

# Faculty Senate Report on the Impact of Full-Time and Part-Time Faculty at RRCC

Brandon English and Brian Yates  
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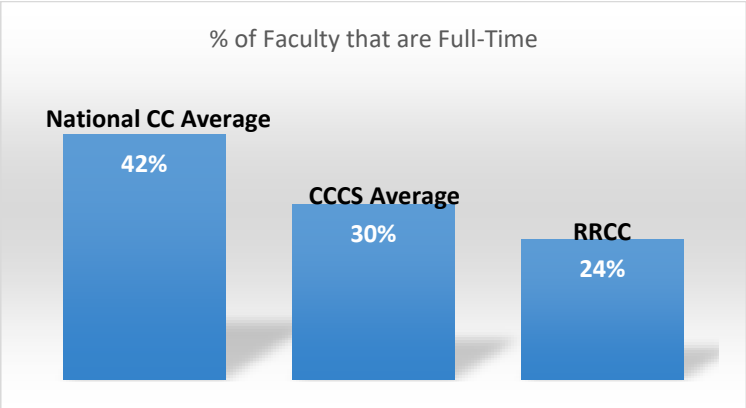
## Introduction

This report is an analysis of the effects of part-time (PT) and full-time (FT) instructors on student success. Current literature concludes that a high ratio of full-time to part time instructors positively impacts student success. Specifically, a high ratio of full-time to part-time instructors is correlated with:

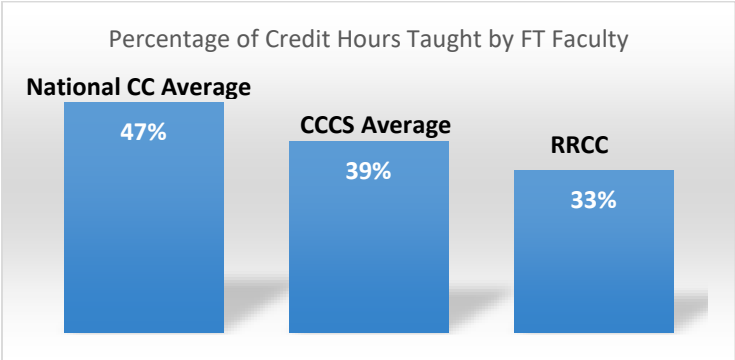
- Higher graduation rates<sup>1</sup>
- More instructor advising<sup>2</sup>
- Higher retention rates<sup>2,3,4</sup>

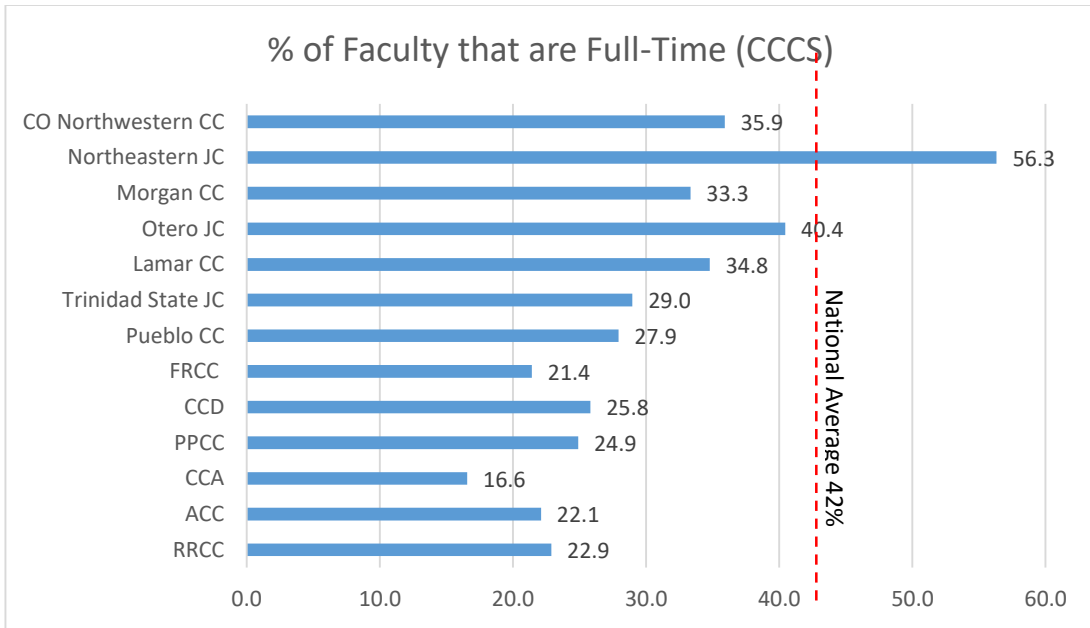
## Graduation Rates

Nationally, 42% of community college faculty are full-time. The CCCS average is 30% full-time. At RRCC, 24% of instructors are full-time.<sup>2,5,6,7</sup>

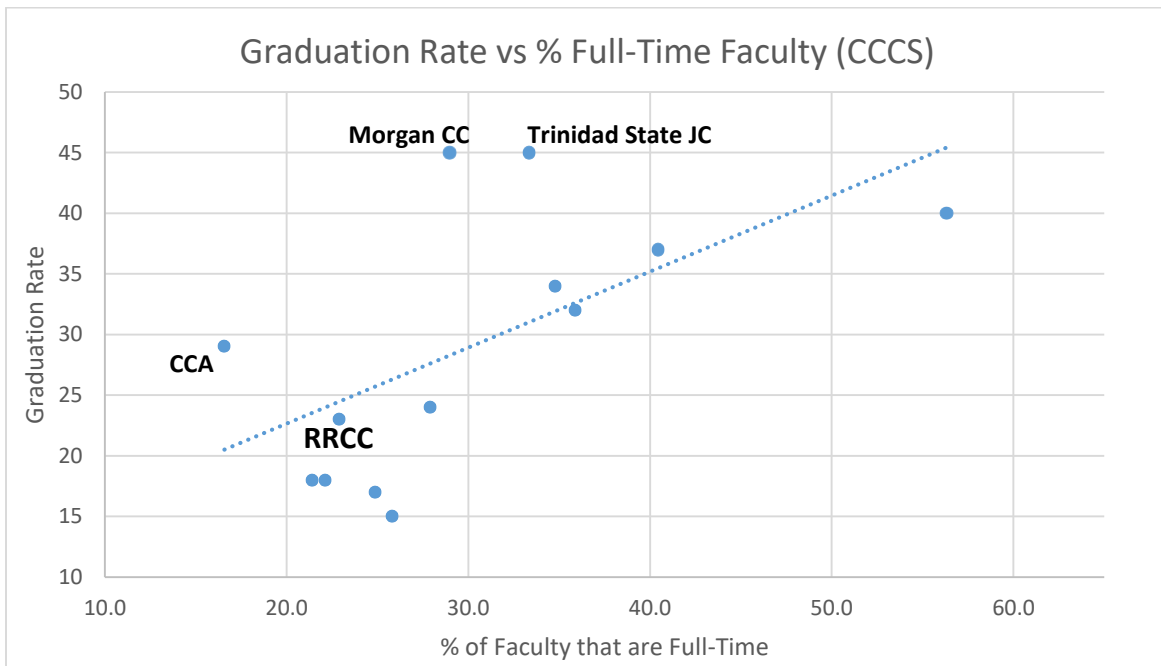


Nationally, 47% of community college credit hours are taught by full-time faculty. Within the CCCS, 39% of credit hours are taught by full-time faculty. At RRCC, 33% of credit hours are taught by full-time faculty.<sup>2,5,6,7</sup>





The most extensive study (45% of US CC students were involved) of the role of full-time faculty at American community colleges found a strong correlation between a high full-time to part-time faculty ratio and a high graduation rate. Specifically, a 10% increase in full-time instructors correlated with a 2.65% increase in graduation rates.<sup>1,2</sup> Colorado Community College System data shows a similar correlation.<sup>6,7</sup> The following graphs demonstrate the correlation between increases in full time instructors and graduation rate.



## Instructor Advising

According to The Center for Community College Student Engagement, part-time instructors are significantly less likely to engage in advising and when they do, they spend significantly less time advising.<sup>2</sup>

## Retention

Studies of first-year to second-year persistence at a four-year university conclude that “adjuncts adversely affect dropout rates.” Conversely, more full-time instruction increases retention from the first year to the second at the college level.<sup>4</sup>

## Part-time Instructors in Comparison to Full-Time Instructors

Data also concludes that, in comparison to full-time instructors, part-time instructors:

- Are less likely to use high-impact teaching practices<sup>2</sup>
- Have less teaching experience<sup>2</sup>
- Spend less time preparing for class<sup>2</sup>
- Have less access to administrative and technical support<sup>2</sup>
- Are less likely to hold an advanced degree<sup>2</sup>

## Conclusion

Based on this data, we conclude that an increase in the percentage of credit hours taught by full-time instructors will have a positive effect on student success. To quote the most comprehensive and robust study on community college student success as it relates to full-time and part-time instructors: “the dangers in expanding part-time faculty appear to outweigh the benefits. There now appear to be few real defenses that can justify maintaining a system of employment that evidence suggests has adverse results for students as well as for faculty.”<sup>1</sup> To avoid these dangers, we suggest that RRCC commit to increasing the percentage of credits taught by full-time instructors in the following two ways:

- Prioritize the hiring of new full-time instructors.
- Reduce administrative workload for current full-time instructors that so that they can spend more time with students.

In order to reach the national average of % full-time faculty RRCC would need to hire approximately 70 new full-time faculty members. In order to reach the CCCS average of % full-time faculty RRCC would need to hire approximately 30 new full-time faculty members.

## References

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3. Bettinger, Eric P. and Bridget Terry Long. "Does Cheaper Mean Better?: The Impact of Using Adjunct Instructors on Student Outcomes". *The Review of Economics and Statistics* 92.3 (2010): 598-613. Print.
4. Bettinger, Eric P. and Bridget Terry Long. (2005) "Help or Hinder? Adjunct Professors and Student Outcomes."
5. JBL Associates. (2008) "Reversing course: The troubled state of academic staffing and a path forward". *The American Federation of Teachers*
6. Colorado Community College Fact Book. (2016) CCCS Office of Institutional Research
7. Integrated Post Secondary Education Data System (IPEDS). (2017) National Center for Education Statistics <https://nces.ed.gov/ipeds/>