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Rigor, Grades, Support, and the Amount of Time Students Spend Outside of Class: A Comparison of Full- and Part-time Faculty in an Entertainment and Music Business Program

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Abstract

MEIEA institutional data suggest entertainment and music business programs have historically relied heavily on part-time "professionally-oriented" faculty for delivery of their programs. This study analyzes faculty course evaluations and surveys to examine the relationships between perceived course rigor, anticipated and earned final grades, faculty accessibility and support, and the amount of time students spend outside the classroom preparing for class. Analyses of by-course data found no significant differences between student opinions of part-time and full-time faculty performance and/or courses taught by adjunct or full-time instructors. Results here suggest that the evaluation and comparison of faculty performance, across courses and between full- and part-time instructors, when based on student-generated perceptual data, may be highly unreliable and should be used with great caution.

Keywords: course rigor, grades, adjunct, faculty, performance, evaluations, accessibility, support, entertainment business, music business, MEIEA

Introduction

While there are few reliable data on exact proportions of full-time and part-time faculty in entertainment and music business programs, MEIEA (Music and Entertainment Industry Educators Association) institutional data suggest entertainment and music business programs have historically relied heavily on part-time (adjunct) "professionally-oriented" faculty for delivery of their programs (MEIEA 2014). Additional study of full- and part-time faculty between 1987 and 2003 revealed a steady increase in the percentage of part time faculty in four-year, higher education institutions; specifically, increases in fine arts and business were 7.5%

and 6.2% respectively (NEA Update 2007). Given that music and entertainment industry programs in the United States are typically "housed" in either a department of fine arts or business, the increase in the number of part-time faculty may impact student perception of course rigor, anticipated and earned final grades, faculty accessibility and support, and the amount of time students spend outside the classroom preparing for class. Most institutions utilize some form of course evaluation that measures these points, with the intent of improving course content and instructional practices. Most often, those data are generated by students via questions that may suggest conclusions about instructional clarity, helpfulness of the faculty, relevance of homework assignments, and so on. Rigorous course content is often defined as being more demanding, with more time spent outside the classroom preparing. Studies also suggest students tend to over-estimate the amount of time they spend preparing for class, and students expect higher grades for "more rigorous" classes, and students' anticipated grades are often greater than their actual final grades. In addition, it is also widely assumed that faculty members who were "more accessible" and "supportive" award higher grades than those who were less accessible and less supportive, and part-time faculty award higher grades than their full-time counterparts.

This study used nine matrices to analyze three semesters of faculty course evaluations and surveys in order to examine the relationship between perceived course rigor, anticipated and earned final grades, faculty accessibility and support, and the amount of time students spent outside the classroom preparing for class. Finally, this relationship was compared between full- and part-time instructors.

Literature Review

Rigor has been simply defined as the degree or amount of time that students spend in learning that requires higher order thinking (Bogess 2007). Blackburn (2008) expands upon this by claiming that instructional rigor "is creating an environment in which each student is expected to learn at high levels, each student is supported so he or she can learn at high levels, and each student demonstrates learning at high levels." More specifically, Wagner (2006) defines the outcomes of rigorous instruction as "creating a 'jury-ready' populace" who can "analyze an argument, weigh evidence, recognize bias (their own and others), distinguish fact from opinion, and be able to balance the sometimes competing principles of

justice and mercy." After plotting course outcomes against Bloom's revised Taxonomy Table, Wagner concluded that "college- and career-ready students should be able to analyze and evaluate conceptual knowledge and apply underlying procedures for concluding a verdict"—hence, the result of a rigorous curriculum.

In 2005, Higgins, Hall, Baumfield, and Moseley examined twenty individual studies of students' academic achievement in secondary schools and its relationship to cognitive rigor. They found substantial evidence that indicated higher cognitive rigor was associated with greater academic achievement. A study conducted by Meyer, Spencer, and French (2009), concluded that student perception of academic rigor is often influenced by the information received from close, interpersonal sources, such as family members and close friends. In addition, Meyer, Spencer, and French also found that students' initial perceptions of academic rigor exceed their actual experience (2009). Germain and Scandura (2005) and Johnson (2003), explored the relationship between faculty evaluations and students' grades after realizing a positive correlation between the two. Their findings were supported by at least three other studies that equated higher grades to better evaluations (Gordon 2010; Kennedy 1975; Schriver 2007). On the other hand, research by Malmstrom (2007) and Moore (2006) indicated no positive correlation between grades and evaluations: although the grades awarded during the trial periods of each study were lower than the norm for the college, the student evaluation of faculty scores remained high.

The positive correlation found by Germain and Scandura (2005) and Johnson (2003) then led them to hypothesize that student evaluations of professors are a significant reason for grade inflation at the college level. College grading first appeared at Yale University in 1783 as a way to rank students (Milton et al. 1986), and by the early 1900s—when percentage-grading systems became popular—grade inflation had been documented. One of the first efforts at increasing the validity of grading was by Max Meyer in 1908. Meyer introduced the grade curve (Schriver 2007), as well as the modern-day grade point average (GPA) (Burke 2006). Grade inflation has been well documented by several researchers, including Juola (1979), who reported a GPA increase of 0.40 between 1965 and 1973, and Rojstaczer (2007) who analyzed grade point averages between 1991 and 2007 and discovered that GPA had increased on average by 0.18 points in that time period. An additional reason for grade inflation was institutional pressure for student success (Jennings et al. 2013; Schriver 2007).

In concert with this perspective, a study by Jennings et al. demonstrated that students considered academic achievement—especially getting good grades—the most important criterion to defining success in college (Jennings et al. 2013).

The results of studies of students' anticipated grades versus actual earned grades have also been consistent: students tend to overestimate their final course grade (Buckelew et al. 2013; Prohaska, 1994; Remedios et al. 2000; Svanum and Bigatti 2006). In addition, students who more accurately predicted their final course grade tended to attribute their class performance to effort, and students who overestimated their final course grade—on average, one-letter grade higher—tended to attribute class performance to luck (Buckelew et al. 2013).

Most universities and accrediting organizations provide a benchmark for the number of hours they expect students to study outside of class. In general, that number is two to three hours of out-of-class study for every hour spent in the classroom (or twelve to fifteen hours per week preparing for a 3-credit class) (Gordon and Palmon 2010; Lutes and Davies 2013; SACS COC 2012). However, in 2000 the National Survey of Study Engagement reported that almost sixty percent of full-time university students were studying less than fifteen hours outside of the classroom each week, and "many of those students were not studying at all."

Faculty members were often evaluated by students using an end-of-the-semester course evaluation (Danielson and McGreal 2000); these evaluations generally fell into one of two "means-oriented" models: Traditional and Neo-traditional. The Traditional Means approach is the oldest and most widely-used assessment: it defines a good teacher as "one who possesses traits and uses techniques, procedures, and skills or means predetermined as essential to effective learning." Historically, its purpose was to assess teaching and classroom performance (Tracy and MacNaughton 1993). One faculty evaluation at a SACS (Southern Association of Colleges and Schools) accredited university that utilized a Traditional Means Approach, contained the categories "Challenge," "Assessment," "Accessibility and Support," "Course Design and Organization," and "Course Delivery and Communication." Embedded within the category of "Accessibility and Support" were the questions, "I found it easy to approach the teacher with questions," "The instructor was accessible outside of class," and "The instructor treated the students with respect" (CampusLabs 2014).

According to Joiner (2009), there was a strong relationship between

support and student success. McNulty (2007) stated that high quality teaching includes the values respect, responsibility, honesty, civility, and tolerance; only after those values are established in the classroom can "real learning," i.e., learning based on rigor and relevance, occur. Deiro (1996) and Schmuck and Schmuck (1989) found students wanted teachers to treat them with respect. Respect was measured by the perceptions of others as an appraisal of the behavior of another person that causes an emotional reaction (Ellis 1997). Webster (2003) defined eight elements of teacher respect: caring, understanding, listening, patience, help, fairness, flexibility, and treating students as unique individuals. The results of studies about the relationship between student/teacher respect and academic achievement have not been consistent. In 1997, Ellis conducted such a study and found a positive correlation between students' perceptions of teacher respect and academic achievement. In contrast, a similar study conducted in 2003 found no relationship (Webster 2003).

One of the arguments about full- versus part-time instructors suggested that full-time faculty apply more demanding grading standards than part-time faculty. Schultz, Drake, and Lessner conducted a study of community college faculty and determined that although full-time faculty reported higher grading rigor than part-time faculty, there was no significant difference in self-reported grade inflation. This indicated that part-time faculty did not differ from full-time faculty in their perceptions of assigning final grades that were higher than what students actually earned (2013).

Another point of view pertains to course rigor: how challenging is a course and whether the instructor sets high standards. Adjunct faculty members were also often accused of not providing the course rigor and attention to students, necessary for a robust education (Schackner 2013; Schutz et al. 2013). This may be because according to Monks (2009), two-thirds of full-time faculty held a doctorate or terminal professional degree, while only 27% of part-time faculty held an advanced degree. In addition, the National Education Association (NEA) reported that part-time faculty were less likely to produce publications and scholarly works than full-time faculty, and when published, part-time faculty were more likely to produce less "academic" products comprising non-refereed articles, patents, or computer software (2007). As a result, the expectation for rigorous course outcomes may be less among part-time faculty.

In addition, most part-time faculty members hold jobs outside of

academia and spend the vast majority (91%) of their university time in the classroom teaching. In contrast, full-time faculty spend only about 61 percent of their time in the classroom, with the rest of their time spent supervising, advising and mentoring students, participating in academic research or clinical service, and participating in university service (NEA Update 2007). This additional, out-of-the-classroom interaction between students and full-time faculty may impact the students' perception of how accessible the faculty is outside of class as well as their expectations for rigor in the classroom.

A recent survey by MEIEA (Music and Entertainment Industry Educators' Association) involved 39 music business and entertainment education programs, representing 2- and 4-year public and private colleges and universities. Of the faculty in those programs, 38% were reported to be full-time and 52% were reported to be part-time faculty. (The remaining 10% were not classified as music business and entertainment and were not included in the survey) (MEIEA 2014). By comparison, national reports of full- versus part-time faculty across all programs (business, engineering, fine arts, etc.) indicated 47% of faculty were part-time (Hart 2010). According to NEA Update (2007), faculty in departments of education (56%), fine arts (53%) and business (51%) were most likely to be working part-time. Given that all the reporting institutions on the MEIEA survey were "housed" in a program of either fine arts or business, the 52% reported part-time faculty in music and entertainment education is consistent with national statistics.

This study compared the rigor, anticipated and earned final grades, faculty accessibility and support, and the amount of time students spent outside the classroom preparing for class between full- and part-time faculty in a music and entertainment program.

Research Methods

This study analyzed the results of anonymous faculty and course evaluations from twenty-four courses taught by twenty faculty members across three consecutive fall semesters, at a private university of about 5,000 full-time undergraduate students (Factbook 2013). All courses were three-credit. The semesters analyzed were fall 2011, fall 2012, and fall 2013. All the evaluations were from music business-related courses.

The Course Review was developed by a faculty workgroup as part of the college's continuous curricular improvement plan (Appendix A).

Courses were selected for rotational review by the workgroup; a member of the workgroup administered an in-class survey-type evaluation, the first ten minutes during the final week of the semester. In order to maintain consistency across classes and to minimize potential evaluator influence, administration of the evaluation was prefixed with a scripted facilitator statement (Appendix B).

The questions on the course review used for this study were, "This course was challenging" and "The average number of hours I dedicated to this course per week outside of class was approximately." The answers to the question, "This course was challenging" were measured on a five-point Likert scale: "Strongly Agree, Moderately Agree, Undecided, Moderately Disagree, and Strongly Disagree." The answers to the question, "The average number of hours I dedicated to this course per week outside of class was approximately" was measured by selecting one of the following: "1 hour or less, 2 hours, 3 hours, 4 hours, 5 hours or more." Course rigor was determined by the five-point Likert scale responses to the question, "This course was challenging."

The second evaluation was an institutionally administered end-of-semester Course Evaluation (Appendix C). Participation was voluntary and all students were reminded to participate in the online survey via email, in class by instructors, and by the statement on all course syllabi, "Course Evaluations: It is expected that all students will participate in the end-of-the-semester, online course evaluation." Online evaluations opened two weeks prior to the posting of final grades, and closed prior to the posting of final grades.

For this study, students' self-reported anticipated grades were responses to the question on the institutional Course Evaluation, "What grade do you expect for this course currently?" Rigor was determined by the responses to the institutional Course Evaluation questions, "The course assignments required me to think critically," "The assignments in this course challenged me to do my best work," "The instructor set high standards," and "The instructor used challenging questions, problems, or assignments." Also from the institutional Course Evaluation, Accessibility and Support were determined by responses to the questions, "I found it easy to approach this instructor with questions," "The instructor was accessible outside of class," and "The instructor treated students with respect." Finally, the actual students' final grades that were used for this study had been calculated and inputted by the faculty and recorded in Ban-

ner, the university's software system.

Twenty-four courses with twenty instructors were analyzed: six courses from fall 2011, seven courses from fall 2012, and eleven courses from fall 2013. Those courses were all music business-related, and respondents were freshmen, sophomores, juniors, and seniors. Two courses had multiple sections taught by the same instructor, and those sections were analyzed together. Response rate for the voluntary institutional Course Evaluation (online) ranged from 12.5% to 85%, with class size mean of 23.75 students. Response rate for the in-class Course Review evaluation averaged 97%. Of the twenty-four courses, twelve were taught by full-time faculty members and twelve were taught by part-time.

Data Analysis and Results

For this study, evaluations were made between:

- Course rigor as reported on Course Reviews and Course Evaluations.
- Rigor and outside-of-class hours
- Anticipated and earned grades
- Course rigor, anticipated grades, and earned grades
- Course rigor and accessibility and support
- Anticipated grades and faculty accessibility and support
- Full- and part-time faculty

Rigor Versus Rigor: A paired sample *t*-test was used to compare mean students' report of course rigor on the Course Reviews and Course Evaluations (Figure 1). Rigor as reported on the Course Review surveys was significantly lower than rigor reported on the Course Evaluations ($t = 4.23$, $df = 19$, $p = 0.0004$). (See Appendix D for tabled data sets.)

Rigor and Outside-of-Class Hours: A comparison of rigor by Course Evaluations and outside-of-class hours indicated no relationship. An additional comparison of rigor by Course Evaluations and Course Reviews, and outside-of-class hours also indicated no relationship (Figures 2 and 3). (See Appendix E for tabled data sets.)

Anticipated and Earned Grades: A paired sample *t*-test was used to compare mean students' report of anticipated grades on their Course Evaluations and earned grades, as recorded in Banner (Figure 4). Earned grades were significantly lower than anticipated grades ($t = 3.91$, $df = 19$, $p = 0.0009$). (See Appendix F for tabled sample sets.)

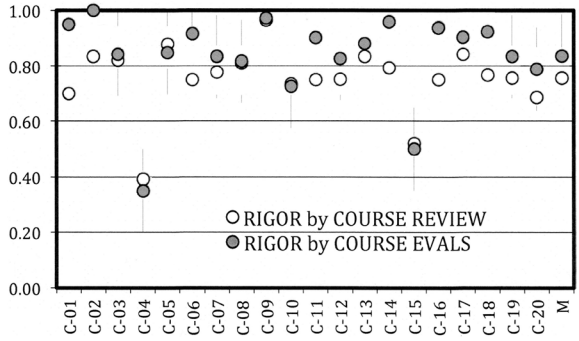

Figure 1. Scaled student rigor ratings by Course Reviews and Course Evaluations.

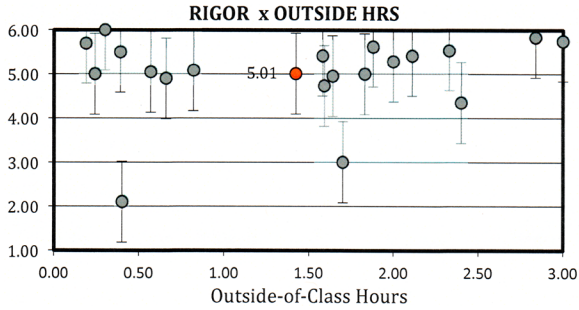

Figure 2. Outside hours and rigor ratings by Course Evaluations. Red point is mean rigor rating (5.01, SD = 0.92) by mean outside hours (1.42, SD = 0.88).

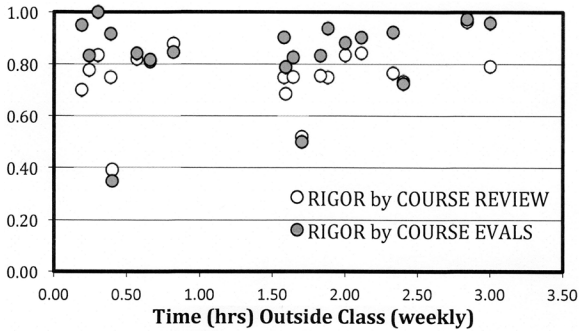

Figure 3. Outside hours and rigor ratings by Course Evaluations and Course Reviews.

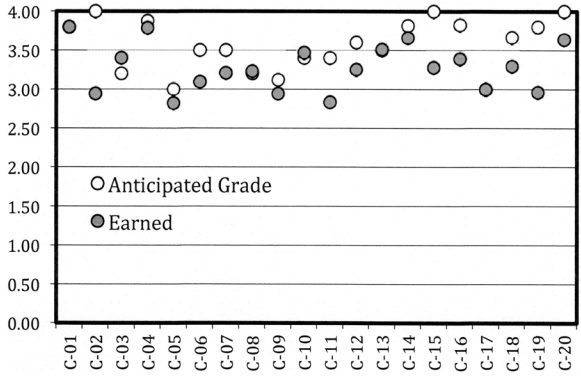

Figure 4. Anticipated and earned grades.

Course Rigor, Anticipated Grades, and Earned Grades: A three-way ANOVA revealed no correlation for rigor as reported in Course Evaluations, anticipated grades, and earned grades; $F = 2.258$, $df = 2$, $p = 0.11$) (Figure 5). (See Appendix G for tabled sample sets.)

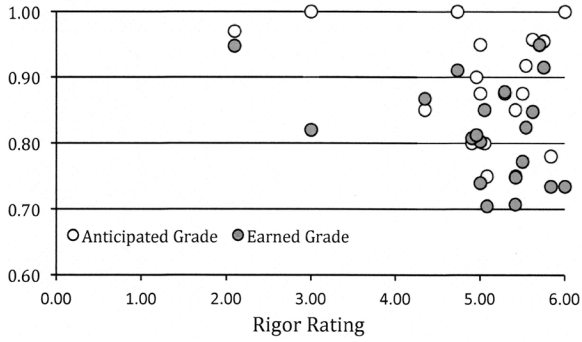

Figure 5. Course rigor, anticipated grades, and earned grades.

Course Rigor and Accessibility and Support: A comparison of rigor by Course Evaluations and accessibility and support yielded no relationship (Figure 6). (See Appendix H for tabled sample sets.)

Anticipated Grades and Faculty Accessibility and Support: A comparison of anticipated grades and accessibility and support yielded no relationship (Figure 7). (See Appendix I for tabled sample sets.)

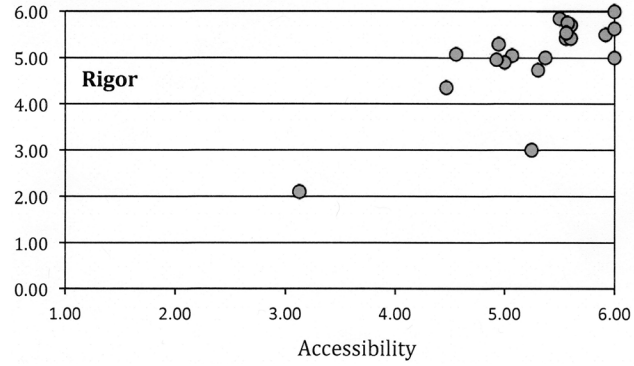

Figure 6. Rigor ratings by accessibility rating.

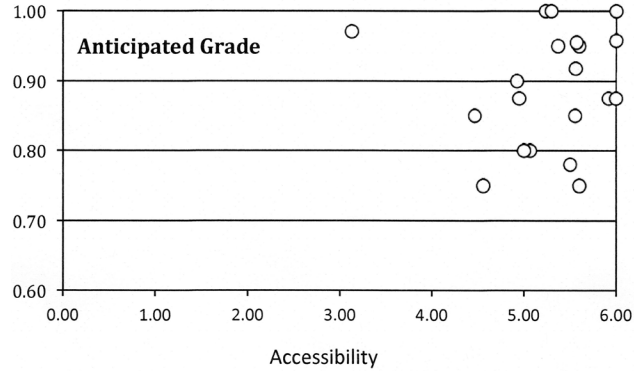

Figure 7. Anticipated grade by accessibility rating.

Full-time Faculty Versus Part-Time Faculty: A two-tailed *t*-test was used to compare full- and part-time (adjunct) faculty with the amount of time students spent studying outside of class, course rigor by Course Review, course rigor by Course Evaluation, students' anticipated grades (Figure 8), students' earned grades, and accessibility. By conventional criteria, only the earned grades (Figure 9) were considered statistically significant. (See Appendix J for the intermediate values used in calculations.)

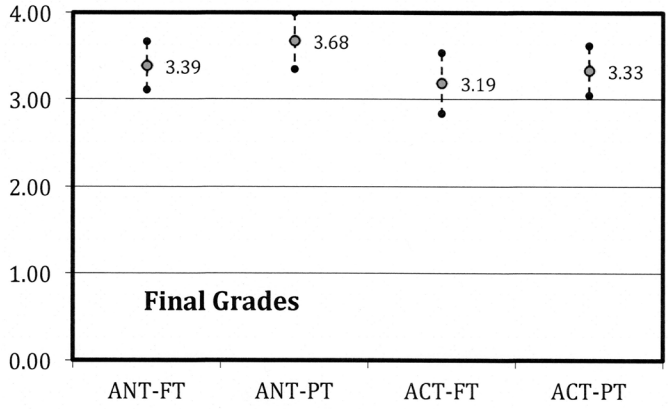

Figure 8. Anticipated (ANT) and actual (ACT) grades by full- and part-time faculty (4-point GPA scale).

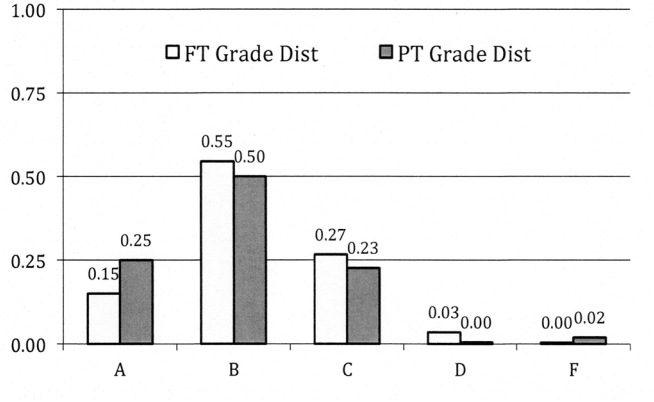

Figure 9. Grade distribution between part- and full-time faculty.

Discussion

Of the nine tests, only three yielded measurable differences. First, earned grades were significantly lower than anticipated grades ($t = 3.91$, $df = 19$, $p = 0.0009$). This result is supported by Buckelew et al. (2013), Prohaska (1994), Remedios et al. (2000), and Svanum and Bigatti, (2006). Another test that yielded a measurable difference was between course rigor as reported on Course Reviews and that reported on Course Evaluations. Course rigor as reported on the Course Review surveys was significantly lower than rigor reported on the Course Evaluations ($t = 4.23$, $df = 19$, $p = 0.0004$). Several factors may have contributed to this reporting: while studies about the psychology of anonymity have had varying results (Britton 1983; Lelkes 2012), most researchers agree that anonymity impacts responses. The course reviews were administered during class at the end of the semester while evaluations were voluntary and made available online during a two-week period at the end of the semester. It could be that students may have perceived the in-class survey as less "anonymous" and that may have affected response ratings.

Another reason students may report a difference in rigor is because of the wording of the surveys. The Course Review is designed to review *the course,* not the instructor. Instructions—read by a faculty member not associated with the class—for taking the survey include the statement, "This short survey is focused on improving this course…" (Appendix B). On the other hand, the institutional Course Evaluations—in spite of the title—are designed to evaluate teaching and implementation as much as course design, and therefore evaluate both the course *and the instructor*. Examples of instructor-focused questions include, "The instructor displayed enthusiasm for teaching" and "The instructor provided clear explanations" (Appendix C). While it was not entirely clear, because of the wording of the statements, students may have been more inclined to focus on rating the instructor as opposed to course design and learning expectations.

Although students anticipated higher grades from the part-time faculty, that difference was not quite statistically significant ($t = 2.04$, $df = 18$, $p = 0.056$). However, there was a significant difference between students' earned grades from part-time faculty versus full-time faculty ($t = 2.84$, $df = 407$, $p = 0.0047$) (Figure 8) where full-time faculty consistently assigned lower overall grades than part-time faculty. This observation was supported by Fedler (1989) and Kezim (2005) and, interestingly, an analysis of grade distributions between part- and full-time faculty shows an even,

relatively normal distribution for both types of instructors, even though the overall earned grades from part-time faculty were statistically higher (Figure 9).

Given that there are no significant differences between part-time (adjunct) and full-time faculty and the amount of time students spent outside of class, course rigor by Course Review, course rigor by Course Evaluation, students' anticipated grades, and accessibility, the question remains whether the significant difference in earned grades between part- and full-time faculty was the result of course content, instructional practices, or student learning outcomes; or whether or not full- and part-time faculty were simply more or less lenient with regard to the assignment of final grades.

Conclusion

The hiring of part-time faculty has come under intense scrutiny, as part-time faculty members often feel discriminated against, exploited, or under-appreciated (DeSantis 2013; Schmidt 2013; Ellis 2013) and accreditation bodies push for increased full-time faculty resources. This was in spite of the finding that among part-time faculty surveyed, about half (50%) preferred part-time teaching (Hart 2010). Regardless, institutions often see the hiring of adjunct faculty as a cost-saving measure. In a 2013 study by the *Chronicle of Higher Education*, 52% of college presidents reported "increased use of contingent faculty" as a way to reduce net costs for students (Selingo 2014). In entertainment and music business oriented programs, adjunct faculty members are often professionals in their fields (e.g., entertainment attorneys, publishers, studio engineers, etc.) who teach specialized courses, contribute by being current in their fields, and help students establish professional connections (Cline 1993; Phelan 1986). In addition, the use of part-time faculty instruction is often seen as providing institutional flexibility to meet fluctuating enrollment demands (Lankard 1993; McGuire 1993). On the other hand, because the majority of part-time faculty members hold more than one job (Hart 2010), they may be less engaged on campus, may not be well-versed in educational teaching practices, and may not be familiar with educational resources (Moczygemba 2008).

Accreditation standards may also play a role in decisions about hiring full- versus part-time faculty members. AACSB (Association to Advance Collegiate Schools of Business) recommends a very specific 60/40

ratio of full- to part-time faculty (AACSB 2014). However, programs in schools of music that may be accredited by NASM (National Association of Schools of Music) make decisions based on less stringent, somewhat more flexible accreditation standards. For example, NASM recommendations state, "The number and ratio of full- and part-time faculty positions, and their distribution among the specializations must be sufficient to achieve the music unit's purposes; appropriate to the size and scope of the music unit's programs; and consistent with the nature and requirements of specific programs offered" (NASM 2014).

Empirical evidence from this study, investigating relationships between Faculty Evaluations and Course Reviews for student perceptions of course rigor, faculty accessibility and support, student-anticipated grades, amount of time spent outside of class, and actual earned grades revealed differences in grading but no differences between the common perceptual measures of part-time and full-time faculty performance. Results from this study revealed two significant observations: that students expected and generally received higher grades from part-time instructors as compared to full-time instructors; and that the evaluation and comparison of faculty performance, across courses and between full- and part-time instructors, when based on student-generated perceptual data, may be highly unreliable and should be used with great caution.

Course:
Date:

Please indicate your degree, major, and status.
Degree: BBA __ B.S. __ B.A. __ Other __ **Major/Emphasis: Music Business __ Production __ AET __ EIS __ SNG __ Other __** **Status: Senior __ Junior__ Sophomore __ Freshman__**

COURSE DESCRIPTION:

Circle the response below each statement that most closely identifies whether or not you agree or disagree with that statement.

1. The course description above reflects what I have studied.

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

2. Assignments given were related to the subject matter described in the course description.

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

3. The tests and the grading of assignments accurately measured what I studied.

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

As a result of this course:

4. Course outcome #1

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

5. Course outcome #2

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

6. Course outcome #3

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

7. Course outcome #4

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

Appendix A. Course Review.

8. This course was challenging.

Strongly Agree	*Moderately Agree*	*Undecided*	*Moderately Disagree*	*Strongly Disagree*

9. The average number of hours I dedicated to this course per week outside of class was approximately:

1 hour or less	*2 hours*	*3 hours*	*4 hours*	*5 hours or more*

Comments or suggestions for improvement:

Appendix A. Course Review (continued).

STUDENT SYLLABUS REVIEW SURVEY

FACILITATOR STATEMENT
(Please read aloud to the class)

THIS SHORT SURVEY IS FOCUSED ON IMPROVING THIS COURSE AND IS **NOT** PART OF THE UNIVERSITY COURSE EVALUATIONS THAT ARE CONDUCTED ONLINE EACH SEMESTER.

PLEASE DO **NOT** FORGET TO PARTICIPATE IN THE ON-LINE COURSE EVALUATIONS.

THIS SURVEY **IS** BASED SPECIFICALLY ON THE COURSE DESCRIPTION FOR **THIS CLASS** WHICH IS AVAILABLE AS A REFERENCE AT THE TOP OF THE SURVEY. IT READS… [*READ COURSE DESCRIPTION*]

PLEASE CIRCLE YOUR RESPONSE FOR EACH STATEMENT THAT MOST CLOSELY IDENTIFIES WHETHER OR NOT YOU AGREE OR DISAGREE WITH THAT STATEMENT.

THERE IS A BOX ON THE SURVEY THAT MAY BE USED FOR YOUR COMMENTS AND SUGGESTIONS FOR IM-PROVEMENTS TO THIS COURSE.

THIS IS AN ANONYMOUS SURVEY. PLEASE DO **NOT** PUT YOUR NAME ON THE SHEET. WE WILL ALLOW FIFTEEN MINUTES TO COMPLETE THE SURVEY. WHEN FINISHED, PLEASE KEEP YOUR SHEET UNTIL EVERYONE HAS FIN-ISHED.

Appendix B. Facilitator Statement.

Challenge

Please indicate your level of agreement with the following statements:

Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
The course assignments required me to think critically.					
The assignments in this course challenged me to do my best work.					
The instructor set high standards.					
The instructor used challenging questions, problems, or assignments.					

Assessment

Please indicate your level of agreement with the following statements:

Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Information was provided to the students about how assignments would be graded.					
The instructor provided me with written or oral feedback on my work in a reasonable amount of time.					

Accessibility and Support

Please indicate your level of agreement with the following statements:

Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
I found it easy to approach this instructor with questions.					
The instructor was accessible outside of class.					
The instructor treated students with respect.					

Course Design and Organization

Please indicate your level of agreement with the following statements:

Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
Course content was organized.					
Course requirements were clear.					

Appendix C. Institutional Course Evaluation.

The assignments in this course contributed to my learning.					

Course Delivery and Communication

Please indicate your level of agreement with the following statements:

Strongly Agree	Agree	Somewhat Agree	Somewhat Disagree	Disagree	Strongly Disagree
The instructor displayed enthusiasm for teaching.					
The instructor provided clear explanations.					
The instructor used examples or illustrations to clarify course material.					
The instructor communicated course material effectively.					

What year are you in school?				
Freshman	Sophomore	Junior	Senior	Graduate

I am taking this course to fulfill:			
General Education requirement	Major/Minor requirement	Elective	Audit

What grade do you expect for this course currently?				
A	B	C	D	F

Appendix C. Institutional Course Evaluation (continued).

Student Rigor Ratings by Course Reviews and Course Evaluations			
Course	Rigor by Course Review	Rigor by Course Evaluations	N
C-01	0.70	0.95	10
C-02	0.83	1.00	8
C-03	0.82	0.84	25
C-04	0.39	0.35	30
C-05	0.88	0.85	24
C-06	0.75	0.92	24
C-07	0.78	0.83	11
C-08	0.81	0.82	23
C-09	0.96	0.97	73
C-10	0.73	0.73	21
C-11	0.75	0.90	35
C-12	0.75	0.83	26
C-13	0.83	0.88	13
C-14	0.79	0.96	30
C-15	0.52	0.50	11
C-16	0.75	0.94	7
C-17	0.84	0.90	23
C-18	0.77	0.92	25
C-19	0.76	0.83	25
C-20	0.69	0.79	31
M	**0.76**	**0.84**	**5.01**
SD	**0.12**	**0.15**	**0.92**

Appendix D. Rigor Versus Rigor.

Outside Hours and Rigor Ratings by Course Evaluations			Outside Hours and Rigor Ratings by Course Evaluations and Course Reviews			
Course	Outside Hours	Rigor x Outside Hours	Course	Outside Hours	Rigor by Course Review	Rigor by Course Evals.
C-01	0.19	5.70	C-01	0.19	0.70	0.95
C-02	0.30	6.00	C-02	0.30	0.83	1.00
C-03	0.57	5.05	C-03	0.57	0.82	0.84
C-04	0.40	2.10	C-04	0.40	0.39	0.35
C-05	0.82	5.08	C-05	0.82	0.88	0.85
C-06	0.39	5.50	C-06	0.39	0.75	0.92
C-07	0.24	5.00	C-07	0.24	0.78	0.83
C-08	0.66	4.90	C-08	0.66	0.81	0.82
C-09	2.84	5.84	C-09	2.84	0.96	0.97
C-10	2.40	4.35	C-10	2.40	0.73	0.73
C-11	1.58	5.42	C-11	1.58	0.75	0.90
C-12	1.64	4.96	C-12	1.64	0.75	0.83
C-13	2.00	5.29	C-13	2.00	0.83	0.88
C-14	3.00	5.75	C-14	3.00	0.79	0.96
C-15	1.70	3.00	C-15	1.70	0.52	0.50
C-16	1.88	5.62	C-16	1.88	0.75	0.94
C-17	2.11	5.42	C-17	2.11	0.84	0.90
C-18	2.33	5.54	C-18	2.33	0.77	0.92
C-19	1.83	5.00	C-19	1.83	0.76	0.83
C-20	1.59	4.73	C-20	1.59	0.69	0.79
M	**1.42**	**5.01**	**M**	**1.42**	**0.76**	**0.84**
SD	**0.88**	**0.92**	**SD**	**0.88**	**0.12**	**0.15**

Appendix E. Rigor Versus Outside of Class Hours.

Paired Anticipated and Actual Grades on a 4.0 GPA Scale		
Course	Anticipated Grade	Earned Grade
C-01	3.80	3.80
C-02	4.00	2.94
C-03	3.20	3.40
C-04	3.88	3.79
C-05	3.00	2.82
C-06	3.50	3.09
C-07	3.50	3.21
C-08	3.20	3.23
C-09	3.12	2.94
C-10	3.40	3.47
C-11	3.40	2.83
C-12	3.60	3.25
C-13	3.50	3.51
C-14	3.82	3.66
C-15	4.00	3.28
C-16	3.83	3.39
C-17	3.00	3.00
C-18	3.67	3.30
C-19	3.80	2.96
C-20	4.00	3.64
M	**3.56**	**3.28**
SD	**0.32**	**0.30**

Appendix F. Anticipated and Earned Grades.

Course	Rigor by Course Evaluations	Anticipated Grade	Earned Grade
C-01	5.70	0.95	0.95
C-02	6.00	1.00	0.74
C-03	5.05	0.80	0.85
C-04	2.10	0.97	0.95
C-05	5.08	0.75	0.71
C-06	5.50	0.88	0.77
C-07	5.00	0.88	0.80
C-08	4.90	0.80	0.81
C-09	5.84	0.78	0.74
C-10	4.35	0.85	0.87
C-11	5.42	0.85	0.71
C-12	4.96	0.90	0.81
C-13	5.29	0.88	0.88
C-14	5.75	0.96	0.92
C-15	3.00	1.00	0.82
C-16	5.62	0.96	0.85
C-17	5.42	0.75	0.75
C-18	5.54	0.92	0.82
C-19	5.00	0.95	0.74
C-20	4.73	1.00	0.91
M	**5.01**	**0.89**	**0.82**
SD	**0.92**	**0.08**	**0.07**

Appendix G. Course Rigor, Anticipated Grades, and Earned Grades.

Course	Accessibility	Rigor
C-01	5.60	5.70
C-02	6.00	6.00
C-03	5.07	5.05
C-04	3.13	2.10
C-05	4.56	5.08
C-06	5.92	5.50
C-07	6.00	5.00
C-08	5.00	4.90
C-09	5.50	5.84
C-10	4.47	4.35
C-11	5.56	5.42
C-12	4.92	4.96
C-13	4.95	5.29
C-14	5.57	5.75
C-15	5.24	3.00
C-16	6.00	5.62
C-17	5.60	5.42
C-18	5.56	5.54
C-19	5.37	5.00
C-20	5.30	4.73
M	**5.27**	**5.01**
SD	**0.66**	**0.92**
N	**20**	**20**

Appendix H. Rigor Rating by Accessibility.

Course	Accessibility and Support	Anticipated Grade
C-01	5.60	0.95
C-02	6.00	1.00
C-03	5.07	0.80
C-04	3.13	0.97
C-05	4.56	0.75
C-06	5.92	0.88
C-07	6.00	0.88
C-08	5.00	0.80
C-09	5.50	0.78
C-10	4.47	0.85
C-11	5.56	0.85
C-12	4.92	0.90
C-13	4.95	0.88
C-14	5.57	0.96
C-15	5.24	1.00
C-16	6.00	0.96
C-17	5.60	0.75
C-18	5.56	0.92
C-19	5.37	0.95
C-20	5.30	1.00
M	**5.27**	**0.89**
SD	**0.66**	**0.08**
N	**20**	**20**

Appendix I. Anticipated Grade by Accessibility and Support.

Full-Time and Part-Time Faculty and Outside of Class Hours:
The two-tailed P value equals 0.8443
t = 0.1991
df = 19
standard error of difference = 0.420

Group	Adjunct	Full-Time
Mean	1.4508	1.5344
SD	0.8481	1.0796
SEM	0.2448	0.3599
N	12	9

Full-Time and Part-Time Faculty and Rigor by Course Review:
The two-tailed P value equals 0.2111
t = 1.2967
df = 18
standard error of difference = 0.055

Group	Adjunct	Full-Time
Mean	0.7267	0.7975
SD	0.1372	0.0851
SEM	0.0396	0.0301
N	12	8

Full-Time and Part-Time Faculty and Rigor by Course Evaluation:
The two-tailed P value equals 0.4220
t = 0.8217
df = 18
standard error of difference = 0.073

Group	Adjunct	Full-Time
Mean	0.8117	0.8713
SD	0.1931	0.0792
SEM	0.0558	0.0280
N	12	8

Appendix J. Full- and Part-Time Faculty.

Full-Time and Part-Time Faculty and Accessibility:
The two-tailed P value equals 0.9368
t = 0.0805
df = 18
standard error of difference = 0.316

Group	Adjunct	Full-Time
Mean	5.2558	5.2813
SD	0.7711	0.545
SEM	0.2226	0.1927
N	12	8

Full-Time and Part-Time and Anticipated Grades:
The two-tailed P value equals 0.0560
t = 2.0429
df = 18
standard error of difference = 0.141

Group	Adjunct Anticipated Grades	Full-Time Anticipated Grades
Mean	3.675	3.388
SD	0.325	0.280
SEM	0.094	0.099
N	12	8

Full-Time and Part-Time and Earned Grades:
The two-tailed P value equals 0.0008
t = 3.3585
df = 517
standard error of difference = 0.069

Group	Adjunct Earned Grades	Full-Time Earned Grades
Mean	3.334	3.102
SD	0.806	0.764
SEM	0.049	0.049
N	276	243

Appendix J. Full- and Part-Time Faculty (continued).

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