

# Chill

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*How Reliance on Part-time Faculty  
in Community Colleges “Cools-out”  
Student and Faculty Success*

*Dan Jacoby*

*UW Harry Bridges Chair in Labor Studies*

# Burton Clark, *The Cooling Out Function Of Higher Education*

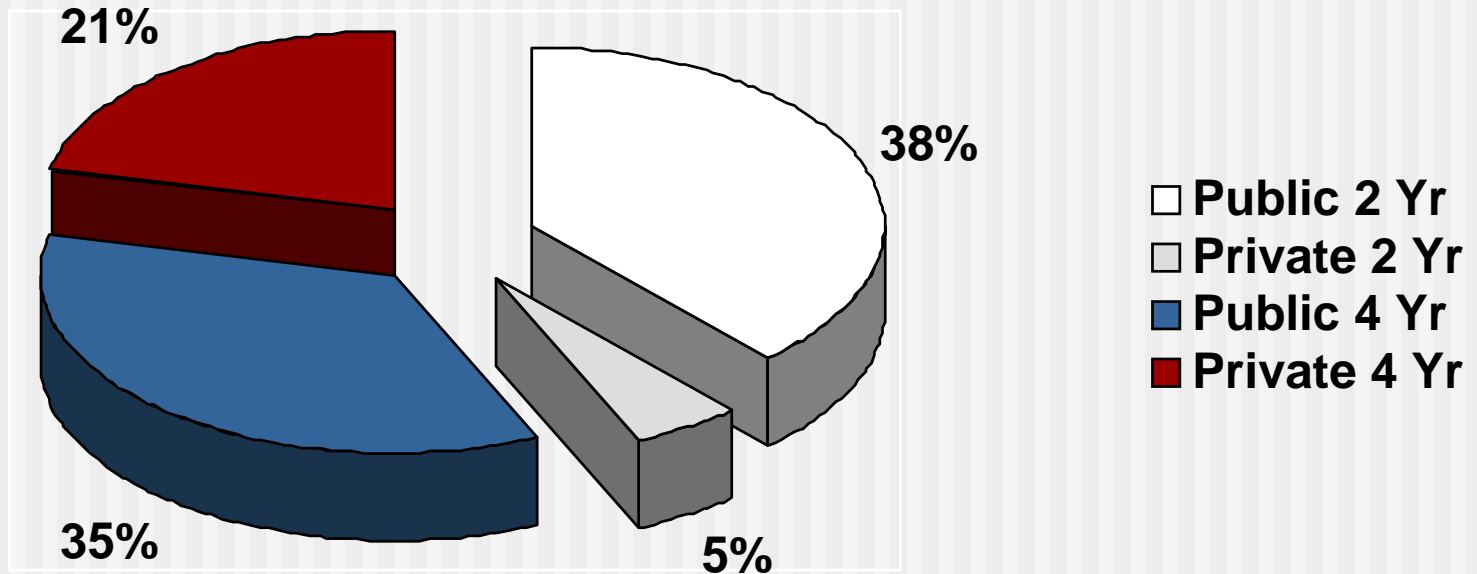
American Journal of Sociology 65:6, 1960

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“A major problem of democratic society is inconsistency between encouragement to achieve and the realities of limited opportunity (p. 569)”

“While some students of low promise are successful, for large numbers failure is inevitable and *structured*. The denial is delayed, taking place within the college instead of at the edge of the system (p. 571).”

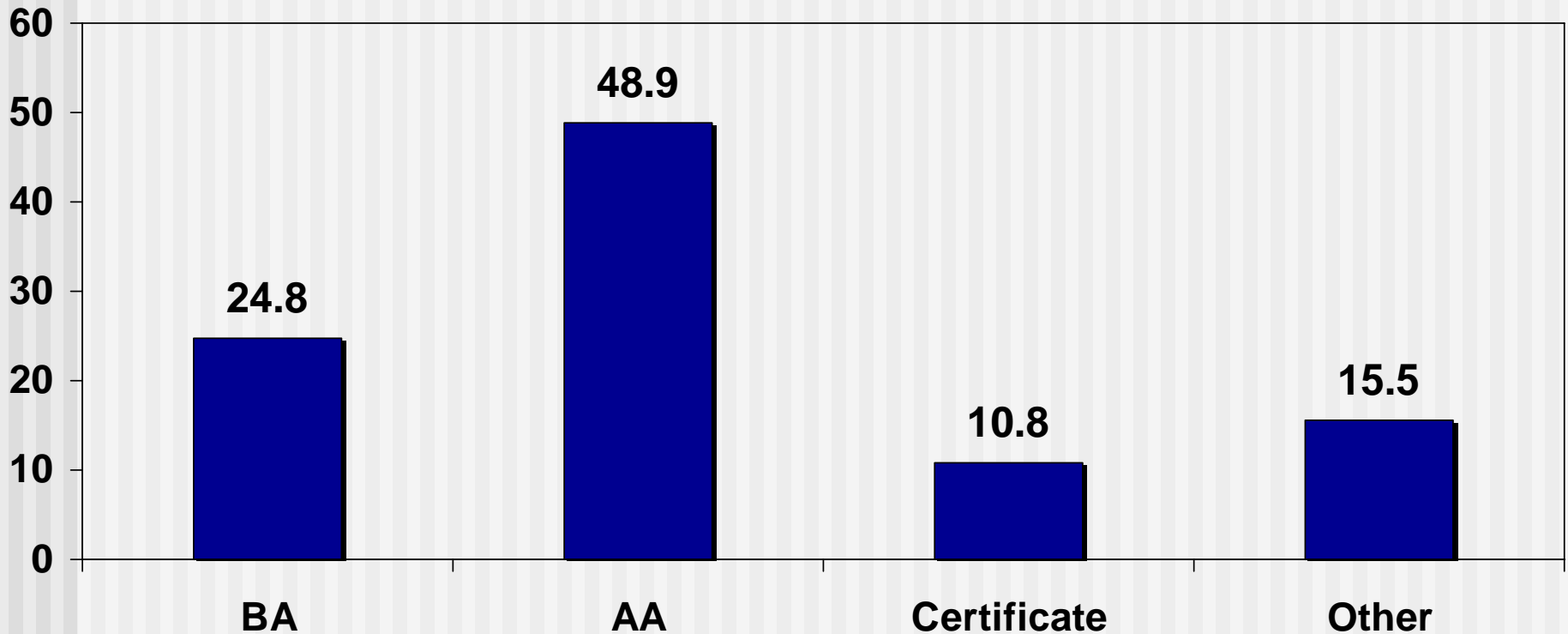
# Distribution of 2004 First-Time Freshman Class



Source: Digest of Education Statistics NCES 2003- Table 179

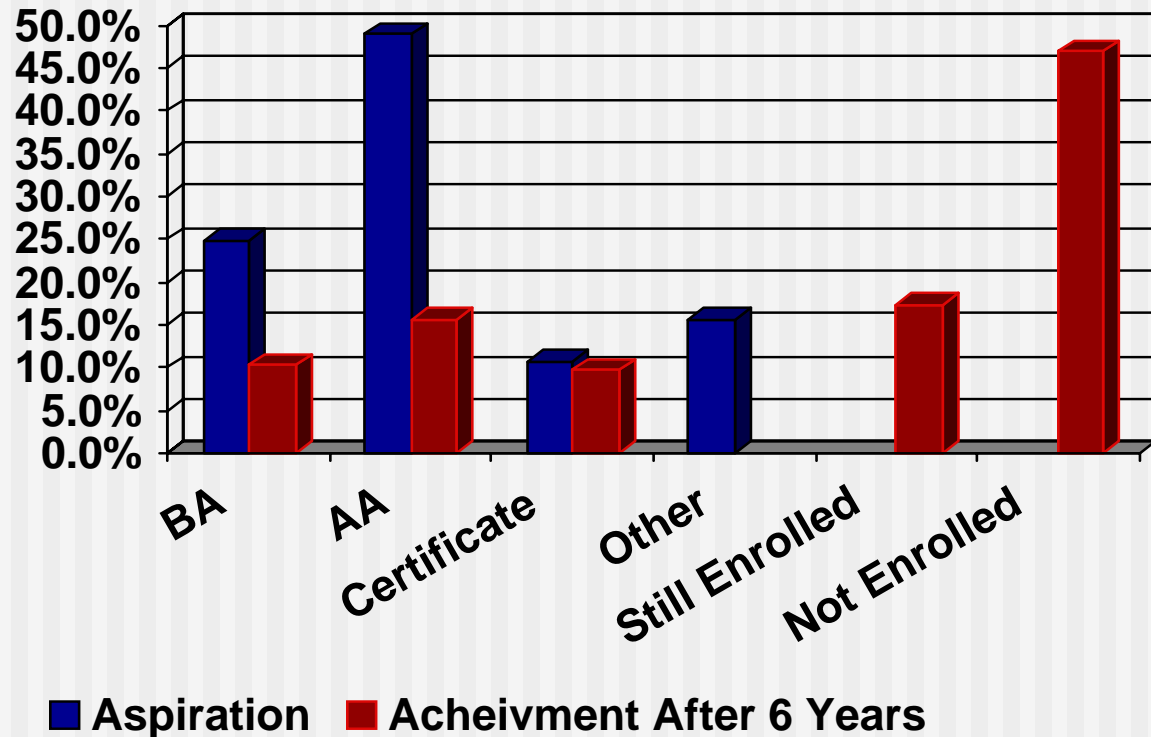
# Degree Goals of CC Students

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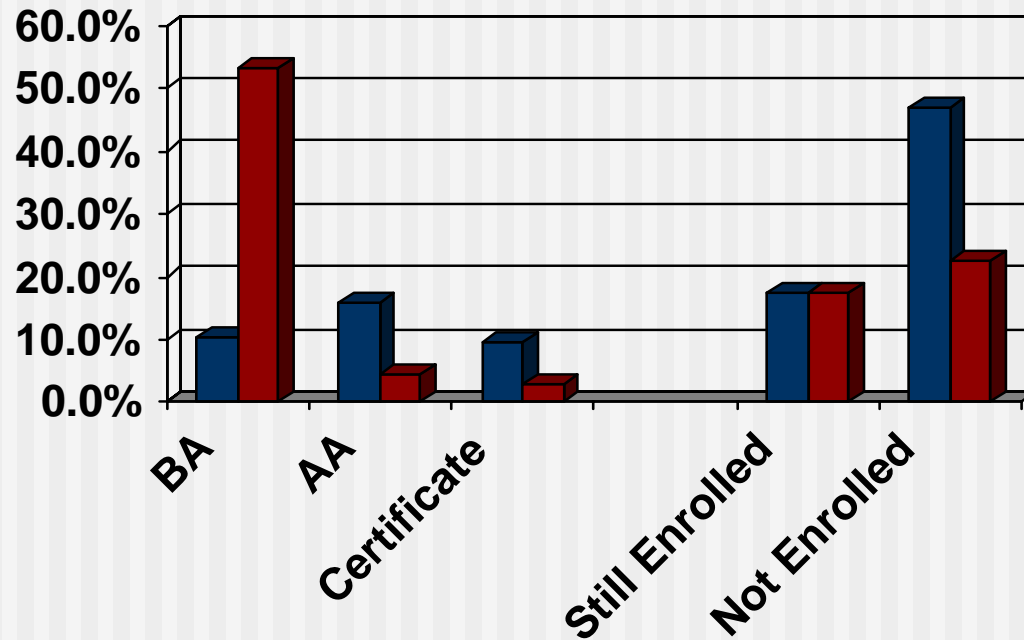
Source: NCES 2003 151

# Public Community College Aspiration and Achievement



Source: NCES 2003 151

# Comparison of Public Postsecondary Achievement by School of First Entry Six Years Later



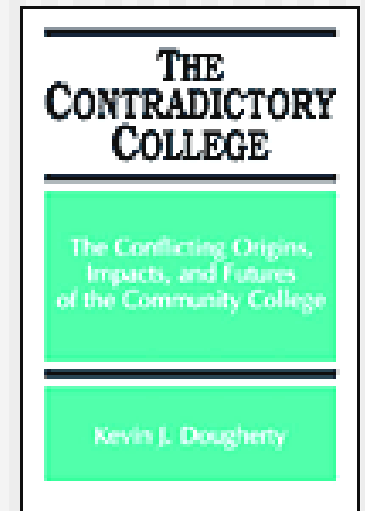
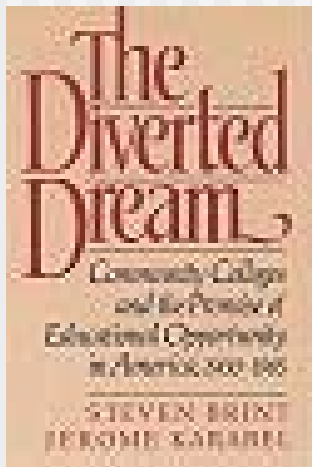
■ 2 YR Student Achievement

■ 4 Year Student Achievement

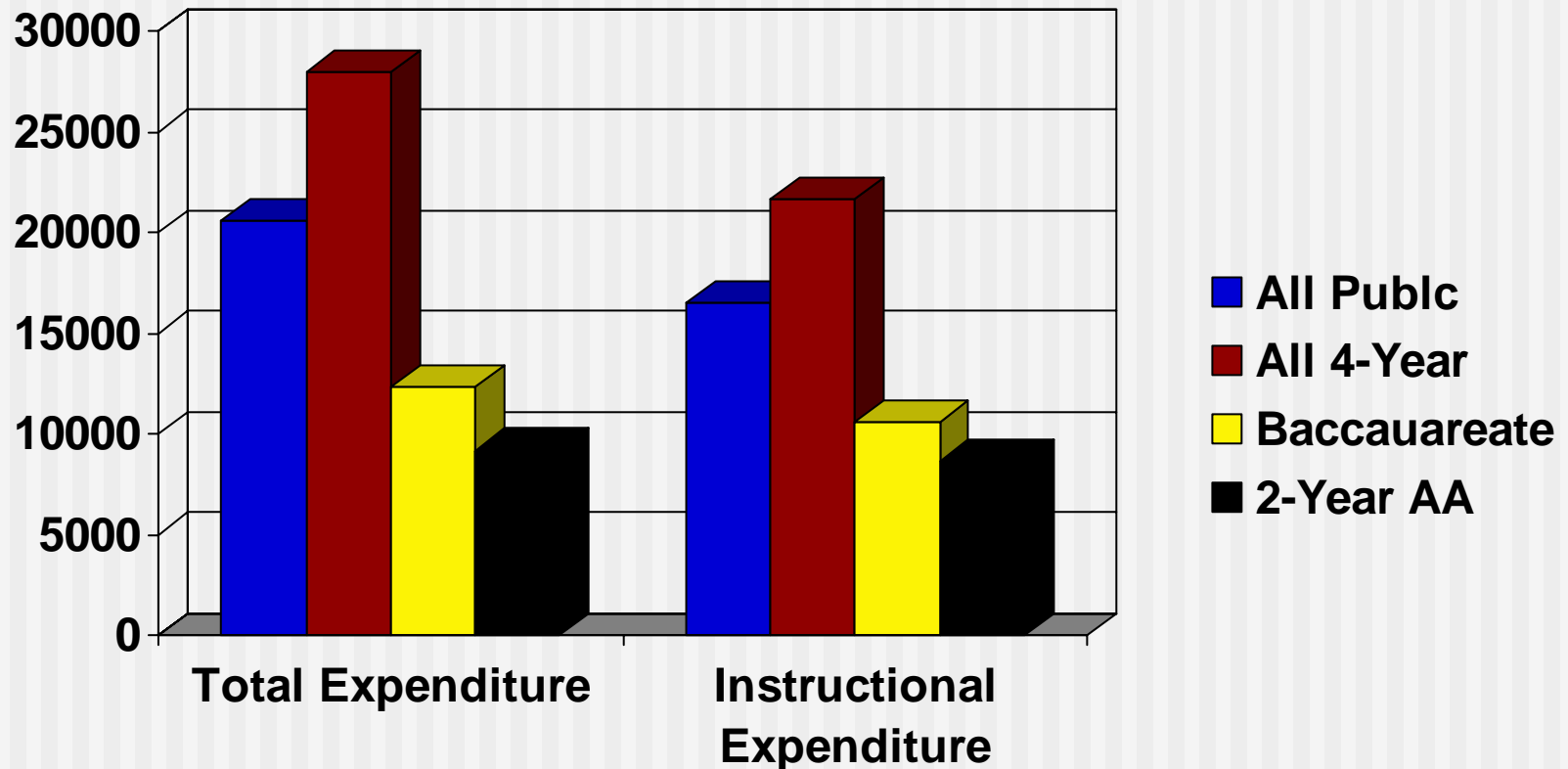
Source: NCES 2003 151

# Scholarship and Image

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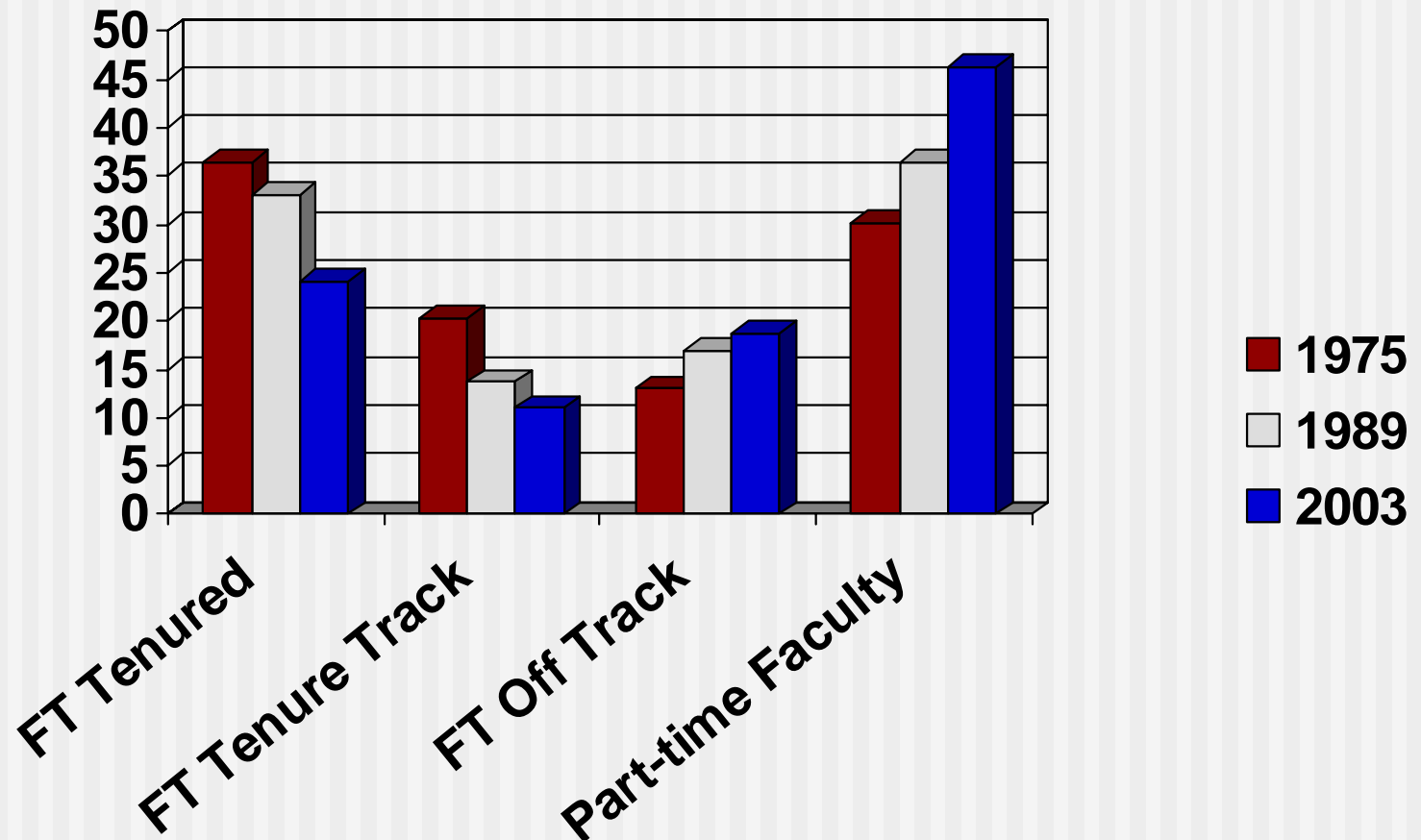


# Expenditures Per Student at Public Institutions, 2000-2001

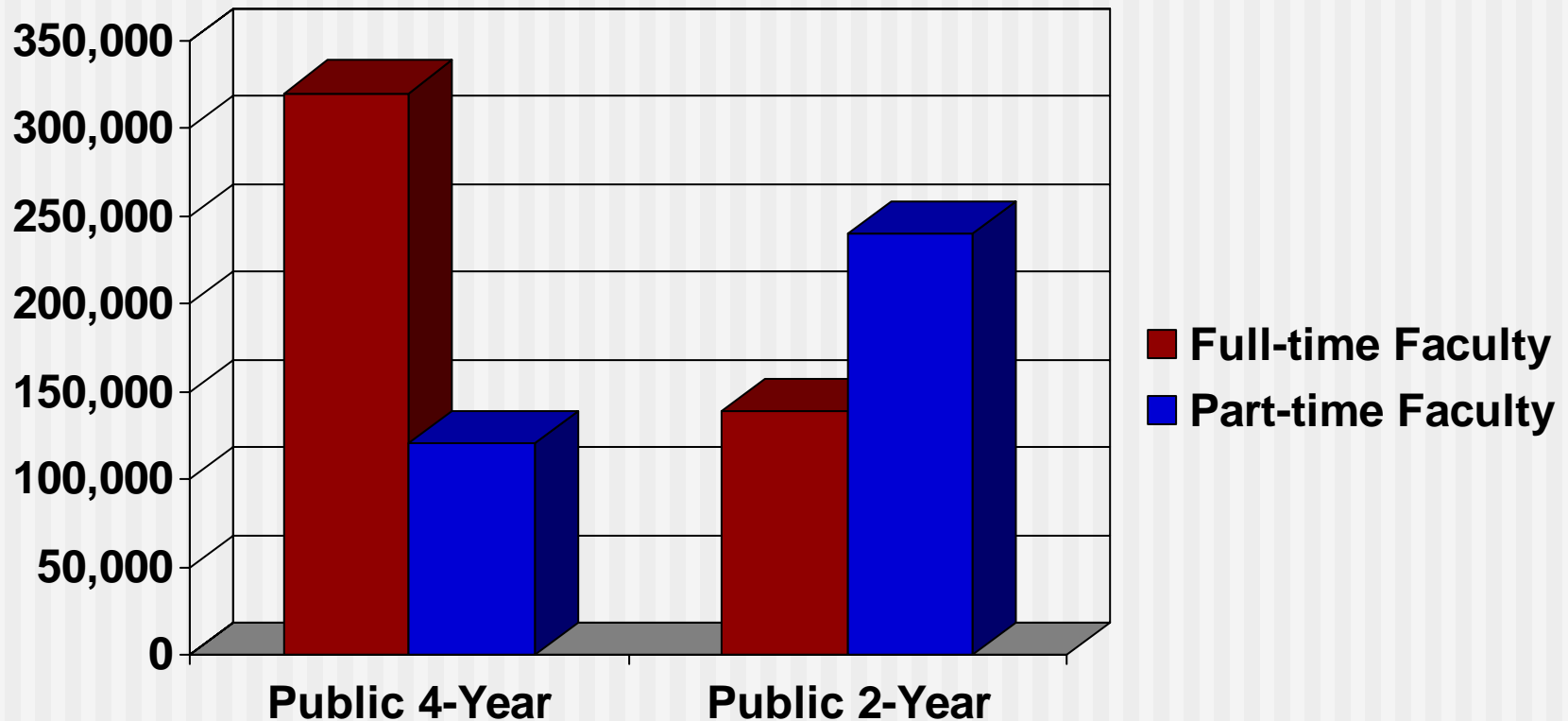


Digest of Education Statistics (2005) Table 341

# Change in Composition of Higher Education Faculty 1975-2003



# Faculty Employment 2003 2- and 4-Year Public Institutions



Source: Calculated from Digest of Educational Statistics Table 230

[http://nces.ed.gov/programs/digest/d05/tables/dt05\\_230.asp](http://nces.ed.gov/programs/digest/d05/tables/dt05_230.asp)

# Part-Time Job Conditions

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- Typically hired by course
- Paid by contact hour or by course
- 50% desire full-time work
- Rights of rehire limited
- Just-in-time faculty
- Unemployment

# Manifestations of the Part-Time System

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## Faculty Morale

- Job Insecurity
- Satisfaction
- Pay
- Benefits
- Second-Class Snub
- Facilities

## Student Learning

- Office hours
- Evaluations
- Grades
- Advising
- Coordination
- Techniques

# Chilling out faculty expectations

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- Do community college faculty experience a parallel process to student “cooling out?”
- Have community colleges become the site at which faculty expectations to achieve tenure-track jobs are “cooled out?”
- If so, do the two processes reinforce one another?

Will  
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ACADEMIC LABOR IN CRISIS  
CARY NELSON mediator  
FOLLOW UP WITH ME AT THE

## *My Research:*

# Does Reliance On Part-time Faculty Reduce Graduation Rates?

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- Data source: Integrated Post-secondary Education Database System (National Center for Educational Statistics).  
Mandatory self-reporting.
- More than 1,100 public community colleges

# *Graduation Rates:*

## What Do They Measure?

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- First-year, Full-time students
- Community colleges are increasingly part-time
- Many non-degree students
- Degree not sole purpose
- Transfer to four-year institutions

# Data

	N	Minimum	Maximum	Mean	Std. Deviation
GRADRATE	1129	.00	1.00	.2849	.19775
TRANSRATE	1129	.00	.75	.1382	.12617
DEGREERATIO	1060	.00	1.62 <sup>1</sup>	.1392	.11104
PTRATIO	1002	.01	1.00 <sup>2</sup>	.6055	.19261
Faculty Student FTE	995	.02	.37	.0685	.02910
PT Stud to Dgr Seekrs	1125	.01	1.00	.5016	.16644
Degree seekers Ratio	1125	.02	1.00	.7518	.22385
Tuition	1112	.00	7120.00	1364.9182	775.61049
Fin Aid Ratio (cohort)	1091	.00	100.00	18.9478	22.66918
% Black Students	1152	.00	98.00	13.5668	16.54352
%Native American	1152	.00	100.00	2.4835	10.38753
% Asian	1152	.00	80.00	3.2882	7.42705
% Hispanic Students	1152	.00	100.00	8.5972	15.15398
<i>Valid N (listwise)</i>	943				

<sup>1</sup> Five cases were identified in with improbably high degree ratios greater than 1.00. Most lacked complete data and were automatically eliminated from regression analysis. In one case, there were enough part-time students to make it possible for the school to actually achieve its 1.03 degree ratio with respect to FTE students. One case, with degree ratio of 1.62 was eliminated from subsequent analysis because the number of degrees granted is recorded to be higher than the number of students (part and full-time).

<sup>2</sup> 12 cases were identified with 100% GRADRATES. While suspicious, such rates are not impossible. Upon inspection, 7 of these schools involved had total enrollments less than 150 students. Because such rates are not impossible, they were retained for subsequent analysis where sufficient data was available.

# Hypotheses and Results

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Graduation rates rise with:

- Faculty resources
- Lower part-time faculty ratios
- Less financial aid
- Lower minority populations
- Lower tuitions
- Lower unemployment rates
- Fewer part-time and non-degree students

# Effects of Part-time Faculty Employment on Community College Graduate Rates

Journal of Higher Education 77:6, 2006

<i>Community Colleges Grouped by their Part-time Faculty Percent</i>			
	<i>THIRD WORST</i> (77.1%)	<i>MIDDLE THIRD</i> (67.1%)	<i>BEST THIRD</i> (39.1%)
<i>GRADUATION RATES</i>	22.1%	26.3%	28.9%
<i>GRADUATION PLUS TRANSFER PERCENTAGE</i>	36.1%	41.6%	43.5%

N=1004

# Preliminary Replication for 2003

		<i>Community Colleges Grouped by their Part-time Faculty Ratio</i>		
		<i>THIRD WORST</i>	<i>MIDDLE THIRD</i>	<i>BEST THIRD</i>
<i>GRADUATION RATES</i>		21.5%	25.5%	30.6%
<i>GRADUATION + TRANSFER PERCENTAGE</i>		36%	41%	45 %

# On the Necessity for Concealment

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*For an organization and its agents one dilemma of a cooling-out role is that it must be kept reasonably away from public scrutiny and not clearly perceived or understood by prospective clientele. Should it become obvious, the organization's ability to perform it would be impaired. If high-school seniors and their families were to define the junior college as a place which diverts college-bound students, a probable consequence would be a turning-away from the junior college and increased pressure to the four-year colleges and universities.*

# Resistance and Malfunction

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The part-time faculty  
movement?

Organized labor and  
the staffing crisis

# Conclusion

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- Reliance upon inexpensive contingent faculty employment reduces student success and undermines the professional aspirations of faculty
- If community colleges are not to be institutions tasked with the functions of “cooling out” student and faculty aspirations:  
Substantive change requires
  - a) financing
  - b) faculty hiring