculty members. The Fall 2009 AFA sessions were used for this study.

Program Evaluation

There are many definitions of evaluation, and none are completely satisfactory (Newburn, 2001). Michael Scriven, an early evaluation researcher, noted 60 different terms for evaluation. He went on to posit that the large variety of terms reflected the importance of evaluations in practical life (Fitzpatrick, Sanders, & Worthen, 2004). The *American Heritage College Dictionary* defines evaluation as "to ascertain or fix the value or worth of" (p. 483). Robson (1993) found Michael Patton's 1981 definition of evaluation to be especially useful as it includes many of the activities that characterize evaluation. Patton's definition concluded

> The practice of evaluation involves the systematic collection of information about the activities, characteristics and outcomes of programs, personnel, and products for use by specific people to reduce uncertainties, improve effectiveness, and make decisions with regard to what programs, personnel, or products are doing and affecting. (p. 15).

According to Newburn, the popularity of evaluation research has increased markedly since its beginnings in the 1960's.

The primary reason for evaluation is to improve program results. Even if a program is implemented as planned a program may need revision in order to meet or continue meeting the needs of its constituents. It is the evaluator's task to help the program stakeholders express the criteria for judging the program then guide the study to help stakeholders assess the program's merit (Fitzpatrick et al., 2004; Patton, 1997; Robson, 2002).

Utilization-Focused Evaluation

This program evaluation employed Patton's (1997) utilization-focused approach. Patton posits four aims for performing an evaluation: (1) making judgments, (2) improving program effectiveness, (3) informing future decisions, and (4) providing information to specific users of the evaluation. The VCCS Professional Development Committee will be provided information for each of these aims as it prepares to evaluate state wide efforts to provide professional development for adjunct faculty.

Making Judgments

To make informed decisions, Caliber (2007) recommended that additional research regarding the efficacy of adjunct faculty professional development be conducted. Specifically, this study seeks to determine if the adjunct professional development program was implemented as designed, what impact adjunct professional development has had on adjunct faculty member behaviors, and what impediments prevent adjunct faculty from participating in professional development activities. With the input of stakeholders, the evaluation will be designed to yield results that provide information to guide decision making in order to broaden the impact of adjunct faculty professional development.

Improving Program Effectiveness

The formative part of this evaluation will report on improvements that can be made to increase professional development effectiveness. Data gathered regarding impediments to adjunct faculty participation in professional development and the impact of past adjunct professional development activities on the classroom will be presented to the Stakeholder Committee, the primary intended users with responsibility to apply any findings and implement any recommendations.

Informing Future Decisions

All strata of education require assessment data in order to make informed decisions. Summative evaluation data can be used to assist decision makers in the judgment process. Fitzpatrick, Sanders, and Worthen (2004) posit that a summative evaluation provides information that will assist in making judgments about program adoption, continuation or expansion. Study information will be made available to facilitate decisions to expand, diversify, or curtail the use of professional development for adjunct faculty.

Providing Specific Information

Stakeholders were actively involved in this research from the beginning of the evaluation. These decision makers helped design the evaluation to best meet their needs. Since the stakeholders were actively involved in developing this study the results will likely be given greater credence as it is based on their objectives. This evaluation provided the information they need in order make informed decisions as regards adjunct faculty professional development

Conclusion

Adjunct faculty members have been a resource for community colleges for almost 100 years. They are heavily relied upon for their cost effectiveness, flexibility of scheduling, and the specialized skills they bring to the classroom. In many cases they are unacknowledged or even disparaged for their efforts (Cohen & Brawer, 2003; Dubson, 2001; Gappa & Leslie, 1993; Phillipe & Sullivan, 2005; Rouche et al., 1995; Terada, 2005). Leading researchers discovered they are a diverse group, often treated as second class citizens, and in many cases not offered the same professional development opportunities afforded full-time faculty (Gappa & Leslie, 1993; Tuckman, 1978; Rouche et al., 1995). Despite this treatment, they teach more community college students than any other group on many campuses (Beckford-Yanes, 2005; Hoerner, Clowes, & Impara, 1990). In 1992 the VCCS revised their concept of statewide professional development for faculty and staff (Sydow, 1993). Five years later data indicated professional development for full-time faculty had an impact on the classroom. Although adjunct faculty out number full-time faculty two to one adjunct faculty participation in professional development accounted for less than 10% of attendees in VCCS professional development activities from 1993 to 1998 (Phillipe & Sullivan, 2005; Sydow, 2000). The impediments that keep adjunct faculty from participating in professional development opportunities need to be addressed so that the majority faculty teaching the majority of students can receive the development that will have a positive impact on their classrooms and their students. Adjunct faculty professional development is an investment in the future of the community colleges and the future of their students.

CHAPTER 3

METHOD

This research study employed a program evaluation methodology to examine the implementation of the Community College's Adjunct Faculty Academy (AFA) professional development initiative. A five phase, sequential, mixed methods approach was used to gather data for a program evaluation of the AFA using Patton's (1997) Utilization-Focused Evaluation as a framework. Patton began with the premise that an evaluation should be judged by its utility and actual use. He proposed a three level approach for examining the implementation, intermediate, and ultimate level goals of the program being evaluated. The evaluator acted as a facilitator in the evaluation process designing the evaluation by focusing on its intended use. Information gathered by the researcher has been shared with college stakeholders to improve the Community College's AFA. The structure of this study included mixed methods research consisting of both qualitative and quantitative research techniques for use in data collection and analysis.

Researchers recognize the advantages of mixing quantitative and qualitative data collection. Quantitative research seeks to develop and apply mathematical models, theories, or hypotheses to naturally occurring phenomena. In turn, qualitative research seeks to interpret phenomena in non-numerical terms, such as the meaning people bring to the experience (Komives & Woodard, 2003; Thorndike & Dinnel, 2000). The quantitative and qualitative data can be collected concurrently or sequentially, prioritized, and integrated at one or more of the research stages (Cresswell, Plano Clark, Gutmann, & Hanson, 2003). A multi-method research approach facilitates research triangulation which helps overcome single method, single observer, single theory study weaknesses and biases by combining multiple observations, theories, and

methods in the study of phenomena (Fitzpatrick, Sanders, & Worthen, 2004). All research methods have limitations, but the use of multiple method triangulation can help neutralize the disadvantages of some methods and strengthen trustworthiness (Caracelli & Greene, 1993; Cresswell, et al., 2003; Lincoln & Guba, 1985).

The data gathering methods for this study included a documents review, retrospective pretests, an online focus group of adjunct faculty, a follow-up survey, and syllabi review. Qualitative data analysis methods were used to find themes in data collected in the documents review, adjunct faculty focus group, and syllabi review. Quantitative data gathered from the retrospective pre-test surveys, and follow-up surveys was analyzed to produce descriptive and inferential statistics using SPSS statistical software.

Research Design

This study employed a program evaluation research design methodology (a) to evaluate the implementation of the AFA Professional Development Initiative, (b) to examine the impact of professional development on adjunct faculty behaviors, (c) to determine the utility of AFA provided content, and (d) to determine the impediments to adjunct faculty participation in college sponsored professional development activities. Study data was collected using a sequential, five phase, mixed methods approach. A program evaluation design was deemed appropriate since this study was designed to yield results providing decision makers with evaluation information needed to guide the AFA Professional Development Program (Fitzpatrick et al., 2004; Patton, 1997).

Although there are disparities in their primary purposes, research and evaluation are not mutually exclusive. The results of an evaluation can contribute to the knowledge base of a discipline or theory, and research can inform judgments and decisions regarding a program or

policy (Fitzpatrick et al., 2004; Mark et al., 1999). Academic institutions often require evaluation data based on sound research principles in order to make program or policy decisions, and in many cases, this information is transferable to other institutions. Additionally, evaluation researchers producing generalizable evaluation results can increase the knowledge base (Lincoln & Guba, 1985; Patton, 1997). Specifically, this study provides credible findings regarding the impact of professional development on adjunct faculty behaviors, utility of professional development, and the impediments to professional development participation by adjunct faculty.

Researchers acknowledge the benefits of mixing quantitative and qualitative data collection. The quantitative and qualitative data can be collected concurrently or sequentially, prioritized, and integrated at one or more of the research stages (Cresswell, et al., 2003). A multi-method research approach facilitates research triangulation which helps overcome single method, single observer, single theory study weaknesses and biases by combining multiple observations, theories, and methods in the study of phenomena (Fitzpatrick, Sanders, & Worthen, 2004). All research methods have limitations, but the use of multiple method triangulation can help neutralize the disadvantages of some methods and strengthen trustworthiness (Caracelli & Greene, 1993; Cresswell, et al., 2003; Lincoln & Guba, 1985). This evaluation began with the premise that an evaluation should be judged by its utility and actual use. The evaluator acted as a facilitator in the evaluation process (Patton, 1997). Table 2 depicts the study's research questions, along with measures and data collection methods.

Outcome Level	Research Question	Measures	Data Collection	Chain of Objectives Rationale Statement
Implementation-Level Goal	Was the AFA adjunct professional development implemented as planned?	Documents review	December 2009	How well does the AFA program follow the guidelines established by the AtD Grant?
Intermediate-Level Goals	How satisfied were participants with the AFA?	Adjunct Faculty Focus Group	February 2010	If the AFA is working as planned adjunct faculty receive and utilize training.
	To what extent did participants find the AFA content to be useful?	Retroactive Pretest Surveys	After every AFA session	
		Follow-Up Survey	February 2010	
	What are the impediments to adjunct faculty participation in professional development opportunities?			
Ultimate-Level Goal	What is the impact of professional development activities on the behavior of adjunct faculty?	Syllabi Review	January 2010	According to Kirkpatrick (2006) transferring learning to behaviors is one of professional development's biggest challenges. Do adjunct faculty members use content delivered at the AFA?
		Follow-Up Survey	February 2010	
		Adjunct Faculty Focus Group	February 2010	

The Program Evaluation Site

At the time of this study, the Community College was a small institution in a rural setting of the Hampton Roads area of Virginia. The College's service region was home to a population of 87,395. Demographically, the region's population was 57% white and 43% non-white. The region's median household income was $18,643 (PDCCC, 2009). The student body was 2,318 students, equating to 869 full-time equivalent students (PDCCC, 2009). Unemployment in the Hampton Roads region was 7% which was slightly higher than 6.9% overall rate for the state of Virginia (VEC, 2009). The median age of the College's student population was 38.4. Day and evening classes were provided at campuses located in Urban Area One and Rural Area Two and an educational center located in the historic district of the service region. Credit and non-credit workforce services and training for area businesses and industries were provided through the Community College's Regional Workforce Development Center on the Rural Area Two Campus. High school dual credit classes were offered in area schools, and a growing number of online classes were available for students (PDCCC, 2009).

The sample population for this study was the College's adjunct faculty. Fifty-five adjunct faculty members taught Fall 2009 semester courses, comprising 74% of the College faculty. The adjunct faculty taught in three areas; developmental education, occupational and technical education, and general studies transfer education. Of the 55 adjunct faculty members, 20% taught developmental education courses, 30% taught occupational and technical courses, and 50% taught general studies transfer courses (PDCCC, 2009).

Data Collection Methods and Procedures

Phase1: Documents Review

In December 2009 the researcher began a documents review of all available documentation concerning the AFA Professional Development Initiative. The researcher reviewed all articles and publications published relating to professional development in the VCCS, including the 2007 Caliber report *Virginia Community College System Professional Development Program Assessment: Final Report,* the Achieving the Dream (AtD) grant request, adjunct faculty semester calendars, AFA documentation, and administrative reports. A documents review was appropriate for this study as the details of the AFA implementation must be determined for evaluation outcomes to be relevant. The study outcomes cannot be transferable unless the program implementation is reviewed (Lincoln & Guba, 1985; Patton , 1997). This documents review required qualitative methodology (Fitzpatrick, et al, 2004). The following sections describe the various documents used in this study.

AtD Grant Proposal

The first document reviewed by the researcher was the Community College's AtD April 2005 Grant Proposal. The grant application was submitted in April 2005. The grant request outlined the importance of adjunct faculty to the Community College and a plan for an adjunct faculty professional development academy. The AtD grant funding was $400,000 provided over a four year period for all Community College AtD projects including the AFA. The AtD Grant Proposal included an action plan calling for, among other items, the creation of an adjunct faculty professional development program beginning in 2006. Adjunct faculty professional development was to be provided each semester with topics including the following: preparing course outlines, syllabi design, test construction, grading systems, teaching methodologies, and

Blackboard software integration. Adjunct faculty would be encouraged to participate by receiving certifications and increases to their base pay. AFA sessions were to be evaluated using survey and focus group data. The AtD grant request served as the primary measure of program implementation for the AFA.

Adjunct Faculty Calendars

At the beginning of each Fall and Spring semester, the Community College hosted a meeting of adjunct faculty to orient them for the upcoming semester. At each of these meetings, the adjunct faculty received a calendar for the impending semester. These calendars included important information for adjunct faculty including the times and dates of the upcoming AFA sessions. The calendars for each of the semesters beginning with Fall 2006 were examined seeking AFA session information including times, dates, and session topics.

AFA Session Documentation

Adjunct faculty members were required to sign-in at each AFA session. Each AFA session began with an opening session that included distribution of the agenda for the forthcoming session. AFA session presenters were encouraged to provide handouts to participants for later study. At the completion of the AFA sessions, adjunct faculty participants were asked to complete a survey regarding AFA content.

Phase 2: Retrospective Pretests

Surveys can be used in evaluations to measure attitudes, opinions, behavior, life circumstances, or other variables. Most surveys seek information from relatively structured responses that can then be analyzed statistically. Questions can include open-ended items for which content analysis is used; short answer open-ended items; multiple choice questions; items with adjectival responses rating items on a five point scale of excellent to poor; items with

adverb responses like always or frequently; and Likert scale items (Fitzpatrick et al, 2004). Additionally a survey provides for the ethical protection of respondents by assuring their anonymity and encouraging their honest, non-threatened responses. This study used two researcher-created retrospective pretests to gather quantitative data. The first paper and pencil survey, the October Retrospective Pretest, was administered at the October 2009 AFA session. Faculty completed this survey on site immediately after completion of each workshop. The second survey, November Retrospective Pretest, was administered the same way after the November 2009 AFA session.

Phase 3: Focus Group

A focus group is an assemblage of participants selected because they have certain characteristics in common relating to a particular topic. Once the focus group is convened, a researcher will attempt to discover how people feel or think about an issue, product, or service (Krueger & Casey, 2009). The strength of this method of inquiry is its ability to draw out data that is more cumulative and elaborate than individual responses (Morgan, 1998). This study employed an online focus group for participant convenience removing the challenge of time and place, thereby increasing the number of participants. Advantages of an asynchronous discussion group include time for participant reflection and reaction, participants can reply to multiple discussion topics, and "group think" is reduced. Use of electronic textual discussion also provides for automatic recording and some pre-sorting of data eliminating the tasks of recording and transcribing (Lim & Tan, 2001; Krueger & Casey, 2009).

Phase 4: Follow-up Survey

The paper and pencil Adjunct Faculty follow-up survey was deployed to adjunct faculty that had participated in the Community College's Fall 2009 AFA professional development

sessions. Internal consistency was measured using Cronbach's alpha. The Follow-up Survey was found to be very reliable (23 items; $\alpha = .971$). It sought information regarding adjunct faculty satisfaction with AFA content. Additionally, questions regarding changes in adjunct behaviors resulting from AFA participation were included in the Follow-up Survey.

Phase 5: Syllabi Review

To verify study data the researcher reviewed adjunct faculty syllabi. Fall 2009 semester adjunct faculty course syllabi were compared to spring 2010 syllabi. The researcher created a checklist (see Appendix E) comparing adjunct faculty syllabi by semester. The analysis was limited to syllabi designed by adjunct faculty members who attended the AFA.

Instrumentation

Data Analysis

Documents Review

Utilizing a researcher developed checklist (see Appendix D) adjunct faculty semester calendars, the AFA sign-in sheets, session handouts, and surveys were reviewed for information pertaining to AFA implementation. The researcher reviewed the AtD Grant proposal seeking details from the Community College's plan for an Adjunct Faculty Professional Development program for verification of implementation.

Retrospective Pretests

At the completion of each Adjunct Faculty Academy session, participants completed a paper and pencil retrospective pretest (see Appendix A and Appendix B). A retrospective pretest is a survey administered after an intervention asking individuals to describe their behavior prior to the intervention (Allen & Nimon, 2007). Retrospective pretest methods allow researchers to respond to measurement challenges associated with assessing program outcomes. Nimon and

Allen (2007) indicate that allowing individuals to report their pre and post intervention level of comprehension, including knowledge gained during the intervention, mitigates the variance that can occur in standard pre and post tests.

Each retrospective pretest sought demographic information regarding the adjunct faculty gender, age, teaching discipline, college teaching experience, number of years teaching at the Community College, and number of credits taught each semester. The first survey, October AFA Retrospective Pretest, was administered after the AFA sessions held in October, 2009. Faculty completed these surveys on site immediately after completion of the AFA session content. The second survey, November AFA Retrospective Pretest, was administered the same way after the November 2009 AFA sessions.

To determine if adjunct faculty perceptions of their knowledge of an AFA content area differed significantly after each session, variables, means, and standard deviations were examined. Additionally, paired-sample *t* tests were used to compare the values and means of the retrospective pretests. The paired samples *t* tests were used to establish if significant differences existed in adjunct faculty perceptions of their AFA content knowledge before and after the sessions. After the data was split by gender, an independent samples *t* test was used to assess the significance of the results. An analysis of variances (ANOVA) was used to test for significant differences between the responses of transfer, occupational-technical, and developmental faculty.

Follow Up Survey

The third survey, the AFA Follow-up Survey, was administered in February 2010. It was delivered to all Fall semester 2009 AFA participants for completion. The Follow-up survey consisted of demographic information and 30 questions seeking data regarding satisfaction with and utility of AFA content. To analyze the Follow-up Survey information on AFA utility and

changes in adjunct faculty behaviors, means and standard deviations were calculated. Additionally, after the data was split by gender, an independent samples *t* test was used to test significance of results. An analysis of variances (ANOVA) was used to test for significant differences between the transfer, occupational-technical, and developmental faculty.

Online Focus Group

Adjunct faculty members were asked to discuss their satisfaction with AFA content, its usefulness, and the impediments to professional development activities during the online focus group. This study employed an online focus group facilitated by the researcher. The online format provided participant convenience, removing the challenges of time and place, thereby increasing the number of participants. Advantages of an asynchronous discussion group included time for participant reflection and reaction; participants could reply to multiple discussion topics, and "group think" was reduced. Use of electronic textual discussion also provided for automatic recording and some pre-sorting of data, eliminating the tasks of recording and transcribing (Lim & Tan, 2001; Krueger & Casey, 2009). The focus group responses were printed and analyzed by the researcher. Responses were coded and focus group themes identified.

Phase 4: Syllabi Review

Fall 2009 semester adjunct faculty course syllabi were compared to Spring 2010 syllabi. The analysis was limited to syllabi created by adjunct faculty members who attended the Fall 2009 AFA sessions. The researcher created a syllabi checklist (see Appendix E) based on the Community College's syllabi template. This checklist included all items required by the Community College's syllabi template. Each adjunct faculty syllabus for Fall 2009 and Spring 2010 was evaluated and changes noted on the checklist. Data analysis included a percentage comparison of adjunct faculty syllabi indicating change to those showing no change.

Limitations and Delimitations

This research explored professional development and the obstacles to professional development for adjunct faculty. Threats to validity, internal and external, were taken into account as much as is practical. Internal validity relates to the confidence level the researcher has that the differences discovered in the study are valid. External validity is threatened if the results are not generalizable beyond the group studied (Robson, 2002). Threats to this study are discussed below.

Selection

Selection refers to the differences in subjects being studied. Internal validity for research is maintained by the use of random assignment and control groups. If either of these is compromised, then the internal validity is threatened (Robson, 2002). All College adjunct faculty were invited to participate; therefore, random assignment to groups was not practical. Although the entire adjunct faculty were included in this study, it is possible that not all adjunct faculty members chose to or were able to participate. To mitigate this threat, adjunct faculty were asked to complete the surveys at Adjunct Faculty Meetings and AFA sessions. Any adjunct faculty member unable to attend these meetings received the surveys and instructions for their return in their college mail boxes.

Instrumentation

An instrumentation threat exists if in some way the instrument produces differences in the characteristics tested between groups or times of administration. To determine the reliability of the instrument, the researcher analyzed the survey results from the pilot group of completed

surveys using Cronbach's Alpha to measure internal consistency based on correlational averages among the survey items (Salkind, 2004).

Implementation

Survey implementation was another concern. The surveys were administered at the college's fall and spring semester Adjunct Faculty Meetings and AFA sessions. The surveys were deployed during the meetings and collected before the adjunct faculty left. Adjunct faculty members may or may not have been alone, and may have taken differing amounts of time to complete the instrument, possibly affecting the accuracy of their responses. Environmental conditions may have also affected the ways that adjunct faculty responded to survey questions (Duggan, 2002).

Population

In research, population refers to everyone or everything in a particular group (Robson, 2002). Population threats are concerned with whether the subjects participating in a study represent the entire group. To mitigate this threat, the researcher surveyed the entire college adjunct faculty. By surveying the entire population, sampling error was eliminated and generalizability was increased (Salkind, 2004).

Reliability

An instrument can be reliable but not valid. To be valid, however, an instrument must first be reliable (Robson, 2002). Reliability is the extent the study, instrument, or methods are consistent in measuring what they purport to measure. An unreliable instrument may produce data that is ambiguous, inconsistent, or useless (Robson, 2002). This study collected data through a documents review and a survey of the Community College's adjunct faculty. The protocols followed by Caliber (2007) in the initial creation of the VCCS Professional Development Survey

reinforce the reliability of the instrument. The researcher-prepared survey was based upon the Caliber survey administered to VCCS personnel in 2007.

Trustworthiness

As qualitative research includes numerous approaches based upon differing assumptions it has been argued that it is impossible to establish uniform standards for the evaluation of such research (Howe & Eisenhart, 1990; Kline, 2008). Despite this argument researchers have continued in the attempt to identify common traits of quality research including Lincoln and Guba's (1985) characteristics of trustworthy research (Poggenpoel & Myburgh, 2005). Lincoln and Guba (1985) posited that the concept of trustworthiness is comprised of four elements: credibility, transferability, dependability, and confirmability.

Credibility is an assessment of whether or not the research represents a realistic interpretation of the collected data. There are a variety of ways to address credibility in a study. This study included prolonged engagement by the researcher, persistent observations, and triangulation of data to assure credibility (Kline, 2009; Lincoln & Guba, 1985).

Transferability is the degree to which the research findings can apply beyond the limits of the evaluation. A thick description of the data with sufficient detail and clarity will allow the reader to make judgments regarding transferability. Additionally, purposive sampling seeking to maximize the data collected enhances transferability. In this study the entire adjunct faculty body made up the sample population (Kline, 2009; Lincoln & Guba, 1985).

Dependability is an assessment of the quality of the data collection, analysis, and theory generation. Research must provide information users with confidence that if it were replicated with the same or a similar population the findings would be repeated. By using various data

sources and collection methods research triangulation and dependability were enhanced (Kline, 2009; Lincoln & Guba, 1985).

Confirmability measures how well the research findings can be supported by the data collected (Lincoln & Guba, 1985). Confirmability can be improved by providing a comprehensive audit trail (Kline, 2009, Lincoln & Guba, 1985). The researcher maintained the raw data including the inquiry proposal, instrument development information, survey results, focus group transcripts, field notes, documents reviewed, and analysis records.

Generalizability

This study was conducted with all college adjunct faculty teaching courses during the Fall semester of 2009. However, the results may not be generalizable to other community colleges, community college state systems, or other institutions of higher education. This threat to external validity was mitigated by presenting adjunct faculty demographic data and a description of the institution. This allows other colleges and state systems to compare the demographic characteristics of their population with that of the Community College's adjunct faculty. Other colleges and systems can then determine the applicability of this study's results to their populations (Caliber, 2007).

Researcher Bias

A researcher's philosophy or personal feelings about a program could bias his or her evaluation of that program. Additionally, this researcher has been extensively involved with the AFA since its inception and could have found it difficult to maintain his objectivity. To lessen the possibility of researcher bias, retrospective pretests, and the follow-up survey were objective measures. The online focus group was facilitated by the researcher. By convening an online

focus group moderator bias, dominant respondent bias, and moderator acceptance bias were reduced.

Ethical Protection of Participants

The researcher obtained an exemption from the Old Dominion University Institutional Research Board prior to beginning this study. Additionally, protocols were implemented to insure the privacy of survey respondents. The identity of respondents has been kept confidential, and was not shared with the Community College, only aggregated responses. Survey results were maintained at a secure location in a locked, fire-proof cabinet accessible only by the researcher. After five years, the survey and results will be destroyed.

Conclusion

This program evaluation utilizing Patton's (1997) Utilization-Focused Evaluation framework collected both qualitative and quantitative data for evaluating the AFA Professional Development Initiative. Data, including demographic information, was collected regarding AFA implementation, the obstacles to adjunct faculty participation in professional development activities, and the impact of professional development on adjunct faculty behaviors.

CHAPTER IV

RESULTS

The following chapter presents the results of this program evaluation in the context of the research questions presented in Chapter One. This chapter contains a review of the data collection methodology, group demographic data, review of the research questions, and the study findings. At the conclusion of this chapter the researcher summarizes the evaluation findings.

Review of the Data Collection Methodology

Documents Review

During fall 2009 the researcher reviewed documents exploring the implementation of the Community College's Adjunct Faculty Academy (AFA) Professional Development Initiative. The documents reviewed included all articles and publications relating to professional development in the VCCS, including the 2007 Caliber report *Virginia Community College System professional development program assessment: Final report,* the Community College AtD grant request, adjunct faculty semester calendars, AFA documentation, and administrative reports. These documents were compared to the Community College's Achieving the Dream (AtD) grant proposal using a researcher prepared matrix (see Appendix D).

Retrospective Pretests

Adjunct faculty completed a series of AFA training sessions in October and November of 2009. At the completion of each session, participants completed a pencil and paper retrospective pretest to determine adjunct faculty perceptions of changes resulting from Academy session content. SPSS software was used to calculate correlational and multivariate correlational coefficients seeking positive or negative correlations between participation in professional development activities and survey variables.

Syllabi Review

In January 2010 the researcher reviewed the spring 2010 course syllabi of all adjunct faculty who attended the fall training sessions. Fall semester adjunct faculty course syllabi were compared to spring syllabi using a researcher-created checklist (see Appendix E) based on the Community College's course syllabi template. Each adjunct faculty member's spring 2010 syllabus was compared to his or her fall 2009 syllabus, and changes noted by the researcher. The analysis was limited to syllabi designed by adjunct faculty members who attended the Fall 2009 AFA sessions.

Adjunct Faculty Focus Group

In February 2010 the researcher convened an online focus group using Blackboard software. The online focus group sought information from the adjunct faculty regarding changes in their behaviors and the impediments to participation in professional development activities. The focus group responses were printed and analyzed by the researcher. Responses were coded and focus group themes identified.

Follow-Up Survey

Adjunct faculty who participated in the fall 2009 AFA sessions were asked to complete a pencil and paper follow-up survey in February 2010 to measure session content utility as well as overall satisfaction with the Community College's AFA program. SPSS software was used to calculate correlational and multivariate correlational coefficients to seek positive or negative correlations between participation in professional development activities and survey variables.

Group Demographics

Thirty-two of fifty-five (58%) of Community College's adjunct faculty participated in this study. Participants were overall representative of the Community College adjunct faculty members. Table 3 shows participant mean age and indicates the distribution of participants by gender, heritage, teaching discipline, years of community college teaching experience, and credit hours taught each semester.

Table 3

Demographic Characteristics of Participants

Characteristics	Participants	
Mean Age	49.2	
Gender		
Male	14	43.8%
Female	18	56.2%
Heritage		
Black/African American	14	45.2%
White	17	54.8%
Teaching Discipline		
Arts and Design	1	3.2%
Business	2	6.5%
Computer Science and Information Technology	5	16.1%
Developmental	3	9.7%
Engineering, Industrial, and Building Trades	2	6.5%
Liberal Arts	5	16.1%

Natural Sciences	3	9.7%
Social Sciences	6	19.4%
Other	4	12.8%
Years of Community College Teaching Experience		
0-3	7	34.4%
4-6	12	37.5%
7-9	4	15.6%
10-12	3	6.3%
13-15	4	3.1%
16 or more	2	3.1%
Community College Credits Taught Each Semester		
0-3	9	28.1%
4-6	15	46.9%
7-9	4	12.5%
10-12	2	6.3%
13-15	1	3.1%
More than 15	1	3.1%

Research Questions

This study's research questions were directed towards AFA goals at the implementation, intermediate, and ultimate levels (Patton, 1997), following a chain of objectives where the satisfaction of one goal is dependent upon the satisfaction of the goal(s) for the previous level. The research questions formed a hierarchical model. Implementation-level goals were set to

determine if the program being evaluated was operating as envisioned. Intermediate-level goals were associated with the successes a program was having. Ultimate-level goals refer to the critical outcomes of the program. The ultimate-level goal of the AFA professional development initiative was to change adjunct faculty behaviors (PDCCC, 2005).

Research Question One

Was the AFA adjunct professional development initiative implemented as planned?

The researcher performed a documents review to answer this research question, exploring the 1992 task force report *VCCS Professional Development: A Report By the VCCS Professional Development Task Force,* Sydow's 1998 review, and the 2007 Caliber assessment report as regards professional development in the VCCS, the AtD grant request, and Community College supplementary documentation. The VCCS 1993 Taskforce established that each institution would establish a professional development program for faculty (Sydow, 1993). The Community College AtD Grant was submitted in part to fund the professional development of the College's adjunct faculty (PDCCC, 2005).

The AtD grant stipulated that training should be provided each semester to meet the Community College's adjunct professional development needs. Training was to be delivered for adjunct faculty on preparing course outlines and syllabi, test construction, grading, and other teaching methodologies. Evaluation of the training sessions was to include surveys and focus group input. To study the implementation of the AFA professional development program the researcher created a checklist (see Appendix D) from the Community College's AtD Grant proposal. A review of the training documentation indicated that professional development sessions were not well attended initially and were on occasion cancelled due to poor session sign up rates. Table 4 depicts the AFA sessions from Fall 2006 through Spring 2009.

Table 4

Adjunct Faculty Academy Sessions, Fall 2006 – Spring 2009

Semester	AFA Session Topics	AFA Session Date
Fall 2006	Teaching in the Community College Classroom	September 16, 2006
	Technology In and Out of the Classroom	October 21, 2006
	Student Learning Styles	November 18, 2006
Spring 2007	Good Teaching Practices	February 13 and 17, 2007
	Technology in the Classroom	March 22 and 24, 2007
	Community College Administrivia	Cancelled
Fall 2007	VCCS Core Competencies	September 12 and 15, 2007
	Blackboard Software	October 10 and 13, 2007
Spring 2008	Course Syllabi	March 13 and 15, 2008
	Student Learning Outcomes	March 13 and 15, 2008
	Blackboard Software	April 17 and 19, 2008
Fall 2008	Course Assessments	Cancelled
	Grading Systems	October 15 and 18, 2008
	Blackboard Software	November 13 and 15, 2008
Spring 2009	FERPA	February 11 and 14, 2009
	Motivating Students	March 18 and 21, 2009
	Blackboard Software	April 8 and 11, 2009

The AtD Grant proposal called for the adjunct faculty to be surveyed at the end of each session. Additionally, adjunct faculty focus groups were to be held to provide data regarding the AFA. Surveys were deployed at the end of each AFA session but no adjunct faculty focus groups were held.

Research Question Two

How satisfied were participants with the AFA?

Table 5 presents descriptive statistics for the follow-up survey items addressing the adjunct faculty perception of satisfaction with the AFA sessions. The survey queried adjunct faculty on 23 items regarding AFA content satisfaction.

Table 5

Participant satisfaction subscale measured by follow-up survey

Item	M	SD	Percent responses of "strongly agree" / "agree"
I enjoyed the "Understanding Core Competencies" session.	4.33	.492	100.00
The information shared in the "Understanding Core Competencies" session *was not* helpful to me. [1]	4.09	.831	90.90
I am glad I attended the "Understanding Core Competencies" session.	4.25	.452	100.00
I enjoyed the College Curriculum Development session.	4.27	.467	100.00

The information shared in the College Curriculum Development session *was not* helpful to me. [1]	4.18	.603	90.90
I am glad I attended the College Curriculum Development session.	4.25	.452	100.00
I enjoyed the Google Apps session.	4.40	.699	90.00
The information shared in the Google Apps session *was not* helpful to me. [1]	4.20	.632	90.00
I am glad I attended the Google Apps session.	4.36	.674	91.00
I enjoyed the PeopleSoft Basics session.	4.36	.505	100.00
The information shared in the PeopleSoft Basics session *was not* helpful to me. [1]	4.30	.483	100.00
I am glad I attended the PeopleSoft Basics session.	4.30	.483	100.00
I enjoyed the College Course Syllabi session.	4.21	.699	85.70
The information shared in the College Course Syllabi session *was not* helpful to me. [1]	4.17	.577	93.70
I am glad I attended the College Course Syllabi session.	4.25	.452	85.70
I enjoyed the Student Development and	4.23	.832	92.30

Counseling session.			
The information shared in the Student Development and Counseling session *was not* helpful to me. [1]	4.00	.739	93.70
I am glad I attended the Student Development and Counseling session.	4.23	.832	92.30
I enjoyed the Blackboard Basics session.	4.42	.515	100.00
The information shared in the Blackboard Basics session *was not* helpful to me. [1]	4.25	.452	100.00
I am glad I attended the Blackboard Basics session.	4.42	.515	100.00
I enjoyed the Adjunct Faculty Academy sessions.	4.36	.633	92.90
I recommend that this professional development program continue annually.	4.29	.726	85.80

[1] Reverse scored prior to analysis.

On a five point Lickert Scale the average mean score for all 23 items was 4.26 indicating overall adjunct faculty satisfaction with the AFA sessions. An independent-sample *t* test was calculated comparing the mean scores of adjunct faculty Follow-up Survey data based on gender. No significant differences were found for any of the 23 items. Additionally, the researcher computed a one-way ANOVA comparing the adjunct faculty Follow-up Survey data of participants by teaching discipline. The adjunct faculty members teach developmental, transfer, and occupational and technical classes. A significant difference was found among the adjunct

faculty on one item. The participants were queried regarding their perceptions the Google Applications AFA session delivered in November 2009. The ANOVA indicated ($F(2,7) = 5.56$, $p < .05$). As the numbers of cases were unequal the Bonferroni post hoc test was selected to determine the nature of the differences between adjunct faculty members in the various teaching disciplines. This analysis revealed that adjunct faculty teaching developmental courses perceived the Google Applications session as less valuable ($m = 3.50$, $sd = .707$) than transfer adjunct faculty ($m = 5.00$, $sd = .000$). Occupational and technical course adjunct faculty ($m = 4.40$, $sd = .548$) were not significantly different from either of the other two groups.

Research Question Three

To what extent did participants find the AFA content to be useful?

Table 6 provides descriptive statistics regarding the adjunct faculty perception of AFA content utility. Table 7 presents comparative statistics for the posttest and retrospective pretest scores on 17 items contained on the surveys completed by adjunct faculty at the completion of each AFA session.

Table 6

AFA content usefulness subscale measured by follow-up survey

Item	M	SD	Percent responses of "strongly agree" or "agree"
I have modified a course syllabus.	4.08	.494	92.30
I am more comfortable with the College Core Competencies.	4.18	.603	90.90
I have a better understanding of College curriculum development.	3.92	.793	83.40
I considered using Google Apps.	4.00	.775	72.80
I am more comfortable with PeopleSoft.	3.73	1.01	81.80
I have a better understanding of student counseling and development.	3.92	1.08	83.30
I am more comfortable with Blackboard.	3.85	1.07	76.90

Posttest and Retrospective Pretest Adjunct Faculty Academy Survey scores

	Retrospective pretest scores		Posttest scores		Paired differences	
Item	*M*	*SD*	*M*	*SD*	*M*	*SD*
Recognition of Course Syllabi as a Contract Between College and Students	4.10	1.13	4.87	.346	.767	1.10
Awareness of College Syllabi Policy	3.31	1.312	4.72	.528	1.41	1.21
Familiarity with the Required College Course Syllabi Template	4.20	.887	4.80	.484	.600	.770
Understanding of the Importance of Adding Emergency Statement to Syllabi	3.17	1.44	4.83	.379	1.67	1.32
Identifying Blackboard (Bb)	3.54	1.59	4.25	1.07	.708	.999

Modifying the Navigation Menu	3.10	1.70	4.62	.590	1.52	1.50
Adding/Removing/Modifying Items	3.45	1.70	4.65	.587	1.20	1.54
Adding/Removing/Modifying Assignments	3.20	1.67	4.45	.61	1.25	1.37
Adding Assignments in Bb Grade Center	3.15	1.69	4.50	.688	1.35	1.50
Inserting a Course Banner	2.55	1.79	4.30	1.03	1.75	1.51
Awareness of College Counseling Mission	3.14	1.30	4.28	.960	1.14	.833
Awareness of Community Counseling Services	3.15	1.262	4.63	.688	1.48	.893
Familiarity with College Counseling Services	3.40	1.32	4.56	.712	1.16	.943
Awareness of College	3.07	1.41	4.29	.90	1.21	1.07

Awareness of College Academic Advising Program and Adjunct Faculty's Role	3.43	1.29	4.54	.693	1.11	.916
Awareness of College Student Development Courses	3.04	1.45	4.11	.875	1.07	1.24
Awareness of College Student Development Course Focus	3.39	1.45	4.46	.693	1.07	1.15

A paired samples *t* test was calculated for each of the 17 items found on the retrospective pretests comparing the mean pre AFA session adjunct faculty perception of knowledge to the post AFA session adjunct faculty perception of knowledge. The lowest pretest mean was 2.55 (*sd* =1.79), and the mean on the posttest was 4.30 (*sd* = 1.03). The highest pretest mean was 4.20 (*sd* = .887), and the posttest mean of 4.80 (*sd* = .484). The pretest mean was significantly lower than the posttest mean on all 17 items. Additionally, the standardized effect size index, *d*, of greater than .50 on all items surveyed. The paired-samples *t* test results indicate that participating adjunct faculty members perceived increases in their topical knowledge based on attendance at AFA sessions.

Research Question Four

What are the impediments to adjunct faculty participation in professional development opportunities?

The online focus group explored the impediments to adjunct faculty participation in professional development activities. According to the participating adjunct faculty the greatest impediments to participation are time and scheduling. Twenty-one adjunct faculty members contributed to this discussion. Many adjunct faculty members teach part-time and have other responsibilities making adding another meeting or task difficult. One adjunct faculty member summarized the difficulties as follows:

> "I think the biggest conflict in participating in additional training is time constraints. Many part time faculty have full time jobs and that makes it difficult to attend sessions of training. With people working shift work, having family obligations, and other conflicts – it makes it difficult to find a time that is good for everyone."

Another point voiced by adjunct faculty was funding. The Community College included attendance at College sponsored professional development activities in the adjunct contract. They no longer received additional monies for attendance. One faculty member concluded:

> "I live 30 minutes away from the College so if I am not at the College already it is difficult to justify the gas to come to the college and back."

Research Question Five

What is the impact of professional development activities on the behavior of adjunct faculty?

The ultimate goal of professional development is change in behaviors (Fitzpatrick, 2006). The researcher sought data regarding behavioral change in the AFA participating adjunct faculty. The Follow-up Survey administered in Spring 2010, the online focus group, and syllabi review explored adjunct faculty behavioral changes.

Data from the Follow-up Survey found in Table 5 indicates that 92% of the adjunct faculty surveyed "agreed" or "strongly agreed" that they had modified a course syllabi based on AFA participation. An independent samples t test was calculated comparing mean scores based on gender. No significant difference was found ($t(4) = 12.649, p < .05$). The mean of male adjunct faculty responses ($m = 4.00$, $sd = .707$) did not differ significantly different from the mean of female adjunct faculty member responses ($m = 4.13$, $sd = .354$).

The data provided by adjunct faculty regarding modification of spring course syllabi was compared based on teaching discipline using a one-way ANOVA. No significant difference was found ($F(2,10) = .220, p > .05$). The adjunct faculty teaching in the various Community College disciplines did not differ significantly in their responses. Adjunct faculty teaching transfer courses had a mean score of 4.20 ($sd = .837$). Adjunct faculty teaching occupational and

technical courses had a mean score of 4.00 (sd = .000). Adjunct faculty teaching developmental courses a mean score of 4.00 (sd = .000).

A syllabi review conducted by the researcher comparing the Fall 2009 syllabi to AFA participant Spring 2010 syllabi showed differing results. A major change to the Community College syllabi template was introduced to adjunct faculty in the November AFA sessions. An emergency process was added in case the College was closed due to a crisis. The adjunct faculty members participating in the AFA sessions were asked to update their syllabi to reflect this new requirement. Despite the AFA training on the course syllabi template, only 28% of the AFA participants made changes to their spring semester syllabi based upon workshop content.

Although only a small number of adjunct faculty made changes to their Spring syllabi, the online focus group participants indicated other changes in their behaviors. Nineteen of the 21 focus group participants indicated changes for the Spring semester. These self-reported changes included changes to syllabi, rubrics, adjunct faculty making themselves available after classes, and updating Blackboard software to enhance communication.

Summary

Patton's (1997) utilization-focused framework concentrates on implementation, intermediate, and ultimate goals. These goals were addressed by this study's research questions. First, the implementation level goal was not met. The AFA professional development program was not implemented as planned. Second, the intermediate level goals included participant satisfaction, professional development content utility, and determination of impediments to professional development participation. Data indicate that overall participants were satisfied with the AFA and the content and its usefulness. Prime impediments to professional development, however, were time, scheduling, and compensation. The ultimate level goal of change in adjunct

faculty behaviors, while not indicated by changes in syllabi, was demonstrated by other changes instituted by adjunct faculty.

This chapter has described the data collection and analysis processes. The research findings relevant to the five research questions of this program evaluation have been presented along with conclusions drawn from the results. A discussion of the findings of the study along with recommendations for future research will be presented in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter provides a summary of the program evaluation findings and presents conclusions based on the findings. In addition, Chapter V addresses the limitations of this study and, when possible, how those limitations were mitigated. This chapter also explores the implications of the findings regarding community college adjunct faculty and recommendations for future research.

Overview

This study used a program evaluation approach with a five level, sequential, mixed data collection methodology to characterize the impact of adjunct faculty professional development on adjunct faculty behaviors and explore the impediments that prevent adjunct faculty participation in professional development opportunities. Employing Patton's (1997) Utilization-Focused Evaluation for its framework, both quantitative and qualitative data was collected and analyzed. Before performing this evaluation, it was necessary to research the literature on adjunct faculty professional development.

Adjunct faculty have been a resource for community colleges for almost 100 years. They are heavily relied upon for their cost effectiveness, flexibility of scheduling, and the specialized skills they bring to the classroom. In many cases they are unacknowledged or even disparaged for their efforts (Cohen & Brawer, 2003; Dubson, 2001; Gappa & Leslie, 1993; Phillipe & Sullivan, 2005; Rouche et al., 1995; Terada, 2005). Leading researchers discovered they are a diverse group, often treated as second class citizens, and in many cases not offered the same professional development opportunities afforded full-time faculty (Gappa & Leslie, 1993; Tuckman, 1978; Rouche et al., 1995). Despite this treatment, they teach more community college

students than any other group on many campuses (Beckford-Yanes, 2005; Hoerner, Clowes, & Impara, 1990). In 1992 the VCCS revised their concept of statewide professional development for faculty and staff (Sydow, 1993). Five years later professional development for full-time faculty was showing real impact in the classroom. Although adjunct faculty out number full-time faculty two to one adjunct faculty participation in professional development accounted for less than 10% of attendees in VCCS professional development activities from 1993 to 1998 (Phillipe & Sullivan, 2005; Sydow, 2000).

The Community College in this study considered ways to enhance adjunct faculty skills, assuring they received the professional development they required to become and remain highly skilled, instructionally qualified teachers (PDCCC, 2005). The Community College submitted an Achieving the Dream (AtD) Grant proposal to the Lumina Foundation seeking funding for an adjunct faculty professional development program. The Community College AtD grant request was approved for the Adjunct Faculty Academy in 2005.

In preparation for beginning the Adjunct Faculty Academy (AFA), Community College administrators and full-time faculty members were surveyed and interviewed. The resulting data was used to design the initial AFA curriculum. The AFA began offering professional development opportunities based on presumed adjunct faculty needs in 2006 (PDCCC, 2009). In the fourth year of adjunct professional development the adjunct faculty completed a needs assessment to help plan future academy sessions. The Academy training included sessions on topics such as preparation of course outlines and syllabi, test construction, grading, learning styles, course assessment, and the use of technology in the classroom. The ultimate goal of the AFA was to effect adjunct faculty behaviors (PDCCC, 2005).

Discussion

This study's research questions were directed toward Patton's implementation, intermediate, and ultimate level goals. These goals form a chain of objectives where satisfaction a goal was dependent upon the satisfaction of the preceding goal(s) taking on a hierarchical framework.

Implementation Level

The Community College's AtD Grant proposal recommended a series of steps for implementing a college wide professional development program (PDCCC, 2005). Therefore, the implementation-level goal, the execution of the Adjunct Faculty Academy recommendations was evaluated to determine how well the current program follows the guidelines established by the AtD Grant Proposal.

Research Question One – AFA Implementation

The AFA action plan, submitted as part of the Community College's AtD Grant proposal, called for adjunct faculty professional development sessions to be delivered each semester beginning in the Fall of 2006. Adjunct faculty professional development topics were to include the following: preparing course outlines, syllabi design, test construction, grading systems, teaching methodologies, and Blackboard software integration. Adjunct faculty would be encouraged to participate by receiving certifications and increases to their base pay. AFA sessions were to be evaluated using survey and focus group data.

Review of AFA documentation including the AtD grant request, adjunct faculty semester calendars, AFA documentation, and administrative reports indicated that adjunct professional development activities were offered each semester beginning Fall 2006. Surveys were deployed after each AFA session by Community College administration. However, no adjunct faculty

focus groups were convened. Nor were all professional development topics called for in the AtD Grant proposal delivered in AFA sessions. Additionally, while adjunct faculty were at one point paid a stipend to participate in the AFA sessions, increases to base pay and certifications were not put into operation. As the AtD grant funding was depleted the Community College would have had to absorb the costs associated with increased pay rates based on AFA participation. The additional costs would have been difficult for the College to pay. In summary, although the Community College AFA provided professional development opportunities every semester since 2006, it was not implemented as originally planned.

Intermediate Level

To evaluate the intermediate-level goal, this program evaluation sought information in three areas: satisfaction of participants, perceptions of content utility, and the impediments to adjunct faculty participation in professional development opportunities. Research data was gathered in three ways to answer these research questions. At the completion of each AFA session, participants completed retrospective pretests. Secondly, an online adjunct faculty focus group discussed the Fall 2009 AFA sessions sponsored by the Community College and impediments to attendance. Finally, a follow-up survey was administered to the AFA participant adjunct faculty members.

Research Question Two- AFA Participant Satisfaction

Adjunct faculty members were satisfied with the professional development opportunities provided by the Community College. Paired sample *t* test analysis of the retrospective pretests indicated significant increases in posttest scores for all AFA content sessions. Additional questions contained on the AFA Follow-up Survey indicated adjunct faculty satisfaction with AFA content and recommended that the AFA be continued in the future.

Research Question Three – AFA Content Utility

Research showing that faculty attending professional development sessions find the information useful was affirmed by this study (Byler, 2000; Gappa & Leslie, 1993; Rouche et al., 1995; Sydow, 2000). Adjunct faculty who participated in the AFA found the professional development content to be helpful. Results from the AFA Follow-up Survey indicated that many of the adjunct faculty gained greater comfort levels with technology and a better understanding of the College. Additionally, AFA participants reported using AFA content in making changes in their behaviors for the Spring 2010 semester including syllabi modification and a greater emphasis on faculty/student communication.

Research Question Four – Impediments to Adjunct Faculty Professional Development

Research regarding the impediments to adjunct faculty participation in professional development activities indicated that low participation rates were not due to lack of adjunct faculty motivation but an inability to participate (Lankard, 1993). Leslie and Gappa (2002) reported that 76% of community college adjunct faculty members wanted to participate in professional development activities. The primary impediments suggested by researchers were adjunct faculty time constraints, lack of compensation for adjunct faculty professional development, and reluctance on the institution's part to invest resources in employees that may be gone in a matter of months (Rouche et al., 1995). The online focus group sought data regarding the reasons adjunct faculty do not participate in professional development activities affirmed the research. Sixty-five percent of AFA participant adjunct faculty members contributed to this discussion. Their responses indicated that time and scheduling are the most significant impediments to participation in professional development activities. Several participants suggested that AFA content could be delivered online, thus eliminating these barriers. One

additional impediment discussed was money: adjunct faculty members want to be compensated for their time spent on activities that are perceived as beyond their teaching assignments.

Ultimate Level

According to Kirkpatrick (2006), transferring learning to behavior is one of professional development's greatest challenges. The question was, therefore, did adjunct faculty members apply what they learned during the AFA sessions. The ultimate-level goal was for adjunct faculty members to change behaviors.

Research Question Five – Impact of Professional Development on Adjunct Faculty Behaviors

A follow-up survey administered to adjunct faculty sought information regarding changes adjunct faculty members made for the spring semester based upon their AFA participation. In order to triangulate data, the researcher reviewed adjunct faculty syllabi. Fall 2009 semester adjunct faculty course syllabi were compared to Spring 2010 syllabi. The analysis was limited to syllabi designed by adjunct faculty members who attended the AFA. The themes and patterns found in the adjunct faculty focus group were compared to the data generated from the syllabi analyses, retrospective pretests, and focus group data.

The majority of adjunct faculty members indicated on the AFA Follow-up survey that they made changes for the spring semester based on AFA participation. In particular, they were asked if they had modified a course syllabus. Ninety-two percent indicated that they had modified their course syllabi based on AFA participation. This data was countered, however, by the syllabi review conducted by the researcher. AFA participant adjunct faculty Fall 2009 syllabi were compared to their Spring 2010 syllabi seeking changes. The researcher found that only 28% had actually made changes to their spring semester syllabi.

Online focus group results indicated more changes in faculty behaviors. Participating adjunct faculty self-reported that the changes made for the spring semester were less tangible than a syllabi. Several indicated that they were placing a greater emphasis on faculty-student communication. Examples cited included staying longer after classes to answer questions, greater use of Blackboard software, and e-mail.

Research shows that professional development opportunities provided to faculty do result in faculty behavioral changes (Byler, 2000; Gappa & Leslie, 1993; Rouche et al., 1995; Salmon, 2006; Sydow, 2000; Teasdale, 2001; Wallin, 2004). This study confirms that adjunct faculty members do make changes based upon professional development content. However, the behavioral changes found by the researcher were not extensive.

Limitations

It was the intent of this research to gather data regarding the professional development of community college adjunct faculty and the impediments to their participation. Threats to validity, internal and external, have been taken into account as much was practical. Internal validity relates to the confidence level the researcher had that the differences discovered in the study were valid. External validity was threatened if the results were not generalizable beyond the group studied (Robson, 2002). Threats to this study are discussed below.

Selection

Selection refers to the differences in subjects being studied. Internal validity for research is maintained by the use of random assignment and control groups. If either of these was compromised, then the internal validity is threatened (Robson, 2002). All Community College adjunct faculty were invited to participate; therefore, random assignment to groups was not practical. Although the entire adjunct faculty was included in this study, not all adjunct faculty

members chose to or were able to participate. In order to mitigate this threat, adjunct faculty were asked to complete surveys at Adjunct Faculty Meetings or AFA sessions. Additionally, any adjunct faculty member unable to attend these meetings received the surveys and instructions for their return in their college mail boxes.

Instrumentation

An instrumentation threat existed if in some way the instrument produced differences in the characteristics tested between groups or times of administration. To determine the reliability of the instrument, the researcher analyzed the survey results from the pilot group of completed surveys using Cronbach's Alpha to measure internal consistency based on correlational averages among the survey items (Salkind, 2004). The researcher developed survey instruments were pilot-tested with adjunct faculty at other VCCS institutions to assure their validity and reliability (Derrington, 2009).

Implementation

Survey implementation was another concern. The surveys were administered at the college's Adjunct Faculty Meetings and AFA sessions. The surveys were deployed during the meetings and collected before the adjunct faculty left. In the event that an adjunct faculty member was unable to attend an Adjunct Faculty Meeting, a copy of the survey(s) and instructions for their return were delivered to their college mail box. Adjunct faculty members may or may not have been alone, and may have taken differing amounts of time to complete the instrument, possibly affecting the accuracy of their responses. Environmental conditions may have also had an effect on the ways that adjunct faculty respond to survey questions.

Population

In research, population refers to everyone or everything in a particular group (Robson, 2002). Population threats are concerned with whether the subjects participating in a study represent the entire group. To mitigate this threat, the researcher surveyed the entire college adjunct faculty. By surveying the entire population, sampling error was eliminated and generalizability was increased (Salkind, 2004).

Reliability

An instrument can be reliable but not valid, to be valid, an instrument must first be reliable (Robson, 2002). Reliability is the extent the study, instrument, or methods are consistent in measuring. An unreliable instrument may produce data that is ambiguous, inconsistent, or useless (Robson, 2002). This study collected data through a documents review, surveys of adjunct faculty, and an online focus group. The protocols followed by Caliber (2007) in the initial creation of the VCCS Professional Development Survey reinforce the reliability of the instruments. The researcher-prepared surveys were based upon the Caliber survey administered to VCCS personnel in 2007.

Trustworthiness

As qualitative research includes numerous approaches based upon differing assumptions it has been argued that it is impossible to establish uniform standards for the evaluation of such research (Howe & Eisenhart, 1990; Kline, 2008). Despite this argument researchers have continued in the attempt to identify common traits of quality research including Lincoln and Guba's (1985) characteristics of trustworthy research (Poggenpoel & Myburgh, 2005). Lincoln and Guba (1985) posited that the concept of trustworthiness is comprised of four elements: credibility, transferability, dependability, and confirmability.

Credibility is an assessment of whether or not the research represents a realistic interpretation of the collected data. There are a variety of ways to address credibility in a study. This study included prolonged engagement by the researcher, persistent observations, and triangulation of data to assure credibility (Kline, 2009, Lincoln & Guba, 1985).

Transferability is the degree to which the research findings can apply beyond the limits of the evaluation. A thick description of the data with sufficient detail and clarity allows the reader to make judgments regarding transferability. Additionally, purposive sampling seeking to maximize the data collected enhances transferability. In this study the entire adjunct faculty body made up the sample population (Kline, 2009, Lincoln & Guba, 1985).

Dependability is an assessment of the quality of the data collection, analysis, and theory generation. Research must provide information users with confidence that if it were replicated with the same or a similar population the findings would be repeated. By using various data sources and collection methods research triangulation and dependability were enhanced (Kline, 2009, Lincoln & Guba, 1985).

Confirmability measures how well the research findings can be supported by the data collected (Lincoln & Guba, 1985). Confirmability can be improved by providing a comprehensive audit trail (Kline, 2009, Lincoln & Guba, 1985). The researcher maintained the raw data including the inquiry proposal, instrument development information, survey results, focus group transcripts, field notes, documents reviewed, and analysis records.

Generalizability

This study was conducted with all college adjunct faculty teaching during the Fall semester of 2009. The results may not be generalizable to other community colleges, community college state systems, or other institutions of higher education. This threat to external validity

was mitigated by presenting adjunct faculty demographic data and a description of the institution. This allows other colleges and state systems to compare the demographic characteristics of their population with that of the college's adjunct faculty. Other colleges and systems can then determine the applicability of this study's results to their populations (Caliber, 2007).

Researcher Bias

A researcher's philosophy or personal feelings about a program could bias his/her evaluation of that program. Additionally, this researcher has been extensively involved with the AFA since its beginning and could have found it difficult to maintain his objectivity. To lessen the possibility of researcher bias, retrospective pretests, and the follow-up survey were objective measures. The online focus group was facilitated by the researcher.

Implications for Community College Leaders

Research confirms that professional development changes faculty behaviors and adjunct faculty want to be present but indicated that time and scheduling were impediments to their attendance (Byler, 2000; Lankard, 1993; Gappa & Leslie, 1993; Leslie & Gappa, 2000; Rouche et al., 1995; Salmon, 2006; Sydow, 2000; Teasdale, 2001; Wallin, 2004). The Community College Adjunct Faculty Academy provides professional development opportunities and content that were found to be useful to participant adjunct faculty. Additionally, the adjunct faculty members indicated professional development should continue in future semesters.

Community College administrators should explore several implications of this research study. First, participants noted alternative delivery modes for its professional development content should be studied. Participant faculty suggested alternative delivery on the Follow-up Survey and during the focus group discussion. Online content delivery would remove the time

and scheduling impediments pointed out by adjunct faculty. Community College leaders should investigate why some adjunct faculty members made changes while others did not. Ninety-two percent of faculty reported making syllabi changes yet the researcher found that only twenty-eight percent made changes to their syllabi. The College should offer peer review and analysis for the adjunct faculty regarding syllabi and other desired changes. The adjunct faculty members could be invited to bring their syllabi and work in groups to analyze and improve the final syllabi. Finally, the College should study the adjunct faculty professional development program longitudinally to ascertain if behavioral changes made by adjunct faculty were long term.

Recommendations for Future Research

Larger Sample Size

This study population included adjunct faculty employed at one small VCCS institution. The researcher would like to replicate the study with a larger population encompassing more than one institution. Particular attention should be paid to addressing the impediments to adjunct faculty attendance in professional development activities and the impact of professional development on adjunct faculty behaviors.

Quantifiable Findings

Adjunct faculty conveyed their satisfaction with AFA content, and they believe the professional development program should be continued in future semesters. The results of this study indicate that over 90% of the adjunct faculty self-reported making changes for the Spring semester based on AFA participation while the researcher syllabi review showed that only 28% made the changes requested by College administration to their syllabi. Clearly, adjunct faculty members perceive they are making changes in their behaviors, but the quantifiable results

counter this. Research then needs to explore the outcomes of adjunct faculty professional development to understand the changes adjunct faculty are making.

Online Professional Development

Research regarding the efficacy of online delivery of professional development opportunities to adjunct faculty should be considered. According to data gathered in this study, affirming existing research, the greatest impediments to professional development discussed by the adjunct faculty were time and scheduling. Online access to professional development would remove these impediments allowing researchers to evaluate the efficacy of online delivery. One research study could be a multiple case study following faculty after the online professional development to determine its impact on adjunct faculty behaviors. It should include a review of syllabi, adjunct faculty interviews, classroom observations. Interviews with adjunct faculty could be conducted before professional development occurs, immediately after professional development, and at the end of the semester.

Rate of Return

Professional development is an investment of resources for an institution. This study found that 28% of the adjunct faculty made the requested changes to their syllabi for the Spring 2010 semester. Research should be conducted exploring institutional expectations for professional development. Finite institution resources are used to fund adjunct faculty professional development activities. If professional development is found to be lacking those resources could be utilized for other institution priorities. What would college administrators consider and adequate rate of return for their professional development investment? College administrators from across the country should be surveyed to determine an acceptable threshold

for adjunct faculty behavioral change based on participation in professional development activities.

Adjunct Faculty Expectations

Adjunct faculty lead full lives. Many of them are employed full-time, have families, and other responsibilities. Teaching is their second job. Research should be conducted to ascertain their expectations of professional development. An online focus group should be convened to explore this issue. The VCCS should be entreated to create an adjunct faculty Blackboard software site to explore adjunct faculty expectations for professional development. This platform would allow researchers access to adjunct faculty throughout the state of Virginia in the beginning and expanded for multiple research topics.

Integration

The adjunct faculty perceived value in professional development and encouraged future sessions be conducted. Ninety percent indicated they had made changes for the Spring semester while only a small percentage made the changes requested by College administration. Research should be conducted to investigate what benefits adjunct faculty perceive in professional development activities. This research should explore the reasons faculty did not choose to make changes in their behavior. Also, adjunct faculty should be queried to ascertain what would motivate them to make changes in the future. Adjunct faculty interviews and focus group data would allow future researchers focus on these questions and delve deeply into the adjunct faculty motivations.

Conclusion

In summary, adjunct faculty perceived that the content delivered during professional development opportunities was valuable and useful. The data indicates that only small

percentage made requested changes to course syllabi yet 90% of the adjunct faculty reported making other changes based on professional development. The reported changes included updating courses and a greater focus on faculty/student communication. Professional development for adjunct faculty has an impact on their behaviors but it is not a sizable impact.

References

About the VCCS – History. (n.d.). Retrieved March 17, 2006, from http://www.so.cc.va.us/chancellor/aboutvccs history.html

Allen, J.M., & Nimon, K. (2007). Retrospective pretest: A practical technique for professional development evaluation. *Journal of Industrial Teacher Education, 44*(3), 27-42.

Alstete, J.W. (2000). Post-tenure faculty development: Building a system for faculty improvement and appreciation. *Ashe-Eric Higher Education Report, 27*(4).

Anderson, W.L. (2002). *The new professoriate: Characteristics, contributions, and compensation.* (ERIC Document Reproduction Service No. ED036009).

Arreola, R.A., Theall, M., & Aleamoni, L.M. (2003, April). *Beyond scholarship: Recognizing the multiple roles of the professoriate.* Paper presented at the meeting of the American Educational Research Association, Chicago, IL.

Arreola, R.A., Aleamoni, L.M., & Theall, M. (2001, February). *College teaching as meta-profession: Reconceptualizing the scholarship of teaching and learning.* Paper presented at the meeting of the American Association of Higher Education, Tampa, FL.

Banachowski, G. (1996). ERIC review perspectives and perceptions: The use of part-time faculty in community colleges. *Community College Review, 24*(2), 49-51.

Beckford-Yanes, C.A. (2005). *How adjunct faculty's professional work experience affects the community college learning environment.* Unpublished doctoral dissertation, Colorado State University, Fort Collins, CO.

Biles, G.E. & Tuckman, H.P. (1986). *Part-time faculty personnel management policies.* (ERIC Document Reproduction Service No. ED272078)

Bolge, R.D. (1995). *Examination of student learning as a function of instructor (full-time versus part-time) at Mercer County Community College.* (ERIC Document Reproduction Service No. ED382241)

Boggs, G. (1984). *An evaluation of the instructional effectiveness of part-time community college developmental writing faculty.* Unpublished doctoral dissertation, University of Texas, Austin TX.

Bowen, H.R. & Schuster, J.H. (1986) .The professoriate needs our help – Here's why. *AGB Reports, 28*(2), 18-23.

Braxton, J.M., Olsen, D., & Simmons, A. (1998). Affinity disciplines and the use of principles of good practice for undergraduate education. *Research in Higher Education, 39*(3), 299-318.

Brewster, D. (2000). The use of part-time faculty in the community college. *Inquiry, 5*(1), 66-76.

Burnett, S. (2000). Part-time teachers, full-time problems. *Community College Week, 12*(23), 10-17.

Byler, M.M. (2000). *Implementing a professional development program at a community college for early childhood education adjunct faculty members.* Unpublished doctoral dissertation, Fielding Institute, Santa Barbara, CA.

Caliber (2007). *Virginia Community College System professional development program assessment: Final report.* Fairfax, VA: ICF International Company.

Caracelli, V.J., & Greene, J.C. (1993). Data analysis for mixed-method designs. *Educational Evaluation and Policy Analysis, 15*(2), 195-207.

Centra, J. (1976). *Faculty development practices in U.S. colleges and universities.* Princeton, NJ: Educational Testing Service.

Chickering, A.W., & Gamson, Z.F. (1987). Seven principles of good practice in undergraduate education. *American Association for Higher Education Bulletin, 39*(7), 3-7.

Christenson, K.M. (2006). *CTL workshops.* Unpublished thesis, Old Dominion University, Norfolk, VA.

Cohen, A.M., & Brawer, F.B. (2003). *The American community college* (4th ed.). San Francisco, CA: Jossey-Bass.

Cresswell, J.W., Plano, V.L., Gutmann, M.L., & Hanson, W.E. (2003). Advanced mixed methods research designs. In Tashakkori, A., & Teddlie, C. (Ed.), *Handbook of mixed-methods in social & behavioral research.* Thousand Oaks, CA: Sage Publications, Inc.

Cryer, P. (1981). Who are the staff developers in United Kingdom universities and polytechnics? *Higher Education, 10,* 425-436.

Darling-Hammond, L. (2000, May). How teacher education matters. *Journal of Teacher Education, 51*(3), 166-173.

Derrington, M.L. (2009, March). A three-step guide to developing effective surveys. *Principal, 88*(4), 46-47.

Dubson, M. (2001). *Ghosts in the classroom: stories of college adjunct faculty – and the price we all pay.* Boston MA: Camel's Back Books.

Duggan, M.H. (2002). *The transfer promise: An investigation of impediments to academic success and persistence in a mid-sized urban university.* Unpublished manuscript, Old Dominion University, Norfolk, VA.

Ellison, A.B. (2002). *The accidental faculty: Adjunct instructors in community colleges.* Unpublished manuscript, University of South Florida, Tampa, FL.

Ernst, R.J. & McFarlance, L.A. (1978). Are we shortchanging our students by using part-time faculty: Employing part-time faculty. *New Directions for Institutional Research, 18*, 89-98.

Fink, A. (2006). *How to conduct surveys: A step-by-step guide* (3rd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Fitzpatrick, J.L., Sanders, J.R., & Worthen, B.R. (2004). *Program evaluation: Alternate approaches and practical guidelines* (3rd ed.). Boston, MA: Pearson Education, Inc.

Flannigan, S., Jones, B., & Moore, W. (2004). An explanation of faculty hiring practices in community colleges. *Community College Journal of Research 28* (10), 823-837.

Freedman, M., Brown, W., Ralph, N., Shukraft, R., Bloom, M., & Sanford, N. (1979). *Academic culture and faculty development.* Berkeley, CA: Montaigne Press, Inc.

French, A.A. (2000). Training and development needs of adjunct instructors in the Wisconsin Technical College System (Doctoral dissertation, Marquette University, 2000). *Dissertation Abstracts International, 61/07,* 2533.

Gadberry, J.L. & Burnstad, H. (2005). One faculty: Hiring practices and orientation. In D.L. Wallin (Ed.), *Adjunct faculty in community college: An academic administrator's guide to recruiting, supporting, and retaining great teachers* (pp. 75-96). Bolton, MA: Anker Publishing.

Gailbraith, M.W. & Shedd, P.E. (1990). Building skills and proficiencies of the community college instructor of adult learners. *Community College Review, 18*(2), 6-10.

Gappa, J.M. & Leslie (1993). *The invisible faculty: Improving the status of part-timers in higher education.* San Francisco, CA: Jossey-Bass.

Gomez-Alverez, L.C. (2005). *Seven principles of good teaching practice: Predictors of perceived learning and satisfaction with online courses.* Unpublished manuscript, University of Nebraska, Lincoln, NE.

Guskey. T.R. (1995). Professional development in education: In search of the optimal mix. In T.R. Guskey & M. Huberman (Eds.), *Professional development in education: New paradigms and practices.* New York, NY: Teachers College Press.

Habanek, D.V. (2005). An examination of the integrity of the syllabus. *College Teaching, 53*(2). 62-64.

Hammons, J.O. (1979). The multi-faceted role of an "ideal" cc faculty member. *Community College Review, 7*(2), 36-41.

Hativa, N., Barak, R., Simhi, E. (2001, November). Exemplary university teachers: Knowledge and beliefs regarding effective teaching and strategies. *The Journal of Higher Education, 72*(6), 699-729.

Hayden, S. (2000, March 29). Technology in education awards to be presented at VCCS New Horizons Conference. *VCCS News Release.* Retrieved November 28, 2007, from http://system.vccs.edu/aboutvccs/news_releases/

Hoerner, J.L., Clowes, D.A., & Impara, J.C. (1991). Professional development programs in community and technical colleges: are occupational-technical faculty well served? *Journal of Studies in Technical Careers, 13*(4), 351-361.

Hickman, J.N. (1998). Adjunct u. *The New Republic, 23*, 14-16.

Higher education's meta-profession. (2000, Fall). *The Department Chair, 11,* 1-3.

Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research. *Educational Researcher. 19,* 2-9.

Imel, S. (1990). *Managing your professional development: A guide for part-time teachers of adults* (ERIC Document Reproduction Service No. ED321155).

Impara, J. Hoerner, J., Clowes, D., & Allkins, M. (1991). Professional development programs: a comparison of full and part-time occupational technical faculty. *Community Services Catalyst, 21*(2), 8-12.

Jacobs, F. (1998). Using part-time faculty more effectively. *New Directions for Higher Education, 104*, 9-18.

Jackson, L.J. (1999). *A study of the effectiveness of occupational-technical full-time and part-time faculty.* Unpublished doctoral thesis, University of Texas: Austin, TX.

Kaufman, P. (2004). *An investigation of job satisfaction levels and participation in professional development programs of adjunct faculty at Baker College in Clinton Township.* Unpublished doctoral dissertation, Wayne State University, Detroit MI.

Kline, W.B. (2008). Developing and submitting credible qualitative manuscripts. *Counselor Education & Supervision, 47,* 210-217.

Komives, S.R., & Woodward, D.B. (2003). *Student services: A handbook for the profession.* (4th ed.). San Francisco: Josey-Bass.

Krueger, R.A., & Casey, M.A. (2009). *Focus groups: A practical guide for applied research.* (4th ed.). Thousand Oaks, CA: SAGE Publications.

Lankard, B.A. (1993). *Part-time instructors in adult and vocational education.* (ERIC Document Reproduction Service No. ED363797)

Leslie, D.W., & Gappa, J.M. (2002). Part-time faculty: Competent and committed. *New Directions for Community Colleges, 118,* 56-67.

Leslie, D.W., Kellams, S.E., & Gunne, G.M. (1982). *Part-time faculty in American higher education.* New York: Praeger.

Lim, C.P. & Tan, S.C. (2001). Online discussion boards for focus group interviews: An exploratory study. *Journal of Educational Enquiry,* 2(1). Retrieved January 4, 2010, from http://www.education.unisa.edu.au/JEE/Papers/JEEVol2No1/paper4.pdf

Lincoln, C. (2009). Courageous conversations: Achieving the dream and the importance of student success. *Change, 41*(1), 26-33.

Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry.* New York: Sage.

Lombardi, J. (1992). The ambiguity of the part-time faculty. In A.M. Cohen (Ed.), *Perspectives on the community college* (pp. 51-68). Washington, DC: American Association of Community and Junior Colleges and the American Council on Education.

Longmate, J. & Cosco, F. (2002, May 3). Part-time instructors deserve equal pay for equal work. *The Chronicle of Higher Education,* pp. 14-15.

Mark, M.M., Henry, G.T., & Julnes, G. (1999). Toward an integrative framework for evaluation practice. *American Journal of Evaluation, 20*(2).

Marti, E.L. (2005). Adjunct faculty as valued members of the Academy. In D.L. Wallin (Ed.), *Adjunct faculty in community college: An academic administrator's guide to recruiting, supporting, and retaining great teachers* (pp. 43-52). Bolton, MA: Anker Publishing.

McArthur, R.C. (1999). A comparison of grading patterns between full and part-time humanities faculty: A preliminary study. *Community College Review, 27*(3), 65-76.

McLaughlin, F. (2005). Adjunct faculty at the community college: Second class professoriate? *Teaching English in the Two-Year College, 33*(2), 185-193.

Miller, D.J. & Ratcliff, J.L. (1986). Analysis of professional development activities of Iowa community college faculty. *Community/Junior College Quarterly, 10*, 317-343.

Miller, W.S., & Wilson, K.M. (1963). *Faculty development procedures in small colleges/a southern survey.* Atlanta, GA: Southern Regional Education Board.

Millis, B.J. (1994). Faculty development in the 1990's: What it is and why we can't wait. *Journal of Counseling & Development, 72*, 454-464.

Morano, R.A. (1983). *Student perceptions of adjunct faculty's teaching ability.* Unpublished doctoral dissertation, University Rochester, Rochester, NY.

Morgan, D.L. (1998). *The focus group guidebook.* Thousand Oaks, CA: Sage.

Murphy, M. (2002, March 29). Adjuncts should not just be visitors in the academic promised land. *The Chronicle of Higher Education,* pp. 14-16.

Murray, J.P. (2002). The current state of faculty development in two-year colleges. *New Directions for Community Colleges, 118,* 89-97.

National Center for Education Statistics (2005). *2004 national study of postsecondary faculty: Report on faculty and instructional staff in fall 2003.* Retrieved August 27, 2006, from http://nces.ed.gov/Pubsearch/pubsinfo.asp?pubid=2005172

Newburn, T. (2001). What do we mean by evaluation? *Children and Society, 15,* 5-13.

O'Banion, T. (1981). *Community college staff development for the 80's.* Frederick, MD: Associated Faculty Press.

O'Banion, T. (1972). *Teachers for tomorrow: Staff development in the community-junior college.* Tucson, AZ: The University of Arizona Press.

O'Banion, T. (1994). Teaching & learning: A mandate for the nineties. *Community College Journal, 64*(4), 21-25.

Okpala, C.O., Ellis, R. (2005). The perceptions of college students on teacher quality: A focus on teacher qualifications. *Education, 126*(2), 374-383.

Osborn, R. (1990). Part-time faculty. What do we know and what can we use? *The Community Services Catalyst, 20*(2), 17-21.

Parkes, J. & Harris, M.B. (2002). The purposes of a syllabus. *College Teaching, 50*(2), 55-61.

Patton, M.Q. (1997). *Utilization-focused evaluation: The new century text* (3rd ed.). Thousand Oaks, CA: SAGE Publications.

Paul D. Camp Community College Achieve the Dream Grant Application (2005) Franklin, VA: Paul D. Camp Community College.

Paul D. Camp Community College catalog (2006) Franklin, VA: Paul D. Camp Community College.

Paul D. Camp Community College Fact Book. (n.d.). Retrieved August 28, 2009, from http://www.pdc.edu/assessment-and-research/PDCCCFACTBOOK_2009_8-31-09.pdf

Pedras, M. (1985, July). *A model for the staff development of community college part-time faculty.* Paper presented at the Seminar on Staff, Program, and Organizational Development, Leysin, Switzerland.

Phillipe, K.A., & Sullivan, L.G. (2005). *National profile of community colleges: Trends and statistics* (4th ed.). Washington, D.C: Community College Press.

Pierce, S.T. (1986). *A comparative analysis of part-time versus full-time community college faculty effectiveness.* Unpublished doctoral thesis, North Carolina University, Raleigh, N.C.

Poggenpoel, M. & Myburgh, C.P. (2005). Obstacles in qualitative research: Possible solutions. *Education, 126*(2), 304-311.

Rajagopal, I. & Farr, W.D. (1992). Hidden academics: The part-time faculty in Canada. *Higher Education, 24*(3), 317-331.

Reeves, R.L. (2007). *Good teaching: A qualitative study of the attitudes and teaching methodologies of effective community college history instructors.* Unpublished doctoral thesis, University of Alabama, Tuscaloosa, AL.

Rhoades, G. (1996). Reorganizing the faculty workforce for flexibility: Part-time professional labor. *Journal of Higher Education, 67*, 626-659.

Richardson, R. & Moore, W. (1987). Faculty development and evaluation in Texas community colleges. *Community/Junior College Quarterly, 11*, 19-32.

Robson, C. (2002). *Real world research.* Melbourne, Australia: Blackwell Publishing Ltd.

Rossi, L. (2009). An army of adjuncts. *Community College Week. 21*(12), 6-7.

Rouche, J.E., Rouche, S.D., & Milliron, M.D. (1995). *Strangers in their own land: Part-time faculty in American community colleges.* Washington, DC: Community College Press.

Salkind, N.J. (2004). *Statistics for people who think they hate statistics* (2nd ed.). Thousand Oaks, CA: Sage Publications, Inc.

Salmon, C.C. (2006). *Salting the oats: Preparing adjunct faculty to be effective teachers: A professional development intervention at a community college.* Unpublished doctoral thesis, Indiana State University, Terre Haute, IN.

Schloss, P.J. & Smith, M.A. (1999). *Conducting research.* Upper Saddle River, N.J: Prentice Hall, Inc.

Schuetz, P. (2002). Instructional practices of part-time and full-time faculty. *New Directions for Community Colleges, 118*, 39-46.

Schuster, J.H., Wheeler, D.W., & Associates. (1990). *Enhancing faculty careers:Strategies for*

development and renewal. San Francisco, CA: Jossey-Bass.

Shakeshaft, C. (2002). The shadowy downside of adjuncts. *School Administrator, 10*(59), 28-30.

Singer, D.S. (1969). *In-service training for two-year college and staff; a survey of junior and community college administrators.* Washington, DC: American Association of Junior Colleges.

Smith, P. (2000). Report: Adjuncts could earn same salary flipping burgers. *Community College Week, 6*, pp. 43-49.

Sonner, B.S. (2000). A is for "adjunct": Examining grade inflation in higher education. *Journal of Education for Business, 76*(1), 5-7.

Sparks, D. (1997). School reform requires a new form of staff development. In S.D. Caldwell (Ed.), *Professional development in learning-centered schools.* Oxford, OH: National Staff Development Council.

Spinetta. K.I. (1990). Part-time instructors in the California community colleges: A need to revise current policies. *Community College Review, 18*(1), 43-46.

Stocksen, J.L. (1985). *Teaching effectiveness of community college part-time faculty: A case study in higher education.* Unpublished doctoral thesis, University of Kansas, Lawrence, KS.

Straw, D. (2001). Through a glass, darkly. *Community College Week, 13*(21), pp. 14-19.

Sue, V.M. & Ritter, L.A. (2007). *Conducting online surveys.* Thousand Oaks, CA: Sage Publications, Inc.

Sydow, D.L. (1993). *A plan for revitalization: Maximizing professional development opportunity. A report by the VCCS professional development taskforce.* Richmond, VA: Virginia State Department of Community Colleges.

Sydow, D.L. (2000). Long-term investment in professional development: Real dividends in teaching and learning. *Community College Journal of Research and Practice, 24* (5), 383-397.

Tashakkori, A., & Teddlie, C. (2003). *Handbook of mixed-methods in social & behavioral research.* Thousand Oaks, CA: Sage Publications, Inc.

Teasdale, V. (2001). *Community college faculty professional development: Perspective in time.* Unpublished doctoral thesis, George Mason University, Fairfax, VA.

Terada, W.H. (2005). *Faculty characteristics: What are their relationships with academic outcomes of community college students.* Unpublished doctoral thesis, University of Southern California, Los Angeles.

Theall, M. (2002, April). *Leadership in faculty evaluation and development: some thoughts on why and how the "meta-profession" can control its own destiny.* Symposium conducted at the meeting of the American Education Research Association, New Orleans, LA.

Theall, M. & Arreola, R.A. (2001, April). *Beyond the scholarship of teaching: searching for a unifying metaphor for the college teaching profession.* Paper presented at the meeting of the American Educational Research Association, Seattle, WA.

Thorndike, R.M., & Dinnel, D.L. (2000). *Basic statistics for the behavioral sciences.* Upper Saddle River, N.J: Prentice-Hall, Inc.

Tillyer, A. (2005, July). Educational technology and "roads scholars." *Academe, 91*(4), 49-52.

Tsunoda, J.S. (1992). Expertise and values: How relevant is preservice training? *New Directions for Community Colleges, 20*(3), 11-20.

Tuckman, H.P. (1978, December). Who is part-time in academe? *American Association of University Professors Bulletin,* 305-315.

United States Department of Education. (2005, May). *2004 national study of postsecondary faculty: Report on faculty and instructional staff in fall 2003.* Retrieved December 14, 2006, from http://nces.ed.gov/programs/quarterly/vol_7/1_2/5_11.asp

Valadez, J.R. & Anthony, J.S. (2001). Job satisfaction and commitment of two-year college part-time faculty. *Community College Journal of Research and Practice, 25*, 97-108.

Vaughan, G.B. (2006). *The community college story* (3rd ed.). Washington, D.C: Community College Press.

Virginia Council for International Exchange-VCCS. (n.d.) *VaCIE-VCCS international exchange: about.* Retrieved November 28, 2007, from http://vacie-vccsinternationalexchange.org/about/

Virginia Employment Commission. (n.d.). Retrieved April 3, 2009, from http://www.vec.virginia.gov/pdf/newpres1.pdf

Virginia Community College System. (n.d.). Retrieved March 17, 2006, from http://www.vccs.edu/magazine/archives/fall2004/our_story_then.htm

VCCS Annual Enrollments by College.(n.d.). Retrieved March 21, 2006, from http://www.vccs.edu/vccsasr/Research/an0405.htm

VCCS Policy Manual. (n.d.) Retrieved September 9, 2006 from http://www.vccs.edu/Polcypdf/section/Sct3.pdf

VCCS Policy Manual. (n.d.) Retrieved July 15, 2009 from http://www.vccs.edu/Portals/0/ContentAreas/PolicyManual/Sectn5.pdf

VCCS Peer Group Meetings. (n.d.) Retrieved February 8, 2008 from http://www.vccs.edu/FacultyStaff/ProfessionalDevelopment/PeerGroups/tabid/420/Default.aspx

VCCS Statistical Profile. (n.d.). Retrieved March 21, 2008, from http://www.vccs.edu/aboutvccs/snapshot.htm

Wallin, D.L. (2005). Valuing and motivating part-time faculty. In D.L. Wallin (Ed.), *Adjunct faculty in community colleges: An academic administrator's guide to recruiting, supporting, and retaining great teachers* (pp. 3-14). Bolton, MA: Anker Publishing.

Wallin, D.L. & Smith, C.L. (2005). Professional development needs of full-time faculty in technical colleges. *Community College Journal of Research and Practice, 29,* 87-108.

Williams, J.M. (1985). *A study of professional development practice for part-time instructors at selected league for innovation community colleges.* (ERIC Document Reproduction Service No. ED269093)

Worthen, B.R. & Sanders, J.R. (1973). *Educational evaluation: Theory and practice.* Belmont, CA: Wadsworth

Appendix A

October Retrospective Pretest

The Community College Faculty Academy October 20th and 24th, 2009

The following questions concern faculty demographics.

1. What is your gender?

   ○ Male

   ○ Female

2. How would you describe your racial heritage?

   ○ American Indian or Alaska Native

   ○ Asian

   ○ Black or African American

   ○ Hispanic or Latino/a

   ○ Native Hawaiian or other Pacific Islander

   ○ White or Caucasian

   ○ Other
   (please specify)

   [ ]

3. What is your age?

   [ ]

4. Please select your teaching discipline:

- ○ Agriculture (e.g. AGR)
- ○ Allied Health & Physical Education (e.g. HIM, HLT, NUR, PED, MDL, etc.)
- ○ Arts & Design (e.g. ART, MUS, etc.)
- ○ Business (e.g. ACC, BUS, MGT, MKT, etc.)
- ○ Computer Science & Information Technology (e.g. CSC, ITE, ITN, etc.)
- ○ Developmental (ENG, MTH, etc.)
- ○ Engineering, Industrial, & Building Trades (e.g. ELE, ETR, IND, WLD, etc.)
- ○ Liberal Arts (e.g. EDU, ENG, MTH, etc.)
- ○ Natural Sciences (e.g. BIO, GEO, NAS, etc.)
- ○ Public Services (e.g. ADJ, EMT, FST, etc.)
- ○ Social Sciences (e.g. HIS, PSY, REL, SOC, etc.)
- ○ Other
  (please specify)

The following questions concern your college teaching experience.

1. As of Fall 2009, how many years of college teaching experience do you have?

- ○ 0 - 3
- ○ 4 – 6
- ○ 7 – 9
- ○ 10 – 12
- ○ 13 – 15
- ○ 16 or more

2. As of Fall 2009, how many years have you taught for PDCCC?

   ○ 0 - 3

   ○ 4 – 6

   ○ 7 – 9

   ○ 10 – 12

   ○ 13 – 15

   ○ 16 or more

3. How many credit hours do you normally teach per semester at PDCCC?

   ○ 0 - 3

   ○ 4 – 6

   ○ 7 – 9

   ○ 10 – 12

   ○ 13 – 15

   ○ More than 15

Consider your understanding of the following topics. Please circle your level of knowledge/comfort level **BEFORE** attending today's professional development session and **AFTER** attending the session.

Level of knowledge/comfort BEFORE today's session (1=low; 5=high)						**Level of knowledge/comfort AFTER today's session (1=low; 5=high)**				
1	2	3	4	5	Understanding Core Competencies	1	2	3	4	5
1	2	3	4	5	College Curriculum Development	1	2	3	4	5
1	2	3	4	5	Google Apps…	1	2	3	4	5
1	2	3	4	5	PeopleSoft Basics	1	2	3	4	5

1. Which, if any, sessions did you find most valuable?

2. Which, if any, sessions did you find least valuable?

3. What additional topics would you like to see covered in future Adjunct Faculty Academy sessions?

4. Please share any comments or suggestions about how to improve the Adjunct Faculty Academy?

5. What, if any, questions or concerns do you have about teaching as an adjunct?

6. What, if any, additional services could the College provide to make your job as an adjunct faculty member easier?

Thank you for your participation!

Appendix B

November Retrospective Pretest

The Community College
Faculty Academy
November 18th and 21st, 2009

The following questions concern faculty demographics.

5. What is your gender?

   ○ Male

   ○ Female

6. How would you describe your racial heritage?

   ○ American Indian or Alaska Native

   ○ Asian

   ○ Black or African American

   ○ Hispanic or Latino/a

   ○ Native Hawaiian or other Pacific Islander

   ○ White or Caucasian

   ○ Other
   (please specify)

   [ ]

7. What is your age?

   [ ]

8. Please select your teaching discipline:

- ○ Agriculture (e.g. AGR)
- ○ Allied Health & Physical Education (e.g. HIM, HLT, NUR, PED, MDL, etc.)
- ○ Arts & Design (e.g. ART, MUS, etc.)
- ○ Business (e.g. ACC, BUS, MGT, MKT, etc.)
- ○ Computer Science & Information Technology (e.g. CSC, ITE, ITN, etc.)
- ○ Developmental (ENG, MTH, etc.)
- ○ Engineering, Industrial, & Building Trades (e.g. ELE, ETR, IND, WLD, etc.)
- ○ Liberal Arts (e.g. EDU, ENG, MTH, etc.)
- ○ Natural Sciences (e.g. BIO, GEO, NAS, etc.)
- ○ Public Services (e.g. ADJ, EMT, FST, etc.)
- ○ Social Sciences (e.g. HIS, PSY, REL, SOC, etc.)
- ○ Other
  (please specify)

The following questions concern your college teaching experience.

4. As of Fall 2009, how many years of college teaching experience do you have?

- ○ 0 - 3
- ○ 4 – 6
- ○ 7 – 9
- ○ 10 – 12
- ○ 13 – 15
- ○ 16 or more

5. As of Fall 2009, how many years have you taught for PDCCC?

   ○ 0 - 3

   ○ 4 – 6

   ○ 7 – 9

   ○ 10 – 12

   ○ 13 – 15

   ○ 16 or more

6. How many credit hours do you normally teach per semester at PDCCC?

   ○ 0 - 3

   ○ 4 – 6

   ○ 7 – 9

   ○ 10 – 12

   ○ 13 – 15

   ○ More than 15

The following questions concern Faculty Academy content.

1. Consider your understanding of the following topics. Please circle your level of knowledge/comfort level **BEFORE** attending today's professional development session and **AFTER** attending the session.

Level of knowledge/comfort BEFORE today's session (1=low; 5=high)	**Course Syllabi Session**	**Level of knowledge/comfort AFTER today's session (1=low; 5=high)**
1 2 3 4 5	Awareness of College Course Syllabi - Why is it important?	1 2 3 4 5
1 2 3 4 5	Recognition of Course Syllabi as a Contract Between College and Students	1 2 3 4 5
1 2 3 4 5	Awareness of College Syllabi Policy – Policy Number 515	1 2 3 4 5
1 2 3 4 5	Familiarity with the Required College Course Syllabi Template	1 2 3 4 5
1 2 3 4 5	Understanding of the Importance of Adding Emergency Statement to Syllabi	1 2 3 4 5

Level of knowledge/comfort BEFORE today's session (1=low; 5=high)	**Blackboard Basics Session**	**Level of knowledge/comfort AFTER today's session (1=low; 5=high)**
1 2 3 4 5	Indentifying Blackboard (Bb) Basics	1 2 3 4 5
1 2 3 4 5	Modifying the Navigation Menu	1 2 3 4 5
1 2 3 4 5	Adding/Removing/Modifying Items	1 2 3 4 5
1 2 3 4 5	Adding/Removing/Modifying Assignments	1 2 3 4 5
1 2 3 4 5	Adding Assignments in Bb Grade Center	1 2 3 4 5
1 2 3 4 5	Inserting a Course Banner	1 2 3 4 5

Level of knowledge/comfort BEFORE today's session (1=low; 5=high)	**Student Development and Counseling Session**	**Level of knowledge/comfort AFTER today's session (1=low; 5=high)**
1 2 3 4 5	Awareness of College Counseling Mission	1 2 3 4 5
1 2 3 4 5	Awareness of Community Counseling Services	1 2 3 4 5
1 2 3 4 5	Familiarity with College Counseling Services	1 2 3 4 5
1 2 3 4 5	Awareness of College Student Development Mission	1 2 3 4 5
1 2 3 4 5	Awareness of College Academic Advising Program and Adjunct Faculty's Role	1 2 3 4 5
1 2 3 4 5	Awareness of College Student Development Courses	1 2 3 4
1 2 3 4 5	Awareness of College Student Development Course Focus	1 2 3 4 5

2. Which, if any, sessions did you find most valuable?

3. Which, if any, sessions did you find least valuable?

4. What additional topics would you like to see covered in future Adjunct Faculty Academy sessions?

5. Please share any comments or suggestions about how to improve the Adjunct Faculty Academy?

6. What, if any, questions or concerns do you have about teaching as an adjunct?

7. What, if any, additional services could the College provide to make your job as an adjunct faculty member easier?

Thank you for your participation!

Appendix C

Adjunct Faculty Professional Development Follow-Up Survey

Follow-Up Survey

Thank you for participating in the Adjunct Faculty Academy sessions for Fall 2009!

Now that you have had time to think about your experiences, we would like to understand how satisfied you are with the professional development sessions and determine how useful these experiences have been for you. Completing this survey will take no longer than 5 minutes.

All information will be held in the strictest confidence, your responses will be used for the sole purpose of improving the Adjunct Faculty Academy.

Please direct any questions to Joe Edenfield, 757-569-6744 or jedenfield@pc.vccs.edu.

Thank you for taking the time to participate!

Demographics

Please select your teaching discipline:

- ○ Agriculture (e.g. AGR)
- ○ Allied Health & Physical Education (e.g. HIM, HLT, NUR, PED, MDL, etc.)
- ○ Arts & Design (e.g. ART, MUS, etc.)
- ○ Business (e.g. ACC, BUS, MGT, MKT, etc.)
- ○ Computer Science & Information Technology (e.g. CSC, ITE, ITN, etc.)
- ○ Developmental (ENG, MTH, etc.)
- ○ Engineering, Industrial, & Building Trades (e.g. ELE, ETR, IND, WLD, etc.)
- ○ Liberal Arts (e.g. EDU, ENG, MTH, etc.)
- ○ Natural Sciences (e.g. BIO, GEO, NAS, etc.)
- ○ Public Services (e.g. ADJ, EMT, FST, etc.)
- ○ Social Sciences (e.g. HIS, PSY, REL, SOC, etc.)
- ○ Other
  (please specify)
  [ ]

Part I. Satisfaction

The following questions will help us understand how you feel about various parts of the Adjunct Faculty Academy.

Please indicate your level or agreement or disagreement with each statement.

Part I. Satisfaction

Understanding Core Competencies	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the "Understanding Core Competencies" session.	O	O	O	O	O	O
The information shared in the "Understanding Core Competencies" session ***was not*** helpful to me.	O	O	O	O	O	O
I am **glad** I attended the "Understanding Core Competencies" session.	O	O	O	O	O	O

Part I. Satisfaction

College Curriculum Development	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the College Curriculum Development session.	O	O	O	O	O	O
The information shared in the College Curriculum Development session ***was not*** helpful to me.	O	O	O	O	O	O
I am **glad** I attended the College Curriculum Development session.	O	O	O	O	O	O

Part I. Satisfaction

Google Apps...	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the Google Apps session.	○	○	○	○	○	○
The information shared in the Google Apps session ***was not*** helpful to me.	○	○	○	○	○	○
I am **glad** I attended the Google Apps session.	○	○	○	○	○	○

Part I. Satisfaction

PeopleSoft Basics	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the PeopleSoft Basics session.	○	○	○	○	○	○
The information shared in the PeopleSoft Basics session ***was not*** helpful to me.	○	○	○	○	○	○
I am **glad** I attended the PeopleSoft Basics session.	○	○	○	○	○	○

Part I. Satisfaction

College Course Syllabi	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the College Course Syllabi session.	○	○	○	○	○	○
The information shared in the College Course Syllabi session ***was not*** helpful to me.	○	○	○	○	○	○
I am **glad** I attended the College Course Syllabi session.	○	○	○	○	○	○

Part I. Satisfaction

Student Development and Counseling	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the Student Development and Counseling session.	○	○	○	○	○	○
The information shared in the Student Development and Counseling session ***was not*** helpful to me.	○	○	○	○	○	○
I am **glad** I attended the Student Development and Counseling session.	○	○	○	○	○	○

Part I. Satisfaction

Blackboard Basics	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the Blackboard Basics session.	○	○	○	○	○	○
The information shared in the Blackboard Basics session ***was not*** helpful to me.	○	○	○	○	○	○
I am **glad** I attended the Blackboard Basics session.	○	○	○	○	○	○

Part I. Satisfaction

Teaching and Learning Styles -	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the Teaching and Learning Styles session.	○	○	○	○	○	○
The information shared in the Teaching and Learning Styles session ***was not*** helpful to me.	○	○	○	○	○	○
I am **glad** I attended the Teaching and Learning Styles session.	○	○	○	○	○	○

Part I. Satisfaction Overall

Overall...	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I enjoyed the Adjunct Faculty Academy sessions.	○	○	○	○	○	○
I recommend that this professional development program continue annually.	○	○	○	○	○	○

Part II. Usefulness

As you begin to prepare for spring semester courses, we would like to know if the information presented in the Adjunct Faculty Academy has been useful to you.

Please indicate your level of agreement or disagreement with each statement.

Part II. Usefulness

As a result of my participation in the Adjunct Faculty Academy:	Strongly Disagree	Disagree	Neither Agree or Disagree	Agree	Strongly Agree	N/A
I have modified a course syllabus.	○	○	○	○	○	○
I am more comfortable with the College Core Competencies.	○	○	○	○	○	○
I have a better understanding of College curriculum development.	○	○	○	○	○	○
I considered using Google Apps.	○	○	○	○	○	○
I am more comfortable with PeopleSoft.	○	○	○	○	○	○
I have a better understanding of student counseling and development.	○	○	○	○	○	○
I am more comfortable with Blackboard.	○	○	○	○	○	○
I have a greater appreciation for teaching and learning styles.	○	○	○	○	○	○

Part III. Improvement

Please share any comments about how we can make the Adjunct Faculty Academy program more useful.

Thank you for your participation!

Appendix D

AFA Implementation Checklist

Fall 2006

_____ AtD Grant Proposal
_____ Adjunct Faculty Semester Calendar (includes AFA times and dates)
_____ AFA Session Presented
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys

_____ End of semester focus group

Spring 2007

_____ Adjunct Faculty Semester Calendar (includes AFA times and dates)
_____ AFA Session Presented
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys

_____ End of semester focus group

Fall 2008

_____ Adjunct Faculty Semester Calendar (includes AFA times and dates)
_____ AFA Session Presented
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys
- _____ _____ session agenda
- _____ _____ session handouts
- _____ _____ session surveys
- _____ _____ session agenda

_____ _____ session handouts
_____ _____ session surveys
_____ End of semester focus group

Spring 2009

_____ Adjunct Faculty Semester Calendar (includes AFA times and dates)
_____ AFA Session Presented
_____ _____ session agenda
_____ _____ session handouts
_____ _____ session surveys
_____ _____ session agenda
_____ _____ session handouts
_____ _____ session surveys
_____ _____ session agenda
_____ _____ session handouts
_____ _____ session surveys
_____ End of semester focus group

Fall 2009

_____ Adjunct Faculty Semester Calendar (includes AFA times and dates)
_____ AFA Session Presented
_____ _____ session agenda
_____ _____ session handouts
_____ _____ session surveys
_____ _____ session agenda
_____ _____ session handouts
_____ _____ session surveys
_____ _____ session agenda
_____ _____ session handouts
_____ _____ session surveys
_____ End of semester focus group

Appendix E

Syllabi Review Checklist

Faculty	Change	Course Title	Class Section	Course Number	Credit Hours	Course Prerequisites	Course Co-requisites	Name	Office Hours

Faculty	Description	Overview	Outline	Experiences	Instruction	of Eval	Textbook	Material	Policies	Statement
-	-	-	-	-	-	-	-	-	-	-