

AN ABSTRACT OF THE THESIS OF

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Title: A STUDY OF THE EVALUATION PRACTICES AND PROCEDURES
FOR PART-TIME FACULTY IN THE CALIFORNIA COMMUNITY
COLLEGES

Abstract approved:

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Dr. Joel Galloway

PURPOSE:

The major purpose of this study was to determine if there were any statistical differences among the administrators of part-time faculty regarding their evaluation process.

A secondary objective was to review, study and report current practices being employed regarding evaluation of part-time faculty.

METHODOLOGY:

This study was conducted by developing a questionnaire which was mailed to one hundred (100) California Community College Administrators who had major responsibilities for part-time faculty. Responses were received from seventy-two (72) institutions. The questionnaire contained three major sections: Section I, with thirteen items, requested demographic information regarding number

of students and faculty. Section II, with fourteen items, solicited information regarding current practices and procedures. The respondents were given multiple choice responses. Major areas questioned were purposes, personnel, frequency, procedures, and record keeping of evaluation practices. Section III was designed so that appropriate administrators could respond by indicating: "strongly disagree," "disagree," "neutral," "agree," or "strongly agree" to twenty-five items regarding evaluation.

Data were compiled for an IBM computer analysis. A statistical comparison was made using the F statistic for analysis of variance for one-way test, and LSD computed at the .05 level. The null hypothesis was tested using 24 test items and three administrative positions: dean of continuing education, dean of instruction and associate/assistant dean. ($H_0 = H_1 = H_2 = H_3$)

CONCLUSIONS:

The review of literature and the findings in this study indicate that the process of evaluating instructional staff is complicated; it is costly; there is need for establishing guidelines; a commitment by the institution is required; and a personnel policy procedure needs to be established. In spite of these difficulties it was conclusive that evaluation of part-time faculty needs to be performed.

1. The college or district needs to formulate and publish policies regarding the evaluation of part-time faculty. Included in this formulation, part-time faculty need to be involved. The process of evaluating part-time faculty may be different from the evaluation of full-time faculty.
2. The evaluation process should be non-threatening to the individual, results of evaluation need to be reviewed with the individual, and the evaluation procedure needs to be clearly understood by the evaluatee and evaluator.
3. Personnel who may be involved in the evaluation include administrators, peer faculty, department/division heads and students.
4. Evaluation should be done during the initial assignment and periodically thereafter.
5. Results of the evaluation need to be recorded. The evaluation should reflect strengths as well as weaknesses and provide data for inservice training. This information can be useful when determining retention and promotion.

SUGGESTIONS FOR FURTHER STUDY:

The research was limited to seventy-two (72) California Junior Colleges. The population is regional and limited in size. In order to add validity to this research it is suggested:

1. This study be replicated on a national scale, and the findings analyzed, reported, and compared statistically.
2. Additional research be conducted to determine the reasons for the variations in the attitudes of personnel regarding evaluation.
3. Evaluation strategies be developed and related to in-service training and professional improvement.
4. A model be created for the evaluation of part-time faculty members.
5. Additional research be completed to determine costs and budget implications for the evaluation process.

A STUDY OF THE EVALUATION PRACTICES AND
PROCEDURES FOR PART-TIME FACULTY IN
THE CALIFORNIA COMMUNITY COLLEGES

by

Carl Hofmann, Jr.

A THESIS

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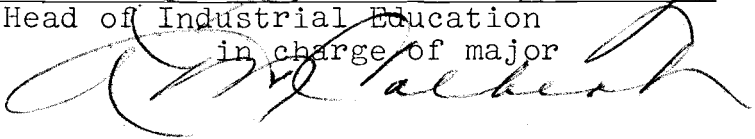
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CHAPTER I

INTRODUCTION

Having lost the implicit faith and trust in the existing school system the public once afforded the school community, it now wants proof and demonstration of good works. It is here that evaluation may play a role. (House 1973)

Most educational or social programs are initiated, continued and/or discarded on the basis of some form of evaluation by some individual or group. The issue is not whether evaluations are made but rather how, when, why and by whom the evaluations are to be made that needs to be resolved. (Dressel 1976)

STATEMENT OF THE PROBLEM

The need exists for the development of a systematic process for evaluating part-time faculty:

(1) Part-time faculty have expanded their roles and increased their participation in program development but have not established feedback mechanisms.

(2) In selecting part-time faculty members administrators are making decisions based on insufficient information.

(3) Evaluation, whether or not mandated, is inevitable and ever present. It takes place regardless of how unsystematic it may be. Our failure to use good design and the absence of criteria on which to base sound judgments can eventually lead to poor educational results.

(4) Much needs to be done about improving the climate and support for the evaluation of the part-time instructor.

(5) Administrators must engage in a systematic approach to such problems as accountability, criterion-referenced teaching and testing, so that the common aspects of education can be clearly emphasized for part-time faculty members. Absence of established standards of excellence and the lack of a conceptual framework can hurt not only the teaching role but may also defeat the organizational goals of the continuing education programs.

(6) Studies need to be designed to determine evaluation criteria.

(7) The systematic tools for evaluating the part-time instructors will inform the administrative deans

of teaching performance. It will, in addition, help determine the extent to which levels of importance shall be assigned to specific teaching behaviors when applied to appointments, contract renewals, and assignment of part-time faculty. (Lombardi 1974)

This study deals with investigations and analysis of the fundamental characteristics of the above prescribed problems. Suggestions based upon the findings of this study will be presented.

PURPOSE OF THE STUDY

The purpose of this study was to investigate and describe the practices and procedures that were being utilized to evaluate the part-time faculty who teach in the educational programs of the California Community Colleges.

A secondary objective was to determine if there were any statistical differences among the administrators of part-time faculty regarding their evaluation process.

Demographic data was to be gathered and reported regarding the institutions selected in this study.

SIGNIFICANCE OF THE STUDY

In the past, educational paths were well defined and predictable. Education was complete when one graduated from high school, finished college, or dropped out of school. The pattern was generally uniform, comfortable, and went relatively unchallenged. This pattern, however, was transformed when society began to experience social changes which created problems and which were placed into broad categories: the expansion of population, the burst of technology, the discovery of new forms of energy, the explosion of knowledge, the rise of new nations and the worldwide rivalry of ideologies. In the face of these problems, the old patterns of education have become inadequate. (Jourard 1971)

THE EXPANSION OF POPULATION

Automation replaced the jobs of myriads of people. Veterans required retraining or needed to continue their education and to be introduced to new occupations. In the past American school practices and goals had evolved from what society deemed best at the given moment, and the basis of these practices had not been changed for generations; the concept of education was ripe for re-examination. Americans had to explore more of their

potential for a fuller personal development and social stability. The schools had to educate vastly increased numbers of persons and provide for longer spans of productive life at a higher level of understanding, competence and skill. The task called for a realignment of educational priorities and a re-examination of school functions; new instructional programs burgeoned in the name of affirmative action, career education, compensatory education, competency-based training, curriculum reform, individualized instruction, life-long learning and other movements. (Anderson 1975)

These programs led to an ever increasing enrollment in the educational institutions, particularly in the community colleges which had to extend their education programs throughout their respective service areas. This expansion of programs in turn required the services of certified staff on a part-time basis. It became necessary to utilize community resource staff in specialized areas to provide expertise in both vocational and academic disciplines.

An accurate assessment of the educational outcomes of these new programs was essential for sound planning and effective stimulation of growth. Assessment is an integral aspect of curriculum development and a major

responsibility of curriculum workers. This responsibility became especially critical at the time when multivariate programs were established to respond to a variety of community needs.

Legislators, boards of directors and administrative bodies began to see an urgent need for systematic evaluation to designate the effectiveness and efficiency of the programs designed to serve in meeting the social needs. As a result of these new needs, educational accountability movements developed in the 1960's with an unprecedented momentum. Titles VII and VIII of the Elementary Secondary Education Act required the schools to provide accountability plans and evaluation systems. In addition, program supervisors were required, by an independent agency, to audit the evaluation. (Anderson 1975)

Accountability, as an educational concept, relates mainly to a concern for furthering the educational effectiveness of the program. It signifies a search for efficiency, implying a demand that public money not be wasted through fraudulence or incompetence. On the other hand, it implies an extension of the democratic quest for equality of educational opportunity. (Anderson 1975)

If accountability implies acceptance of responsibility by those to whom citizens have entrusted this public service, it follows that it would be an educational

necessity to develop evaluation systems to provide data on which to base judgments for furthering the educational effectiveness of the programs. A public law, as expressed in California State Code of Education (Education Code Section 13480, 1972) stipulated the systematic evaluation of regular certificated and contract personnel. The same law also implied that the principles upon which this section of the Education Code rests be equally applicable to part-time instructors. Another section of the Education Code, Section 13485, following the above section, specifically excluded from the proposal those certificated personnel who are employed on an hourly basis in the adult education classes. The Board of Governors of California Community Colleges influenced by Senator Rodda, who introduced Bill #696 which stated, in part, ". . . evaluating the effectiveness of each faculty member regardless of his employment status is essential for improving the educational process." Therefore, Senate Bill #696 mandated evaluation of all instructors. A survey by the State Department of Education following hearings on SB 696 collected considerable data on the evaluation process in the California Community Colleges Continuing Education arena regarding SB 696. The survey presented the following:

Evaluation of the instructors is often an inconsistent, archaic and in large measure unrelated to apparent purpose . . . a second problem concerns the evaluation instruments developed for and by the students . . . Many of these instruments are neither systematic, nor objective, and too often these are grounds for the faculty members' distrust of devices now used . . . Among the serious pitfalls of student evaluation are instruments which are biased toward the academic showman, which favor the easy grades, which lack validity or reliability as assessment tools, which fail to recognize differences among levels of education, or special needs of subject areas, which fail to give a balanced assessment of both good and bad aspects of the course and of the teaching - (page 4). Following this survey in May, 1973, there was another survey in which 85% of the colleges responding reported that the local boards of trustees did adopt a policy and regulations for evaluating certificated employees which covered the administrators, faculty members, counselors, librarians. Only fifteen colleges reported having policies that covered part-time employees - (page 6). Another investigation conducted by a Doctoral Dissertation in six colleges in California in 1976 revealed that little or no evaluation procedures were used to evaluate the part-time instructors of these six colleges. (Sewell 1976)

In the light of such findings the instructional status and the worth of the part-time instructors in the continuing education of California community colleges seems confusing, vague and haphazard. Statistics indicate that 62% of their instructional group is staffed by part-time instructors who are paid on an hourly rate. (Sewell 1976)

LIMITATIONS OF THE STUDY

1. This group was only concerned with the part-time faculty of the California Community Colleges.
2. A questionnaire was mailed only to administrators who have been primarily responsible for part-time faculty.
3. Data and findings of this study were based on the response of an identified group who could respond to the questionnaire.
4. Analysis of the data was based solely on responses of items contained in questionnaire.
5. Three California Community Colleges were not included in the study due to their small size and limited operations.

DEFINITIONS OF TERMS

The following terms have been defined to provide clarity of definition in the context used.

Adult Education: Any process by which men and women seek to improve themselves by increasing their knowledge, skills or attitudes.

Continuing Education: Any extension of opportunities provided by special schools, centers, colleges, or institutions that emphasize flexibility of learning activities for young persons and adults, usually part-time, that will meet their needs for additional knowledge, training or personal satisfaction.

Community College: A public two-year institution of higher education which offers instruction to meet the needs of the supporting community. It is characterized by offering a variety of curricula and services.

Faculty Evaluation: The process of ascertaining or judging performance through appraisal for the instruction in a school or college.

Institutional Size: As identified by American Association of Junior Colleges 1974 Directory:

Small College - 1 to 1,999 full-time students

Medium College - 2,000 to 3,999 full-time students

Large College - 4,000 or more full-time students

Junior College: (See Community College)

Part-time Student: Any student registered and maintaining less than twelve semester units or credit hours.

Part-time Teacher: A teacher who devotes less than full-time services to instruction. The California Education Code specifies less than 60% teaching load and less than 75% of yearly teaching days.

CHAPTER II

REVIEW OF RELATED LITERATURE

Evaluation is the discovery of the nature and the worth of something. It includes obtaining information for use in judging the effectiveness of that thing and finding the potential utility of alternative approaches. In relation to education, we evaluate students, teachers, curricula, administrations, systems and programs. The purposes of our evaluations may be many, but always we attempt to describe something and indicate its perceived merits and shortcomings. (Stake 1969)

Tyler relates evaluation and educational objectives closely with this statement:

. . . the process of evaluation is essentially of determining to what extent the educational objectives are actually being realized by the program of curriculum and instruction.
(Tyler 1965)

Stufflebeam (1968) recognizes decision making as the most important issue in evaluation. "Educational evaluation is the process of delineating, obtaining and providing useful information for judging decision alternatives."

Alken (1969), suggesting the need for a more comprehensive definition of evaluation, offers the following:

Evaluation is the process of ascertaining the decision areas of concern, selecting appropriate information, collecting and analyzing information in order to report summary data useful to decision making and selecting among alternatives.

Cronbach (1963) speaks of three kinds of decisions in educational evaluation: (1) evaluating course improvement to decide what instructional materials and methods are satisfactory and where change is needed, (2) decisions about the pupils, to identify the needs of the pupils for the sake of planning their instruction, as well as judging pupil merit for purposes of selecting, grouping, and acquainting them with their own progress and deficiencies, (3) decisions for administrative purposes, to judge how good the school system is, and how good the individual teachers are.

This review of literature intends to delineate the development of the third objective which is consistent with the purpose of this study. Part-time, substitute, adjunct, and/or supplemental instructors, with which the study deals, have been a comparatively recent issue in education. (ERIC 1 1974) As a consequence, the researcher will attempt to trace the history of formal evaluation of teachers, designate the evaluation mode in adult institutions and community colleges, and investigate the present practices of

evaluating part-time faculty in the community colleges.

THE NEED FOR STAFF EVALUATION

The concept of evaluating individuals was evident as early as 2000 B.C. when Chinese officials administered civil servant examinations. (Dubois 1970) It is also known that such Greek teachers as Socrates used verbally-mediated evaluations as part of the learning process.

(Worthen 1973)

In the United States, the first evidence of an evaluation program is recorded in Joseph Rice's 1897-1900 comparative study of the spelling performance of 33,000 students in a large city school system. (Worthen 1973) Thorndike, in his book, extensively advocated and convinced educators of the value of measuring human change. (Thorndike and Hagen 1969) Standardized achievement tests for use in large scale testing programs were developed as a result of Thorndike and Hagen's influence.

During the 1930's Tyler and Smith, through their Eight Year Study, made use of a wide variety of tests, scales, inventories, questionnaires, check lists, and other measures to gather information about achievement and curricular objectives. This greatly influenced the planning of evaluation studies over the next thirty years. (Worthen 1973) During the same period the

accreditation movement gathered momentum and became an influential educational lobby.

In 1947 the Educational Testing Service was established as the result of a merger of the College Entrance Examination Board (CEEB), the American Council on Education (ACE), and the Carnegie Corporation. This service became a very influential force in evaluating by conducting large scale evaluation projects and they did it with increased frequency. In 1956, Bloom presented the "cognitive" domain, as the first of a series of taxonomies for educational objectives and, in 1964 he developed the second, the "affective" domain. Differentiating between these two domains had considerable impact on educational evaluation. (Krathwohl, et al., 1964)

The post-Sputnik years of 1950-1960 saw a great many new curriculum projects. It became necessary to develop new evaluation procedures to gather information about the educational outcomes of these projects. (Worthen 1973) As a result of the U. S. Congress began deliberations and subsequently proposed the Elementary and Secondary Education Act of 1965 (ESEA). This Act contained provisions which required educators to be accountable for the federal monies spent. Consequently, evaluation reports were filed for each grant outlining the effects which resulted from the expenditures of these federal funds (ESEA).

As a result, education became more and more a function of state and national government and the need for evaluating teachers and teaching became more real. The demand for accountability increased until several State Departments began to design state assessment systems. (Worthen 1973)

This historical unfolding of the concern over evaluation provided the basis for conducting evaluation surveys on the adult, continuing education in the junior colleges. According to Monroe (1972) this segment of higher education originated through 3 traditions: (1) Universal opportunity for free public education without personal or class distinction (2) Local control and support (3) A relevant curriculum designed to meet both the local and national needs of individuals.

. . . the population of the United States is becoming an adult one . . . the increased tempos of change in our society demand more education . . . technical efficiency has reduced drastically hours of work . . . there is an increased demand for special and technical training . . . social needs of an increasing population . . . these elements plus adults' drive to learn . . . all exemplify the need for expanding adult education.

Adult Education had to be concerned with teaching that would assist adults to improve their competence as workers, as family members, as self-renewing

individuals and as responsible citizens. Adult Education had to be planned and offered on a life-long basis, and had to be readily accessible to adults in all walks of life. (Liveright 1968)

In the wake of this new awareness many community colleges offered extended day programs. They also established off-campus sites, outreach programs, and weekend and evening classes. (ERIC I 1974)

Harlacher (1969) contends that evaluation "was too often neglected or ignored in the interest of getting on with it" in the Community College Adult Education Programs (Handbook 226). Because of the need to provide programs, Bimstein (1975) believed diverse evaluation in community college adult education programs was rather poor. In addition the restriction of needed services, limited funding and poor administrative procedures have made evaluation difficult. Whatever the cause, there is a consensus among educators that teacher evaluation in adult education does not have a systematic procedure.

Hampton (1973) recognized this neglected aspect of evaluation in adult education and offered these specific reasons for an evaluation process:

Evaluation is one of the most neglected aspects of programming in continuing education today. There are many reasons for evaluation, but a few, including the following, seem more relevant than others:

- (1) To determine the degree to which program objectives are met. Did you do what you said you would do? Often there is no written statement as to what will be accomplished. Specific, measurable objectives are needed to guide the program process and consequently provide a sound basis for evaluation.
- (2) To identify reasons for success or failure. Everyone likes to feel successful, it is an ego booster. Yet another obvious reason for evaluation is to identify failures and reasons for failures.
- (3) To improve future programs. This includes such aspects as objectives, target groups, teaching methods, techniques, materials and quality of learning successes.
- (4) To improve organizational operations. This involves improving on the planning process, decision-making, physical facilities, personal delivery systems and the like.

Evaluation is sometimes conducted for such secondary purposes as program defense, support of the status quo, staff appraisal and promotion. Whatever the purpose, the basic reason for evaluation is to stimulate growth and improvement. Evaluation that does not lead to improved practice is unwarranted.

Education and training personnel have been evaluated for a long time. In many cases, evaluation has been done informally without substantial planning of activities, or the involvement of appropriate groups.

(Wentling 1975)

MODES OF FACULTY EVALUATION IN ADULT EDUCATION

Ohlinger (1970) maintains: "Evaluation is a learning process," and advocates feedback from students when the results of evaluation are action oriented. Progress in adult education as in any type of education, cannot be determined or implemented without evaluation. Evaluation by the adult student should be used as a main source of criticism in maintaining, restructuring, and improving a learning situation. Adults in the educational setting are often best equipped to provide feedback on what they want to learn about and any kind of involvement should not be impaired or discouraged. The method, frequency, and nature of evaluation should be geared to the instructor and program.

Three techniques are suggested by Vincent Gallo (1971) regarding the improvement of instruction:

- (1) Make a concerted effort to screen and hire only the most proficient personnel. Many of the concepts of adult learning theory can be discussed at the time of the interview. Discuss the goals of the course, the course outline and suggested text and instructional materials.
- (2) At the beginning of each school year, conduct a teacher orientation. Registration materials, the services that are available and other pertinent information can be presented.
- (3) To solidify the adult school and program objectives the adult administrator should make planned classroom visitations.

Through classroom visitations the interchange implies the effect of articulation and a team effort toward the improvement of instruction.

In March, 1974, several groups representing personnel in the California Community Colleges held a conference to consider the topic of evaluation of community college personnel. The purpose of the conference was to develop principles and standards of evaluation for faculties. Astin and Lee reported from a 1973 survey: "Currently, most institutions, unwillingly perhaps, engage in evaluation practices which stand in the way of improving teaching." Evaluation of instructors is often an inconsistent exercise, archaic and unrelated to its apparent purpose. In accordance with Senate Bill 696, which mandated instructor evaluation, community colleges have initiated district policies to implement evaluation. Components of evaluation include (a) self evaluation: included self-development plans and usually guidelines and a standard form, (b) peer evaluation: was accomplished through classroom observation, including consultation with an instructor and evaluator from a college or an administrator (c) student evaluation: was in the form of a multiple choice questionnaire with provisions for narrative responses (d) administrative evaluation: consisting of department/division

heads and/or deans of instruction. Methods employed included review of other evaluation reports, class visitation and consultation with faculty members. (Lombardi 1974)

In a 1976 survey conducted by Donald Sewell, seven problem areas regarding part-time faculty were investigated. One of the seven areas concerned the extent of evaluation procedures for part-time instructors. The summary indicated: (1) that some colleges tended to utilize similar evaluation for part-time and full-time instructors. (2) that some colleges reported little or no evaluation procedures for part-time instructors. Sewell (1976) contends that evaluation procedures should not be the same commitment; part-time instructors should be evaluated solely on teaching while full-time faculty should be evaluated on all their activities. Part-time faculty should be evaluated by students and peers. All part-time instructors should be evaluated the first three consecutive semesters and periodically thereafter.

William F. Snyder, in a doctoral study proposes a conceptual model for faculty evaluation. Underlying assumptions include: (1) there should be institutional uniqueness for customized evaluation, (2) faculty evaluation

is a total component of all faculty responsibilities, (3) varying degrees of formality may be selected, (4) primary purpose of faculty evaluation is to improve performance, and (5) participation of faculty and administration in the development and implementation of the faculty evaluation program enhances the organizational goals and accomplishments. (Snyder 1973)

According to the California Community and Junior Colleges Association Report of 1976, in some instructional areas 50% of the teaching loads of the adult education is held by part-time instructors (Part-Time Faculty, 1975).

There is, of course, no uniform definition of a part-time instructor. Broadly speaking, the part-time instructor teaches less than the number of hours per week normally assigned to a full-time instructor. It covers most of the instructors who teach in the late afternoon and evening, in a day class, in outpost classes, or on weekends but who are not regular members of the faculty. (ERIC 1973) Under California law any person who is employed to teach adult or junior college classes for not more than 60% of the hours per week considered a full-time assignment for permanent employees having comparable duties, shall be classified as a temporary employee. (California Education Code, Section 1337.5)

Williams (1972) points out specifically the unique role of part-time faculty, the problems associated with their teaching and the necessity of evaluation in their assignment. He related very candidly that:

. . . the evening or part-time teacher may face an insurmountable task when accepting a position with the institution for the first time. Insecurities are high and therefore, adequate information, assistance and assurance is paramount. Without this assistance the course or total program is placed in jeopardy of failure. Colleges too easily forget the valuable contribution made by these community personnel, a contribution far beyond the often meager salary. The final step in staffing evening programs is the evaluation process. No one method has proved superior. Evening faculty have shown to be most open regarding constructive criticism and helpful suggestions. Self-evaluation points out the importance of teaching and generally results in better instruction. This method along with student evaluation usually receives the most favorable appeal to evening faculty.

Hampton (1973) summarizes the need, purpose, and who should be involved in the evaluation of part-time faculty personnel. His comments were:

Plans for evaluation should begin during the initial planning session. Thus, evaluation becomes an integral part of curriculum, rather than an afterthought.

Educators with a positive attitude toward evaluation will be in a much better position to benefit it greatly from the use of this powerful administrative tool.

No one with a negative attitude toward evaluation should undertake to accomplish this task. Rather, the responsibility should be delegated to someone who has a positive attitude.

Educators should decide which information is needed, to include program process, teaching methods and program accomplishments. It is essential to decide also what is to be measured, such as skills, knowledge and attitudes. Guided in this decision by the allotted time and available resources

Who evaluates, when it is done, and the manner in which it is conducted are crucial considerations. Improperly managed evaluations can be a destructive force, severely curtailing unity and understanding for established and effective procedures.

It is important that all involved understand why evaluation is undertaken and that results be clearly interpreted by those who will be affected by it.

Shaw (1969) strongly recommends that part-time faculty evaluation results in an inservice training program designed to bring effective teachers into the field. He further urges the evaluation process could be beneficial to experienced staff members in order to improve their instructional techniques. Specific benefits are:

Provide systematic orientation to the total adult program.

Work toward continual improvement and evaluation of the total instructional program.

Provide a philosophical base for the faculty to develop program objectives and to identify their role in fulfilling these objectives.

Develop clear concepts and definitions of the expected outcomes of the instructional program.

Systematically study an adult student in general.

Study the population served by the adult program.

Develop a team approach between the teaching faculty and administrative, guidance and clerical personnel.

Provide opportunities for continuing professional development in subject matter areas.

Develop sensitivity to instructional problems unique to adult education.

Assist the adult teacher to become increasingly sensitive in the use of appropriate classroom teaching techniques.

This review of literature suggests that there is abundant material regarding full-time faculty evaluations. Information on evaluation of part-time instructors is sparse; what little there is indicates haphazard or non-existent procedures. Part-time instructors have become an integral part of the community college function. This unique and vital role, lacks support services and their performance needs to be identified through an evaluation process.

CHAPTER III

METHODS AND PROCEDURES

Chapter III presents information relative to the group selected for the investigation, the methods used in collecting the data, and the instrument which was utilized in the study. The hypothesis was tested and noted, as well as the statistical treatments which were used for the analysis of data obtained.

PARTICIPANTS IN THE STUDY

The participants selected for this study were administrators in the one hundred California Community Colleges. (Appendix A) A 1975 directory was obtained from the Chancellor's office of the California Community College and administrators were selected on the basis of their titles which indicated responsibility for supervision of part-time faculty. Included in the mailing of the questionnaire were presidents, vice-presidents, deans of instruction, deans of continuing education and associate/assistant deans. They received a three-section questionnaire (Appendix B) and were requested to respond to a total of eighty items regarding the role, scope, and function of evaluating part-time faculty. Each

section of the questionnaire contained instructions for completion. Information requested merely required the checking of multiple responses or circling the appropriate number on a graded scale.

CONSTRUCTION OF THE QUESTIONNAIRE

The instrument used in this study was a mail survey questionnaire which solicited responses regarding the scope, role, and function of faculty evaluation, emphasizing the evaluation of part-time faculty.

Section I was developed to gather data regarding the student enrollment, the number of full and part-time faculty members, and the size of the community served by the institution.

Section II was designed to gather data of the current practices being utilized in evaluating part-time faculty members. Respondents were asked to check specific items regarding policies and procedures, responsibility of evaluation, frequency of evaluation, records of evaluation, problems with evaluation and the process and budget implications. Respondents were asked to check all items which applied.

Section III listed 25 items regarding policies, procedures, frequency, purpose, types of evaluation, responsibility for evaluation, orientation of faculty,

and rules of evaluation. The Likert scale was used to identify the levels of agreement on 25 items. A five point scale identified values of:

1. Strongly Disagree
2. Disagree
3. Neutral
4. Agree
5. Strongly Agree

Respondents were asked to indicate one level of agreement for each item.

The first draft of the questionnaire was submitted to ten professionals for critical evaluation. The group included three community college presidents, three community college faculty members, three administrators of continuing education and one university professor.

(Appendix C) In presenting the questionnaire to a group of experts for review and comment, this researcher requested information as to its format, content, clarity and comprehensiveness. (Appendix D) After they evaluated the questionnaire, their suggestions and recommendations were compiled, reviewed, and noted. Several items were revised for clarity, no items were deleted or added.

SUPPORT FOR THE STUDY

Support for the study was obtained from the office of the Chancellor of the California Community Colleges. Further support was secured from the Research and Development Committee of the California Junior College Association and the California Community College Continuing Education Association. (Appendices E, F, G)

ANALYSIS OF THE DATA

After receiving the questionnaires, the following steps were taken for an analysis of the data:

1. The data were recorded on IBM cards and an electronic computer tabulation of responses was obtained using the computer services of the Yosemite Community College District. (Appendix H)
2. A tabulation was made to identify the number and percentage of respondents for each item.
3. A statistical comparison was made for the Section III data by using the F statistic for Analysis of Variance for one-way test and computation of Least Significant Difference (LSD).

4. The null hypothesis tested was: there is no significant difference between identified test items as perceived by three classifications of administrative personnel.

$$(H_0 = H_1 = H_2 = H_3)$$

H_0 = Null hypothesis

H_1 = Associate/Assistant Dean

H_2 = Dean of Continuing Education

H_3 = Dean of Instruction

The test statistic used to analyze contrasts by mean scores for each statement with the .05 level of significance being used to determine the extent of the difference that exists among the groups. The analysis of variance design used in testing this hypothesis is found in Appendix L.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The purpose of this chapter is to present the information obtained from the questionnaire and to analyze the data by testing the hypothesis presented in Chapter III, which contained the detailed procedure and the statistical techniques used to conduct the study. The sections presented in this chapter include the demographic data regarding the participants' perceptions related to the requested questionnaire items with reference to current practices regarding the evaluation of part-time faculties.

SECTION I: DEMOGRAPHIC DATA

The questionnaire was sent to one hundred California Community Colleges of which 72 responded and provided the data used in this study. The questionnaire was addressed to administrators including presidents, vice-presidents, deans of instruction, associate/assistant deans, and deans of continuing education. (Table 1, page 32) In response to the question "Which of the following best describes the setting of your institution?" the majority (66%) indicated "Rural, population less than 50,000" and "Suburban, population 50,000-100,000." Nineteen

TABLE 1

RESPONSES BY ADMINISTRATIVE POSITION
TO QUESTIONNAIRE

Position/Title	Number Sent	Number Responses Received	Percent
President	10	0*	0
Vice President	15	0*	0
Dean of Instruction	25	20	28
Dean of Continuing Education	25	28	39
Assistant/Associate Dean	<u>25</u>	<u>24</u>	<u>33</u>
Total	100	72	100

*Respondent indicated his/her position/title. Assumption was made that the questionnaire was delegated for completion.

percent of those who responded indicated that they were situated in "Large city, population 200,000 or more," while 15% indicated that they were situated in "Small city, population 100,000-200,000."

Table 2, (page 34) provides a comparison of full-time and part-time faculty. Respondents were directed to use data for the spring semester of 1976. Full-time faculty is defined as faculty having a contract and assigned for 100%. Part-time faculty is defined as having less than a 60% contract and as being paid at an hourly rate. The largest number of schools (46 for 64%) ranged between 50 and 150 full-time faculty members. In two schools, full-time faculty members represent 17 for 24% of their total faculty respectively. The smallest number of schools had a full-time faculty of 9 for 12%. One school did not respond.

Responses regarding the number of part-time faculty indicated the largest number (32) were in the 51-200 range. The next largest group contained 24 for 34% and the 351 or more group contained 11 for 15%. Four (4) schools reported 50 or less, and one school did not respond.

Data comparing full-time and part-time student enrollment are summarized in Table 3 (page 35).

TABLE 2

COMPARISON OF FULL-TIME AND PART-TIME FACULTY

	Full-Time Faculty		Part-Time Faculty		
	Number Schools	%	Number Schools	%	
251 or more	9	12	351 or more	11	15
151 - 250	17	24	201 - 350	24	33
51 - 150	20	28	51 - 200	32	45
50 or less	26	36	50 or less	4	6
	—	—	No response	<u>1</u>	<u>1</u>
Total	72	100		72	100

TABLE 3

COMPARISON OF FULL-TIME AND PART-TIME STUDENT ENROLLMENT

Full Time Students			Part-Time Students		
Enrollments	Number Colleges	%	Enrollments	Number Colleges	%
8001 or more	11	15	12,001 or more	6	8
5001 - 8000	13	18	7501 - 12,000	16	22
2001 - 5000	29	40	2501 - 7500	30	42
2000 or less	15	21	2500 or less	16	22
No Response	<u>4</u>	<u>6</u>	No response	<u>4</u>	<u>6</u>
Total	72	100		72	100

The population of part-time student enrollments was generally similar in the lower and central ranges. There appeared to be an apparent larger number and correspondingly larger percentage in the higher range. It is noted that 4-6% of the schools did not provide data regarding total enrollments.

The largest number of colleges (29) had full-time enrollments of between 2,000 and 5,000 students. The next largest grouping of full-time enrollments were in the lower range of 2,000. It appeared that a smaller number of colleges had high student enrollments. Total enrollments, (Table 4, page 37) indicated approximately 50% were included in the ranges of 501 to 15,000, while an equal percentage were contained in the enrollment range of less than 5,000 and an equal percentage for the largest category of 15,001 or more.

According to the responses to the question "Total average daily attendance (ADA) (Spring 1976, college or district)" most community colleges (30%) had average daily attendances of 1,501 - 5,000.

The responses to the question regarding the type of adult/continuing education programs and the status of credit courses offered (See Table 5, page 38) indicate that 58% of the colleges offer both credit and non-credit programs. Thirty-nine percent offered only credit

TABLE 4

TOTAL STUDENT ENROLLMENT AND TOTAL
AVERAGE DAILY ATTENDANCE

Students			ADA		
Enrollments	Number Colleges	%	Enrollments	Number Colleges	%
15001 or more	17	24	5001 or more	10	14
10,001-15,000	14	19	1501-5000	22	30
5,001-10,000	21	29	501-1500	17	24
5,000 or less	17	24	500 or less	16	22
No response	<u>3</u>	<u>4</u>	No response	<u>7</u>	<u>10</u>
Total	72	100		72	100

TABLE 5

TYPE OF ADULT/CONTINUING EDUCATION PROGRAM

	Number of Colleges	Percent
Credit only	28	39
Credit and Non-credit	42	58
Non-credit only	1	1+
No response	<u>1</u>	<u>1+</u>
Total	72	99

classes in their program. Only one college reported that it offered only non-credit programs. One college did not respond.

SECTION II: CURRENT PRACTICES

This section of the questionnaire was designed to gather data relating to the current practices, procedures, and operational functions that were currently used in the evaluation of part-time faculty. The respondents were requested to answer by indicating (checking "X") the appropriate answer(s).

A large number of respondents indicated that a policy for the evaluation of full-time teaching staff existed. Seventy-one of the 72 schools which responded answered "yes" to the statement "Your college (district) has a written policy regarding evaluation of full-time instructional staff." One school did not respond. (Table 6, page 43)

For part-time staff, the results indicate that 50% of the schools answered in the affirmative and 47% indicated the non-existence of such a policy.

In reply to the statement "Your college (district) policy includes both full-time and part-time instructional staff," the responses were identical, with 46% indicating the same policy and the same percentage as not having the

same policy. A majority (72%) of the schools responded that the evaluation procedure for part-time instructors were different from those used for full-time instructors. Twenty-five percent of the schools had the same policy for evaluating full- and part-time faculty. Two schools did not respond (Table 6, page 44).

When asked who was directly responsible for the evaluation of part-time instructors, the majority of schools (57%) responded that it was the dean of continuing education who did the evaluating. The department chairman did the evaluating in 28% of the schools; and the dean of instruction did the evaluating in 21% of the schools. Twelve percent of the responses indicated "others" (Table 6, page 44).

In reply to the statement "Evaluation of part-time instructors is conducted by:" student evaluation was indicated by 60% of the respondents. Thirty-three percent indicated peer evaluation and 14% indicated self-evaluation. Seven percent indicated "others."

In response to the statement "Evaluation of part-time instructors is for the purpose of:" 85% indicated "professional growth." Fifty-eight percent felt the purpose was to help with future staff assignments. "In-service training" was indicated by 31%. Seven percent indicated other purposes. Seventy-four percent of the respondents indicated by multiple checks that

the purpose of evaluation was for retention or dismissal (Table 6, page 41).

When information was requested regarding the frequency of evaluation, 27 schools for 37% indicated evaluation on a yearly basis. Sixteen schools answered with other than the choices presented. Responses of 9 for 13% indicated that only new staff were evaluated. Nine schools indicated evaluation was done both every term and occasionally (Table 6, page 46).

Problems of part-time faculty evaluation were identified as "lack of resources and time" by 78%. Only 4% indicated the "lack of processes and procedures." Eleven percent indicated "lack of personnel trained in evaluation." The "lack of money" was indicated by 6%. Fifteen percent responded with "other" (Table 6, page 46).

In reply to the statement "Records of evaluation for part-time instructors are maintained at:" the majority of schools (57%) answered that records were maintained in the office of the Dean of Continuing Education. In 15% of the schools, records were kept in the college or district personnel office, while 34% of the respondents indicated that evaluation records were maintained in the office of the Dean of Instruction. Three percent reported that no records were kept; and 14% said that records were kept in other places (Table 6, page 47).

When asked whether provisions for orientation were given to part-time staff, 97% indicated that they were provided. In a related question regarding who conducted the orientation, 90% answered that it was done by administrators. Forty-seven percent of the schools indicated orientation was provided by department or division heads, while 7% responded that it was accomplished by full-time instructional staff members. Orientation by others was indicated by 7% (Table 6, pages 48).

In response to the statement regarding the relationship of community service and continuing education, a majority (71%) responded by indicating separate programs and separate administrators. Twenty-one percent of the schools indicated separate programs directed by one administrator. Community services combined with other than continuing education was indicated by 5% of the respondents (Table 6, page 48).

Respondents were given an opportunity to make comments. These have been summarized in Appendix I.

SECTION III:

This part of the instrument is a 24 statement questionnaire designed to provide responses regarding specific factors related to the evaluation of part-time faculty. In Appendix H, a summary is presented indicating

TABLE 6

CURRENT PRACTICE FOR EVALUATION OF PART TIME FACULTY

AD = Associate Dean
 DC = Dean of Continuing Education

DI = Dean of Instruction
 TL = Total

Rsp	1		2		3		4		5		6		7	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
12. Your college (district) has a written policy regarding evaluation of full-time teaching staff: () Yes () No														
AD	24	100												
DC	27	96												
DI	20	100												
TL	71	99												
13. Your college (district) has a written policy regarding evaluation of part-time instructional staff: () Yes () No														
AD	11	46	12	50										
DC	13	46	14	50										
DI	12	60	8	40										
TL	36	50	34	37										
14. Your college (district) policy covers both full-time and part-time instructional staff: () Yes () No														
AD	8	33	15	62										
DC	16	57	9	32										
DI	9	45	9	45										
TL	33	46	33	46										

TABLE 6: Current Practice for Evaluation of Part-Time Faculty - continued

Rsp.	1		2		3		4		5		6		7	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%
15.	Are the evaluation procedures for part-time instructors the same as, or different from, those used for full-time instructors?													
	() Same () Different													
	<u>same</u>		<u>different</u>											
AD	2	8	21	87										
DC	8	29	20	71										
DI	8	40	11	55										
TL	18	25	52	72										

16. The administrator directly responsible for the evaluation of part-time instructors is:

1. () President
2. () Vice-President
3. () Dean, Instruction
4. () Dean, Continuing Education
5. () Division/Department Chairperson
6. () None of the above
7. () Other

	<u>Pres.</u>		<u>V.P.</u>		<u>D.I.</u>		<u>D.C.</u>		<u>Div. Chmn.</u>		<u>None/Above</u>		<u>Other</u>	
AD	-	-	-	-	2	8	16	67	8	33	-	-	2	8
DC	-	-	-	-	4	14	18	64	10	36	-	-	3	11
DI	1	5	1	5	9	45	7	35	2	10	-	-	4	20
TL	1	1	1	1	15	21	41	57	20	28	-	-	9	12

TABLE 6: Current Practice for Evaluation of Part-Time Faculty - continued

Rsp.	1		2		3		4		5		6		7	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%

17. Evaluation of part-time instructors is conducted by:
(Check all that apply)

1. () Administrators
2. () Department or division heads
3. () Peer, faculty, or staff members
4. () Self-evaluation
5. () Student evaluation
6. () Other

	<u>Adm.</u>		<u>Dv./Dept.</u>		<u>Peer</u>		<u>Slf.Evl.</u>		<u>Stdnt.Evl.</u>		<u>Other</u>	
AD	19	79	19	79	6	25	3	12	14	58	2	8
DC	16	57	22	79	10	36	4	14	19	68	2	7
DI	14	70	14	70	8	40	3	15	10	50	1	5
TL	49	68	55	76	24	33	10	14	43	60	5	7

18. Evaluation of part-time instructors is for the purpose of:
(Check all that apply)

1. () Professional growth (improvement)
2. () Future staff assignment
3. () In-service training
4. () Retention or dismissal
5. () Other

	<u>Prf.Gwth.</u>		<u>Ft.Stf.Asng.</u>		<u>In Serv.</u>		<u>Retntn.</u>		<u>Other</u>	
AD	19	79	15	62	7	29	18	75	3	12
DC	24	86	14	50	6	21	20	71	2	7
DI	18	90	13	65	9	45	15	75	-	-
TL	61	85	42	58	22	31	53	74	5	7

TABLE 6: Current Practice for Evaluation of Part-Time Faculty - continued

Rsp.	1		2		3		4		5		6		7	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%

19. Part-time instructors are evaluated:

1. () Every term (quarter or semester)
2. () Once during the year
3. () Only new staff are evaluated
4. () Occasionally (intermittently when time and occasion necessitate)
5. () Have not been evaluated formally
6. () Other. Specify:

	<u>Evy.Trm.</u>		<u>Yrly.</u>		<u>Nw Stf.</u>		<u>Occnly.</u>		<u>No Evl.</u>		<u>Other</u>	
AD	2	8	8	33	2	9	2	8	2	8	6	25
DC	3	11	8	29	5	18	5	18	-	-	8	29
DI	4	20	11	55	2	10	2	10	-	-	2	10
TL	9	12	27	37	9	13	9	12	2	3	16	22

20. The primary problem of evaluation of part-time instructors is:

1. () Lack of resources and time
2. () Lack of processes and procedures
3. () Lack of personnel trained in evaluation
4. () Lack of money
5. () Other

	<u>Lck.Resc.</u>		<u>Lck.Prc/Prd.</u>		<u>Lck.Prsnl.</u>		<u>Lck.Mny.</u>		<u>Other</u>	
AD	18	75	2	8	3	12	1	4	4	17
DC	22	79	1	4	4	14	3	11	5	18
DI	16	80	-	-	1	5	-	-	2	10
TL	56	78	3	4	8	11	4	6	11	15

TABLE 6: Current Practice for Evaluation of Part-Time Faculty - continued

Rsp.	1		2		3		4		5		6		7	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%

21. Records of evaluation for part-time instructors are maintained at:

1. () College/district personnel office
2. () Dean of Instruction office
3. () Dean of Continuing Education office
4. () No records are maintained
5. () Other

	<u>Prsnl.Off.</u>		<u>D.I.Off.</u>		<u>D.C.Off.</u>		<u>No.rcds.</u>		<u>Other</u>	
AD	2	8	8	33	15	62	2	8	3	12
DC	6	21	6	21	19	68	-	-	3	11
DI	3	15	9	45	7	35	-	-	4	20
TL	11	15	23	34	41	57	2	3	10	14

22. Provisions are made for the orientation of part-time staff:

() Yes () No

	<u>Yes</u>		<u>No</u>	
AD	23	96	1	4
DC	28	100	-	-
DI	20	100	-	-
TL	71	97	1	1

TABLE 6: Current Practice for Evaluation of Part-Time Faculty - continued

Rsp.	1		2		3		4		5		6		7	
	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%	no.	%

23. Orientation of part-time instructors is conducted by:

1. () Administrators, i.e., Dean of Instruction, Dean of Continuing Education
2. () Department or division heads
3. () Department or division full-time instructional staff
4. () None
5. () Other

	<u>Admin.</u>		<u>D/D Hd.</u>		<u>Instr. Stff.</u>		<u>Other</u>	
AD	21	87	12	50	2	8	2	8
DC	26	93	16	57	2	7	2	7
DI	18	90	6	30	1	5	1	5
TL	65	90	34	47	5	7	5	7

24. Relationship of Community Services and Continuing Education:

1. () Separate programs and separate administration
2. () Separate programs but one administrator
3. () Community Services combined with other than Continuing Education. Specify:

	<u>Sep. Admin.</u>		<u>One Admin.</u>		<u>Comb.</u>	
AD	17	71	7	29	-	-
DC	22	79	4	15	1	4
DI	12	60	4	20	2	10
TL	51	71	15	21	3	5

25. Comments

	<u>Comt.</u>		<u>No Comt.</u>	
AD	3	12	21	88
DC	2	7	26	93
DI	5	25	15	75
TL	10	14	62	86

TABLE 7

SECTION III. FACTORS FOR THE EVALUATION OF PART-TIME FACULTY.

Directions: Please indicate response by circling the number of the scale.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree

Rsp.	1		2		3		4		5	
	no.	%	no.	%	no.	%	no.	%	no.	%

26. The college (district) needs to formulate specific policies and procedures for the evaluation of part-time instructors.

1 2 3 4 5

	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>	
AD	2	8	-	-	-	-	8	33	13	54
DC	-	-	1	4	1	4	3	11	23	82
DI	1	5	-	-	1	5	6	30	12	60
TL	3	4	1	1	2	3	17	24	48	67

27. Selection of part-time faculty should be in accordance with a published process.

1 2 3 4 5

AD	-	-	-	-	5	21	9	37	10	42
DC	-	-	1	4	2	7	4	14	21	75
DI	2	10	-	-	1	5	8	40	9	45
TL	2	3	1	1	8	11	21	29	40	56

TABLE 7: Factors for the evaluation of part-time faculty. (Continued)

Rsp.	1		2		3		4		5				
	no.	%	no.	%	no.	%	no.	%	no.	%			
28.	Part-time instructional faculty should be evaluated by a procedure different from that used to evaluate full-time instructional faculty.												
									1	2	3	4	5
		<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>				<u>Stg.Agr.</u>	
AD	-	-	-	-	5	21	9	37	10	42			
DC	-	-	1	4	2	7	4	14	21	75			
DI	2	10	-	-	1	5	8	40	9	45			
TL	2	3	1	1	8	11	21	29	40	56			
29.	The process of evaluation should serve as a follow-up to the selection process of part-time faculty.												
									1	2	3	4	5
AD	1	4	1	4	-	-	14	58	8	33			
DC	-	-	-	-	1	4	11	29	16	57			
DI	1	5	-	-	1	5	9	45	9	45			
TL	2	3	1	1	2	3	34	47	33	46			
30.	The chief purpose for part-time faculty evaluation should be for professional growth or improvement of instruction.												
									1	2	3	4	5
AD	1	4	-	-	3	13	8	33	12	50			
DC	-	-	3	11	1	4	7	25	16	57			
DI	1	5	2	10	1	5	6	30	9	45			
TL	2	3	5	7	5	7	21	29	37	51			

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5	
	no.	%	no.	%	no.	%	no.	%	no.	%
31. Evaluation should provide information to the individual and to the educational agency for improving instruction.	1 2 3 4 5									
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>	
AD	-	-	-	-	-	-	10	42	13	54
DC	-	-	-	-	-	-	7	25	21	75
DI	1	5	-	-	-	-	23	32	47	65
TL	1	1	-	-	-	-	23	32	47	65
32. A comprehensive evaluation should achieve results that influence decisions regarding retention, dismissal, and promotion.	1 2 3 4 5									
AD	2	8	-	-	-	-	14	58	8	33
DC	-	-	-	-	1	4	13	46	14	50
DI	1	5	-	-	2	10	7	34	10	50
TL	3	4	-	-	3	4	34	47	32	44
33. The purposes, procedures, and results of evaluation need to be clearly understood by the person being evaluated.	1 2 3 4 5									
AD	-	-	-	-	-	-	6	25	18	75
DC	-	-	-	-	-	-	2	7	26	92
DI	1	5	-	-	-	-	2	10	17	85
TL	1	1	-	-	-	-	10	14	61	85

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5				
	no.	%	no.	%	no.	%	no.	%	no.	%			
34. Administrators should be involved in the evaluation of part-time faculty.									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	1	4	1	4	3	13	11	46	8	32			
DC	-	-	1	4	5	18	6	21	16	57			
DI	1	5	1	5	-	-	11	55	7	35			
TL	2	3	3	4	8	11	28	39	31	43			
35. Department/division chairpersons should be involved in evaluation of part-time faculty.									1	2	3	4	5
AD	1	4	2	8	-	-	9	37	12	50			
DC	-	-	-	-	-	-	8	29	20	71			
DI	-	-	1	5	1	5	7	35	11	55			
TL	1	1	3	4	1	1	24	33	43	60			
36. Peer faculty should be involved in evaluation of part-time faculty.									1	2	3	4	5
AD	2	8	3	12	8	33	5	21	6	25			
DC	-	-	6	21	5	18	8	29	9	32			
DI	-	-	2	10	9	45	5	25	4	20			
TL	2	3	11	15	22	31	18	25	19	26			

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5				
	no.	%	no.	%	no.	%	no.	%	no.	%			
37. Students should be involved in the evaluation of part-time faculty.													
									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	2	8	1	4	4	17	9	37	8	33			
DC	-	-	-	-	5	18	12	43	11	39			
DI	1	5	-	-	2	10	9	45	8	40			
TL	3	4	1	1	11	15	30	42	27	37			
38. All newly-appointed instructors should be evaluated during their first assignment.													
									1	2	3	4	5
AD	1	4	-	-	-	-	8	33	15	62			
DC	-	-	1	4	-	-	1	4	26	93			
DI	1	5	-	-	-	-	3	15	16	80			
TL	2	3	1	1	-	-	12	17	57	79			
39. Periodic evaluation of all instructors should be conducted.													
									1	2	3	4	5
AD	1	4	-	-	-	-	11	46	12	50			
DC	-	-	-	-	-	-	7	25	21	75			
DI	1	5	-	-	-	-	5	25	14	70			
TL	2	3	-	-	-	-	23	32	47	65			

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5				
	no.	%	no.	%	no.	%	no.	%	no.	%			
40. Evaluation information should be reviewed with the instructor being evaluated.									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	-	-	-	-	-	-	8	33	16	67			
DC	-	-	-	-	1	4	2	7	25	89			
DI	1	5	-	-	-	-	4	20	15	75			
TL	1	1	-	-	1	1	14	19	56	78			
41. Evaluation results should be carefully analyzed and recommendations made by a designated individual.									1	2	3	4	5
AD	1	4	-	-	1	4	12	50	10	42			
DC	-	-	-	-	3	11	6	21	19	68			
DI	1	5	-	-	2	10	5	25	12	60			
TL	2	3	-	-	6	8	23	32	41	57			
42. The evaluation process should be non-threatening to the person being evaluated.									1	2	3	4	5
AD	1	4	-	-	3	12	8	33	12	50			
DC	-	-	2	7	4	14	7	25	15	54			
DI	1	5	-	-	4	20	3	15	12	60			
TL	2	3	2	3	11	15	18	25	39	54			

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5				
	no.	%	no.	%	no.	%	no.	%	no.	%			
43. Part-time instructors should participate in the development of the evaluation procedures.									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	1	4	1	4	7	29	10	42	5	21			
DC	-	-	1	4	8	29	11	39	8	29			
DI	1	5	1	5	2	10	9	45	7	35			
TL	2	3	3	4	17	24	30	42	20	28			
44. Evaluation instruments need to identify both strengths and weaknesses of the instructor.									1	2	3	4	5
AD	1	4	-	-	-	-	10	42	13	54			
DC	-	-	-	-	-	-	9	32	19	68			
DI	1	5	-	-	-	-	8	40	11	55			
TL	2	3	-	-	-	-	27	37	43	60			
45. Newly-appointed part-time faculty should be given an orientation to college, department, and area of assignment.									1	2	3	4	5
AD	-	-	-	-	-	-	7	29	17	71			
DC	-	-	-	-	-	-	4	14	24	86			
DI	1	5	-	-	-	-	3	15	16	80			
TL	1	1	-	-	-	-	14	19	57	79			

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5				
	no.	%	no.	%	no.	%	no.	%	no.	%			
46. In-service training for part-time faculty should be made available when identified and needed.									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	-	-	-	-	-	-	11	46			13	54	
DC	-	-	-	-	1	4	12	43			15	54	
DI	1	5	-	-	-	-	8	40			11	55	
TL	1	1	-	-	1	1	31	43			39	54	
47. Budget considerations should be made to include evaluation of part-time faculty.									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	1	4	-	-	1	4	12	50			10	42	
DC	-	-	-	-	1	4	6	21			21	75	
DI	1	5	-	-	-	-	8	40			11	55	
TL	2	3	-	-	2	3	26	36			42	58	
48. Records of evaluation should be maintained and reviewed by administrative and department/division personnel.									1	2	3	4	5
	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>				
AD	1	4	1	4	-	-	12	50			10	42	
DC	-	-	1	4	-	-	12	43			15	54	
DI	1	5	-	-	-	-	8	20			11	40	
TL	2	3	2	3	-	-	32	44			36	50	

TABLE 7: Factors for the evaluation of part-time faculty. Continued

Rsp.	1		2		3		4		5	
	no.	%	no.	%	no.	%	no.	%	no.	%

49. Agencies outside the educational institution may be utilized in the evaluation process.

	<u>Stg.Dgr.</u>		<u>Dgr.</u>		<u>Ntl.</u>		<u>Agr.</u>		<u>Stg.Agr.</u>	
AD	9	37	5	21	8	33	2	8	-	-
DC	6	21	6	21	9	32	4	14	2	7
DI	3	15	5	25	6	30	4	20	2	10
TL	18	25	16	22	23	32	10	14	4	6

50. Comments:

	<u>Comt.</u>		<u>No Com.</u>	
AD	3	12	20	83
DC	3	11	25	89
DI	1	5	19	95
TL	7	10	64	89

responses to all questionnaire items by a percentage figure (%). Another format of data for each question is reported as the response of administrative positions by number and the percentage within that group. This section of the study was used to test the null hypothesis by using five levels of agreement. Responses ranged from "strongly agree" to "strongly disagree" with point values ranging from 1 (strongly disagree) to 5 (strongly agree).

In order to statistically test the null hypothesis, 24 statements were analyzed, using the F statistic with the .05 level of significance to determine if a difference existed among the three groups of administrators. The F test of analysis of variance for single classifications and the one-way test of significance were used to determine where specific differences existed among mean scores of the three groups. The analysis of variance using the F statistic provided the method for determining that the means were basically equal (Table 8, page 66).

In testing the 24 variables, the null hypothesis was retained for all statements: $H_0: H_1 = H_2 = H_3$. While the null hypothesis was retained for all 24 statements, the responses of the population surveyed showed some lack of agreement.

Two additional statistical analyses were computed with Average Daily Attendance (A.D.A.) as one group with four subsets, and the size of the community with four subsets. Using the F statistic with the .05 level of significance and the one-way test of significance the results indicated that the levels of differences were within limits that are determined. In reviewing the data and noting the lack of complete agreement, some of the discrepancies can be noted by referring to Table 8, page 66-68 and Appendix B.

The response to the statement "The college (district) needs to formulate specific policies and procedures for the evaluation of part-time instructors" was supported by a 90% agreement and the mean response was also supportive. When the statement was made "Selection of part-time faculty should be in accordance with a published process," the data indicate 85% supported the statement, 11% were "neutral", and the balance of 4% disagreed (Table 7, page 49 through 57). The mean score of the three administrators indicated general support (Table 8, page 66-68).

The largest discrepancy was reported in response to the statement "Part-time instructional faculty should be evaluated by a procedure different from that used to evaluate full-time instructional faculty."

While a majority of 56% strongly agreed, 29% agreed, 33% disagreed, and 10% answered "neutral."

That the evaluation process should serve as a follow-up to the selection procedure was supported by 93% with 4% disagreeing and 3% neutral. The response to the statement "The chief purpose for part-time faculty evaluation should be for professional growth or improvement of institution" included 82% agreed, 10% disagreed and 8% indicated "neutral." The mean response of administrators indicated support (Table 7, page 49).

A response of 99% agreement was indicated by the data to the statement "Evaluation should provide information to the individual and to the educational agency for improving instruction." In reply to "A comprehensive evaluation should achieve results that influence decisions regarding retention, dismissal, and promotion," 4% disagreed, 4% were neutral and 92% reported agreement (Table 7, pages 49 through 57). The mean response of the administrative group indicated supportive agreement (Table 8, pages 66 through 68).

A response of 85% strongly agreed to the statement that "The purposes, procedures, and results of evaluation need to be clearly understood by the person being evaluated." Fourteen percent agreed and 1% strongly disagreed. Limited variance was reported by the administrators through the mean response data (Table 8, page 67).

When the statement "Administrators should be involved in the evaluation of part-time faculty" was made, 43% strongly agreed, 39% agreed, 3% strongly disagreed, 4% disagreed, and 11% answered "neutral." The three administrative groups indicated close agreement and support with the mean score response. The involvement of department/division chairpersons was supported by an agreement of 93% with 4% disagreeing. The mean response of the three administrators indicated one of the largest discrepancies when an F ratio of 2.53 was determined (Table 8, page 67).

The statement "Peer faculty should be involved in evaluation of part-time faculty" solicited a range of responses: 31% answered "neutral," 26% strongly agreed, 25% agreed; while 15% disagreed and 3% strongly disagreed. The mean response of the administrative group were very closely agreed as indicated by an F score of .450 (Table 8, page 67).

A response of 79% agreed to the statement "Students should be involved in the evaluation of part-time faculty." Neutral responses were indicated by 15% while 5% disagreed. There was general support among the administrators as indicated by the mean statistic. "All newly-appointed instructors should be evaluated during their first assignment" was strongly agreed to by 79%, 17%

agreed, while 4% were in disagreement. A "strongly agree" response of 65% was indicated for the statement "Periodic evaluation of all instructors should be conducted." This was additionally supported with 32% in agreement and 3% strongly disagreed. The mean response of administrators also supported this item.

A 78% agreement was indicated to the statement "Evaluation information should be reviewed with the instructor being evaluated." Both responses of strongly disagree and neutral had 1% each. "Evaluation results should be carefully analyzed and recommendations made by a designated individual" had a response of strongly agreeing plus agreeing for 89%, while 8% were neutral and 3% were in "strong disagreement." Administrators' response indicated an F ratio of .939 interpreted as very little difference.

When asked to respond to the statement of "Evaluation process should be nonthreatening to the person being evaluated," 54% reported "strongly agree," 25% reported "agree," 15% were neutral. "Disagree" was reported by 3% and 3% strongly disagreed. The mean response of the three administrators were exactly the same indicating an F ratio of 0.0, interpreted as no difference in any amount. Replies to the statement "Part-time instructors should participate in the

development of the evaluation procedures," indicated a varying response with 28% strongly agreeing, 42% agreeing, 24% neutral, 4% reporting disagreement and 3% strongly disagreed (Table 7, page 55). An F ratio of .56 and the mean response of administrators indicated slight differences (Table 8, page 68).

In response to the statement "Evaluation instruments need to identify both strengths and weaknesses of the instructor" there was basic agreement (60%) that evaluation instruments need to identify both strengths and weaknesses, while 3% strongly disagreed (Table 7, page 55).

A 79% agreement was reported regarding the statement "Newly-appointed part-time faculty should be given an orientation to college, department, and area of assignment." Only 1% disagreed. "In-service training for part-time faculty should be made available when identified and needed," reported agreement of 97% by respondents, while 2% disagreed and 1% was neutral. The administrative mean response indicated a minute difference of response reflected by an F ratio of .247 (Table 7, page 56).

A majority of responses, (58%) strongly agreed that "Budget considerations should be made to include evaluation of part-time faculty." Thirty-six percent

agreed, 3% reported neutral, and 3% indicated strong disagreement. A lack of agreement between the administrators was reported when an F ratio of 2.350 was reported, but within the 2.82 Level of Significance selected (Table 8, page 68).

"Records of evaluation should be maintained and reviewed by administrative and department/division personnel" received responses of 94% as agreeing, 3% disagreeing, and 3% strongly disagreeing (Table 7, page 56).

When asked whether "Agencies outside the educational institution may be utilized in the evaluation process," 25% strongly disagreed, 22% disagreed, 32% reported neutral, 14% agreed, and 6% strongly agreed (Table 7, page 57). The three administrative groups mean response indicated some difference by an F ratio of 2.05 (Table 8, page 68).

When asked to submit comments regarding this section of the instrument, 10% response was reported (Appendix J).

SUMMARY

Data received from 72 administrators indicated a degree of consistency to the questionnaire which contained eighty possible responses. Demographic data in Section I reflected information on student enrollment, faculty configuration, and geographic population. Section II responses indicated a variety of practices and procedures regarding the role and relationship of part-time faculty. Section III data indicated a significant measure of administrative agreement toward identifying factors that should be considered in the evaluation of part-time California Community College faculty.

TABLE 8

RESPONSES TO VARIABLE STATEMENTS FOR THE EVALUATION OF PART-TIME FACULTY BY ADMINISTRATORS

L.S.D: .05 Level 2.82						
Question	Mean Response of three groups			Sum of Squares	F Ratio	Null Hypothesis
	(1) Assoc. Dean	(2) Dean Cont.Ed.	(3) Dean Instr.			
The college (district) needs to formulate specific policies and procedures for the evaluation of part-time instructors.	4.125	4.174	4.400	4.514	1.968	Retain
Selection of part-time faculty should be in accordance with a published process.	4.208	4.607	4.100	3.563	2.104	Retain
Part-time instructional faculty should be evaluated by a procedure different from that used to evaluate full-time instructional faculty.	2.917	3.464	3.800	4.439	2.252	Retain
The process of evaluation should serve as a follow-up to the selection process of part-time faculty.	4.125	4.536	4.250	2.314	1.687	Retain
The chief purpose for part-time faculty evaluation should be for professional growth or improvement of instruction.	4.250	4.179	3.850	1.954	0.618	Retain
Evaluation should provide information to the individual and to the educational agency for improving instruction.	4.375	4.750	4.500	1.903	1.371	Retain

TABLE 8: Responses to variable statements for the evaluation of part-time faculty by administrators -
Continued

Question	Assoc. Dean	Dean Cont.Ed.	Dean Instr.	Sum of Squares	F Ratio	Null Hypothesis
A comprehensive evaluation should achieve results that influence decisions regarding retention, dismissal, and promotion.	4.083	4.464	4.250	1.897	1.199	Retain
The purposes, procedures, and results of evaluation need to be clearly understood by the person being evaluated.	4.750	4.929	4.700	0.721	1.102	Retain
Administrators should be involved in the evaluation of part-time faculty.	4.000	4.321	4.100	1.412	0.739	Retain
Department/division chairpersons should be involved in evaluation of part-time faculty.	4.208	4.714	4.400	3.402	2.526	Retain
Peer faculty should be involved in evaluation of part-time faculty.	3.417	3.714	3.550	1.155	0.450	Retain
Students should be involved in the evaluation of part-time faculty.	3.833	4.214	4.150	2.055	1.065	Retain
All newly-appointed instructors should be evaluated during their first assignment.	4.500	4.857	4.650	1.674	1.313	Retain
Periodic evaluation of all instructors should be conducted.	4.375	4.750	4.550	1.829	1.583	Retain
Evaluation information should be reviewed with the instructor being evaluated.	4.667	4.857	4.600	0.883	1.105	Retain
Evaluation results should be carefully analyzed and recommendations made by a designated individual.	4.250	4.571	4.350	1.412	0.939	Retain

TABLE 8: Responses to variable statements for the evaluation of part-time faculty by administrators -
Continued

Question	Assoc. Dean	Dean Cont.Ed.	Dean Instr.	Sum of Squares	F Ratio	Null Hypothesis
The evaluation process should be non-threatening to the person being evaluated.	4.250	4.250	4.250	0.000	0.000	Retain
Part-time instructors should participate in the development of the evaluation procedures.	3.708	3.929	4.000	1.060	0.564	Retain
Evaluation instruments need to identify both strengths and weaknesses of the instructor.	4.417	4.679	4.400	1.246	1.055	Retain
Newly-appointed part-time faculty should be given an orientation to college, department, and area of assignment.	4.708	4.857	4.650	0.563	0.779	Retain
In-service training for part-time faculty should be made available when identified and needed.	4.542	4.500	4.400	0.228	0.247	Retain
Budget considerations should be made to include evaluation of part-time faculty.	4.250	4.714	4.400	2.930	2.350	Retain
Records of evaluation should be maintained and reviewed by administrative and department/division personnel.	4.208	4.464	4.400	0.889	0.593	Retain
Agencies outside the educational institution may be utilized in the evaluation process.	2.125	2.536	2.850	5.847	1.055	Retain
Comments:	1.792	1.893	1.950	0.288	1.037	Retain

CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter will review, interpret and draw conclusions from the data collected and present recommendations and implications of the study.

PURPOSE OF THE STUDY

The major purpose of this study was to determine if there were any statistical differences among the administrators of part-time faculty regarding their evaluation process.

A secondary objective was to review, study and report current practices being employed regarding evaluation of part-time faculty.

Demographic data were described and reported regarding the institutions selected in this study.

PROCEDURES

A review of related literature provided background information and was used to guide this researcher in the development of a questionnaire. A jury of experts was selected for their knowledge and expertise on the subject under study. Their suggestions were incorporated

in the instrument to provide clarity and appropriateness of questionnaire items. A three section questionnaire consisting of demographic information, current practices and procedures currently being utilized, and a 24 statement section using the five level Lickert scale.

Respondents were requested to answer the items as applicable during the spring semester of 1976. Of the 100 California Community Colleges to whom the questionnaire was sent, 72 colleges responded and these were selected as the population for this study. Principal respondents were comprised of deans of continuing education, associate or assistant deans and deans of instruction.

ANALYSIS OF DATA

Information gained from the demographic data statements was compiled into tables in order that interpretations and comparisons could be made regarding sizes of groups.

The collected data were committed to an electronic data processing technique for compilation and computer analysis of the survey items (Appendix K). The study utilized a one way analysis of variance and a mean score difference among the personnel groups and 24 question items to test the study's null hypothesis. The test used to analyze contrasts among the mean scores for each

statement was the F statistic with the .05 level of significance being used to determine differences existing among personnel groups (Appendix L).

CONCLUSIONS

The review of literature and the findings in this study indicate that the process of evaluating instructional staff is complicated, it is costly, there is need for establishing guidelines, a commitment by the institution is required, and a personnel policy procedure needs to be established. In spite of these difficulties, evaluation of personnel needs to be undertaken. Recognizing that the interpretation of the data may differ, this researcher believes that the findings of this study, the review of literature, and in the comments offered that:

1. The college or district needs to formulate and publish policies regarding the evaluation of part-time faculty. Included in this formulation, part-time faculty need to be involved. The process of evaluating part-time faculty may be different from the evaluation of full-time faculty.

2. The evaluation process should be non-threatening to the individual; results of evaluation need to be reviewed with the individual, and the evaluation procedure needs to be clearly understood by evaluatee and evaluator.

3. Personnel who may be involved in the evaluation include administrators, peer faculty, department/division heads and students.

4. Evaluation should be done during the initial assignment and periodically thereafter.

5. Results of the evaluation need to be recorded. The evaluation must reflect strengths as well as weaknesses and provide data for inservice training. This information can be useful when determining retention and promotion.

IMPLICATIONS

1. Due to recent events in California, such as Proposition #13 (the property tax initiative) and the mandate for Collective Bargaining, the role of community college faculty may change dramatically. Among these changes include, work load formulas, retention, and evaluation.

2. Budget and finance problems have implications for staffing on both a full-time and part-time basis.

3. Fringe benefits relating to part-time faculty could affect district budgets.

4. The determination or eligibility of tenure and seniority of part-time staff could become a major issue.

5. There is increased concern of recognizing the rights of part-time faculty especially the appeal procedures and unfair labor practices.

SUGGESTIONS FOR FURTHER STUDY

This research study was limited to 72 California State Junior Colleges with populations being regional and limited in size. In order to add validity to this research, it is suggested that:

1. This study be replicated on a national scale, and the findings analyzed, reported, and compared statistically.
2. Additional research be conducted to determine the reasons for the variations in the attitudes of personnel regarding evaluation.
3. Evaluation strategies be developed and related to in-service training and professional improvement.
4. A model be created for the evaluation of part-time faculty members.
5. Additional research be completed to determine costs and budget implications for the evaluation process.

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APPENDICES

APPENDIX A

LIST OF CALIFORNIA COMMUNITY COLLEGES

*Indicates questionnaire response

College of Alameda

*Allan Hancock College

*American River College

*Antelope Valley College

*Bakersfield College

*Barstow College

*Butte College

*Cabrillo College

*Canada College

*College of The Canyons

*Cerritos College

Cerro Coso Community College

*Chabot College Valley Campus

Chaffey College

*Citrus College

*Columbia Junior College

*Compton Community College

Contra Costa College

Consumnes River College

*Crafton Hills College

*Cuesta College

*Cypress College
*De Anza College
*College of The Desert
*Diablo Valley College
*East Los Angeles College
*El Camino College
*Evergreen Valley College
Feather River College
*Foothill College
*Fresno City College
Fullerton College
*Gavilan College
Glendale College
*Golden West College
Grossmont College
*Hartnell College
*Imperial Valley College
Indian Valley Colleges
*Lake Tahoe Community College
*Laney College
*Lassen College
Los Angeles City College
Los Angeles Harbor College
Los Angeles Mission College
Los Angeles Pierce College
*Los Angeles Southwest College
Los Angeles Trade-Technical College

*Los Angeles Valley College

*Los Medanos College

College of Marin

*Mendocino College

*Merced College

Merritt College

*Mira Costa College

*Modesto Junior College

*Monterey Peninsula College

*Moorpark College

Mount San Antonio College

*Mount San Jacinto College

*Napa College

*Ohlone College

*Orange Coast College

*Oxnard College

*Palomar College

*Palo Verde College

Pasadena City College

Porterville College

*College of The Redwoods

*Reedley College

*Rio Hondo College

*Riverside City College

*Sacramento City College

Saddleback College

*San Bernardino Valley College

*San Diego City College
San Diego Evening College

*San Diego Mesa College
San Diego Miramar College
City College of San Francisco

*San Joaquin Delta College

*San Jose City College

*College of San Mateo
Santa Ana College

*Santa Barbara City College
Santa Monica College

*Santa Rosa Junior College

*College of The Sequoias

*Shasta College

*Sierra College

*College of The Siskiyous
Skyline College

*Solano Community College

*Southwestern College

*Taft College
Ventura College

*Victor Valley Community College

*West Hills College

*West Los Angeles College
West Valley College

*Yuba College

APPENDIX B

(Sample Letter)

May 1976

Dear Administrator:

Attached is a questionnaire regarding the evaluation of part-time instructors in the California community colleges. It is being sent to administrators that have major responsibilities for part-time instructors, and can respond to questionnaire items. Information from this study will be utilized as my thesis study for a doctorate degree at Oregon State University. My purpose is to develop a model for the evaluation of part-time faculty in the California Community colleges.

You can be assured that responses will remain anonymous, confidentiality will be maintained, and no respondent or institution will be identified in the study.

Please return your completed questionnaire in the self-addressed stamped envelope by May 28, 1976.

Grateful appreciation is extended to you for any contribution you may give. I realize that you have a busy and active schedule, but I hope this project will offer worthwhile information in the process of education

If you have any questions regarding the study, please contact me at (209) 526-2000, extension 349 or 350. My target date for completion is June 1976.

Again, thank you for your time.

Sincerely,

Carl Hofmann, Jr.
Dean of Continuing Education
Modesto Junior College

CH:pts

Enclosures

11. Type adult/continuing education program:

- Credit only Non-credit only
 Both None

SECTION II. CURRENT PRACTICES FOR EVALUATION OF PART-TIME FACULTY

12. Your college (district) has a written policy regarding evaluation of full-time teaching staff:

- Yes No

13. Your college (district) has a written policy regarding evaluation of part-time instructional staff:

- Yes No

14. Your college (district) policy covers both full-time and part-time instructional staff:

- Yes No

15. Are the evaluation procedures for part-time instructors the same as, or different from, those used for full-time instructors?

- Same Different

16. The administrator directly responsible for the evaluation of part-time instructors is:

- a. President
 b. Vice-President
 c. Dean, Instruction
 d. Dean, Continuing Education
 e. Division/Department Chairperson
 f. None of the above
 g. Other _____

17. Evaluation of part-time instructors is conducted by:
(Check all that apply)

- a. Administrators
 b. Department or division heads
 c. Peer, faculty, or staff members
 d. Self-evaluation
 e. Student evaluation
 f. Other _____

24. Relationship of Community Services and Continuing Education:
- a. () Separate programs and separate administration
 - b. () Separate programs but one administrator
 - c. () Community Services combined with other than Continuing Education. Specify: _____
25. Comments:

SECTION III. Information from this section will be used in developing a proposed model for the evaluation of part-time instructional faculty in the California Community Colleges.

Directions: Please indicate response by circling the number of the scale.

- 1 = Strongly disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly agree

26. The college (district) needs to formulate specific policies and procedures for the evaluation of part-time instructors. 1 2 3 4 5
27. Selection of part-time faculty should be in accordance with a published process. 1 2 3 4 5
28. Part-time instructional faculty should be evaluated by a procedure different from that used to evaluate full-time instructional faculty. 1 2 3 4 5
29. The process of evaluation should serve as a follow-up to the selection process of part-time faculty. 1 2 3 4 5
30. The chief purpose for part-time faculty evaluation should be for professional growth or improvement of institution. 1 2 3 4 5

31. Evaluation should provide information to the individual and to the educational agency for improving instruction. 1 2 3 4 5
32. A comprehensive evaluation should achieve results that influence decisions regarding retention, dismissal, and promotion. 1 2 3 4 5
33. The purposes, procedures, and results of evaluation need to be clearly understood by the person being evaluated. 1 2 3 4 5
34. Administrators should be involved in the evaluation of part-time faculty. 1 2 3 4 5
35. Department/division chairpersons should be involved in evaluation of part-time faculty. 1 2 3 4 5
36. Peer faculty should be involved in evaluation of part-time faculty. 1 2 3 4 5
37. Students should be involved in the evaluation of part-time faculty. 1 2 3 4 5
38. All newly-appointed instructors should be evaluated during their first assignment. 1 2 3 4 5
39. Periodic evaluation of all instructors should be conducted. 1 2 3 4 5
40. Evaluation information should be reviewed with the instructor being evaluated. 1 2 3 4 5
41. Evaluation results should be carefully analyzed and recommendations made by a designated individual. 1 2 3 4 5
42. The evaluation process should be non-threatening to the person being evaluated. 1 2 3 4 5
43. Part-time instructors should participate in the development of the evaluation procedures. 1 2 3 4 5
44. Evaluation instruments need to identify both strengths and weaknesses of the instructor. 1 2 3 4 5

45. Newly-appointed part-time faculty should be given an orientation to college, department and area of assignment. 1 2 3 4 5
46. In-service training for part-time faculty should be made available when identified and needed. 1 2 3 4 5
47. Budget considerations should be made to include evaluation of part-time faculty. 1 2 3 4 5
48. Records of evaluation should be maintained and reviewed by administrative and department/division personnel. 1 2 3 4 5
49. Agencies outside the educational institution may be utilized in the evaluation process. 1 2 3 4 5
50. Comments:

NOTE: Would appreciate receiving copies of your college (district) policies, procedures, and evaluation forms for part-time instructors.

APPENDIX C

JURY OF EXPERTS

CALIFORNIA COMMUNITY COLLEGES: SPECIAL SELECTION

Dr. Thomas A. Blakely
President, California Community College Continuing
Education Association
2701 Fairview Road
Costa Mesa, California 92626

Mr. Chester E. Palmer
California Community College; Chancellor's Office
Specialist, Academic Affairs
1238 "S" Street
Sacramento, California 95814

CONTINUING EDUCATION ADMINISTRATORS

Dr. Julius Manrique
Assistant Dean of Continuing Education
Principal, Modesto Evening High School
2506 Ridgewood Court
Modesto, California 95350

Dr. Paul A. Roman
Administrative Dean, Continuing Education
Santa Ana College
17th at Bristol
Santa Ana, California 92706

COMMUNITY COLLEGE INSTRUCTORS

Dr. Maida Kamber
Instructor, Modesto Junior College
1812 Frontage Road
Turlock, California 95380

Dr. William G. King
Instructor, Modesto Junior College
1417 Kimble Ave.
Modesto, California 95350

Dr. Yash P. Manchanda
Instructor, Modesto Junior College
Director of Engineering
1439 N. Emerald Avenue
Modesto, California 95352

COMMUNITY COLLEGE PRESIDENTS

Dr. David H. Mertes
San Mateo Community College
Chairman, CCJCA Committee on Continuing Education
1700 West Hillsdale Blvd.
San Mateo, California 94402

Dr. Frank C. Pearce
Superintendent-President
Long Beach City College
701 Locust Avenue
Long Beach, California 90813

UNIVERSITY PROFESSOR

Dr. William S. Griffith
Associate Professor of Education
University of Chicago
3835 Kimbark Avenue
Chicago, Illinois 60637

APPENDIX D

(Sample Letter: Jury of Experts)

Enclosed you will find the questionnaire that we discussed by telephone. This is to be used as the basis for my doctoral study entitled "Development of a Model for the Evaluation of Part-time Faculty in the California Community Colleges." I would appreciate your reaction in terms of clarity and completeness. Please indicate on the form itself or in a separate note any suggestions or omissions you notice.

I appreciate your taking time from a busy schedule to assist me. I hope the results of my study will make a contribution to education on a timely topic and will provide assistance to administrators of part-time faculty.

If you have any questions, please phone me at (209) 526-2000, Ext. 226. I hope to have the questionnaire finalized in time to be distributed by April 1, 1976.

Again, thank you for your assistance.

Sincerely,

Carl Hofmann, Jr.
Dean of Continuing Education
Modesto Junior College

CH:ptsc

Enclosures

APPENDIX E

California Community Junior College Association - 2017 O St.-
Sacramento, CA 95814 (916) 444-8641 - Lloyd E. Messersmith -
Executive Director

October 12, 1976

Mr. Carl Hofmann, Jr.
Dean of Continuing Education
Modesto Junior College
College Avenue
Modesto, California 95350

Dear Carl:

Forgive me for the long delay in answering your letter concerning your survey questionnaire on the subject of the evaluation of part-time community college instructors. As you know, we just recently completed the difficult and time-consuming task of gathering and reporting out all of the court cases (as of June 30, 1976) involving the part-time faculty issues of status and pay. That project has consumed all of my available time over the past few months.

I am pleased to learn that your research project is progressing and that you are now at the stage of analyzing the results of the questionnaire.

The Committee on Continuing Education of the California Community and Junior College Association has indicated that it supports evaluation of part-time faculty in the community colleges of California; and, in my view, there certainly is a need to conduct research in this developing area.

If I may be of any help, please feel free to call upon me.

Sincerely,

William D. Plosser
Assistant Director, Programs

WDP:lkg

cc: Dr. David H. Mertes

APPENDIX F

September 14, 1976

Mr. Carl Hofmann, Jr.
Modesto Junior College
College Avenue
Modesto, CA 95350

Dear Carl:

I want to express strong support for your efforts to conduct a study of the issues relating to the evaluation of part-time faculty in California Community Colleges. As you are aware, this issue is of considerable importance throughout the state; most colleges have elaborate procedures for the evaluation of the contract and regular faculty, while practices relating to the evaluation of part-time faculty are much more varied.

From your visit to the CCJCA Committee on Continuing Education, you are aware that the members of the committee are very interested in this issue and feel that a study of the type that you are undertaking should prove most valuable. Individual members of the committee offered suggestions for the improvement of the survey instrument while it was still in the draft stage, based on their previous research experience. All of us feel that the study should have a major impact in this particular area of community college activity.

Please keep me informed of your progress.

Sincerely,

David H. Mertes
Chairman
CCJCA Committee on Continuing Education

APPENDIX G

CALIFORNIA COMMUNITY COLLEGE
CONTINUING EDUCATION ASSOCIATION

June 7, 1976

To Whom It May Concern:

Concerns relating to employment of part-time faculty in California Community Colleges are of highest educational priority today. With the exception of a recent, rather limited, survey of part-timers conducted by the Continuing Education Committee of the California Community and Junior College Association (CCJCA), very little has been done in the evaluation of this important area and its varied concerns.

I would strongly endorse the study of part-time faculty present being conducted by Carl Hofmann, Jr., Dean of Continuing Education at Modesto Junior College. This study can serve to provide both nationally and statewide information of importance concerning evaluation and assigned responsibilities as they relate to employment of part-time instructional personnel.

Sincerely,

Dale Collins
President, CCCCEA

DC/lmt

APPENDIX H

INSTRUCTOR EVALUATION - DATE 5/10/76

Question Number	1	2	3	4	5
<u>SECTION I</u>					
01					
02					
03	33.3	38.9	27.8		
04	19.4	15.3	37.5	27.8	
05	22.2	40.3	23.6	12.5	
06	5.6	44.4	33.3	15.3	
07	23.6	29.2	19.4	23.6	
08	20.8	40.3	18.1	15.3	
09	22.2	41.7	22.2	8.3	
10	4.2	9.7	30.6	23.6	22.2
11	38.9	1.4	58.3	1.4	
<u>SECTION II</u>					
12	9.6				
13	50.0	47.2			
14	45.8	45.8			
15	25.0	72.2			
16	1.4	1.4	20.8	56.9	27.8
17	68.1	76.4	33.3	13.9	59.7
18	84.7	58.3	30.6	73.6	6.9
19	12.5	37.5	12.5	29.2	2.8
20	77.8	4.2	11.1	5.6	15.3
21	15.3	31.9	56.9	2.8	13.9
22	98.6	1.4			
23	90.3	47.2	6.9		6.9
24	70.8	20.8	4.2		
25	13.9	86.1			
<u>SECTION III</u>					
26	4.2	1.4	2.8	23.6	66.7
27	2.8	1.4	11.1	29.2	55.6
28	13.9	19.4	9.7	29.2	27.8
29	2.8	1.4	2.8	47.2	45.8
30	2.8	6.9	6.9	29.2	51.4
31	1.4			31.9	65.3
32	4.2		4.2	47.2	44.4
33	1.4			13.9	84.7

Instructor Evaluation - Date 5/10/76 - continued

Question Number	1	2	3	4	5
34	2.8	4.2	11.1	38.9	43.1
35	1.4	4.2	1.4	33.3	59.7
36	2.8	15.3	30.6	25.0	26.4
37	4.2	1.4	15.3	41.7	37.5
38	2.8	1.4		16.7	79.2
39	2.8			31.9	65.3
40	1.4		1.4	19.4	77.8
41	2.8		8.3	31.9	56.9
42	2.8	2.8	15.3	25.0	54.2
43	2.8	4.2	23.6	41.7	27.8
44	2.8			37.5	59.7
45	1.4			19.4	79.2
46	1.4		1.4	43.1	54.2
47	2.8		2.8	36.1	58.3
48	2.8	2.8		44.4	50.0
49	25.0	22.2	31.9	13.9	5.6
50	9.7	88.9			

APPENDIX I

SUMMARY OF COMMENTS BY RESPONDENTS FROM SECTION II

The following statements are provided in the form in which they were written:

"Administrative division, but work closely together."

"Community service administers only noncredit and reports to vice-president for instruction."

"Should expand to generate more ADA."

"Closely related, should be operated together in order to avoid duplication and competition."

"No continuing education; we only have community services."

"We have an unusual administrative structure. It is very small so we combine many areas and activities."

"Continuing education is operated by the high school district."

"Community services, continuing ed, extend-a-day, summer session, facility planning, public information, all should be in one bag."

"Two-thirds support of the unit is from the district."

"Associate dean of instruction handles."

"Community service a district function."

"Continuing education is a concept, not a program. Lack of definition."

"Community services is independent of any other service; therefore, it comprises a unique area."

APPENDIX J

SUMMARY OF COMMENTS BY RESPONDENTS FROM SECTION III

The following statements are provided in the form in which they were written:

"Believe any evaluation to greater or lesser degree will be non-threatening."

"Well-written questionnaire. Keep me posted on results."

"All policies are being rewritten and will be available after this summer."

"Evaluation which is fair is beneficial to both the college and the teacher, the senior faculty, and administration professional growth. Student evaluation is really the best."

"Always looking for help in improving evaluation process. Will be interested in your findings. We use SIR or student testing only."

"In the process of modifying our part-time evaluation procedures. Currently for full-time and part-time, it is the same process."

"No district forms. Simply not worth having. Send a copy of yours."

"Our whole educational process is overrun by experts, but somehow or other, no one has dared tackle the process of evaluation, even for part-time. More important things to do."

"Evaluation for improvement in instruction - great idea. Should have a separate evaluation for retention and dismissal."

Summary of Comments by Respondents From Section III

Continued

Good luck. Keep informed."

"We have a poor system of evaluation. Would welcome a review of a good one."

APPENDIX K

CODING OF DATA CARDS

Data for each of the 72 respondents were coded on a card as follows:

Card 1

<u>Column</u>	<u>Code</u>
1	Identification of respondent
2	Identification of respondent's administrative position
3	Identification of respondent by institution
4-11	Demographic data of respondents
12-25	Responses to current practices
20-50	Data. Response values of 1,2,3,4, or 5, which were assigned to the 25 variable statements

APPENDIX L

TABLE FOR ANALYSIS OF VARIANCE FOR A ONE-WAY CLASSIFICATION

Source of Variation				
Between samples (column means)	$SSC = r (x_j - \bar{x})^2$	d. f. = c-1	$MSC = \frac{a^2}{c}$	$F = \frac{a^2}{\frac{a^2}{c}}$
Within samples (residual error)	$SSE = \sum (s_{ij} - x_j)^2$	d. f. = c(r-1)	$MSE = \frac{a^2}{c}$	
Total	$SST = \sum (x_{ij} - \bar{x})^2$	(c - 1) + c(r-1)