

Ken Scott

From: David Diramio <DIRAMDC@auburn.edu>
Sent: Monday, May 19, 2014 2:03 PM
To: Ken Scott
Subject: FW: Permission to use an instrument

Follow Up Flag: Follow up
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I can't believe I'm able to help out a real tech-guru like you! See below. Made my day! Trust all is well with you and hope to cross paths in 2014. David

From: Vickie Claflin [vickieclaflin@gmail.com]
Sent: Tuesday, May 15, 2012 5:22 PM
To: diramio@auburn.edu
Subject: Permission to use an instrument

Dr. Vickie J. Claflin
Professor of Research Statistics
Capella University
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Dr. David DiRamio
Associate Professor, Educational Foundations, Leadership, and Technology
Auburn University

Dear Dr. DiRamio,

My name is Vickie Claflin and I am a faculty member in the School of Education at Capella University. I am assisting one of my doctoral students obtain permission to use the questionnaire that Dr. Scott developed as part of his dissertation. You served on the dissertation committee for Kenneth Edward Scott who completed his work *Strategic factors of institutional practice impacting student success in the community college as perceived by students and faculty: Academic preparations, work ethics and institutional support* in 2008. As neither my student, Scholar Ibezim-Uche, nor I can locate Dr. Scott to obtain permission to use a modified version of his questionnaire, I am reaching out to you. We either need a letter granting permission to utilize the faculty questionnaire, or guidance as to how we may locate Dr. Scott.

The following is the core of Ms. Ibezim-Uche's study:

- Title:
A predictive study of community college faculty perceptions of student academic preparation, work ethics, and institutional support
- Topic:
- This is a study of faculty perceptions.
 - The unique demographics of the faculty and school location may predict survey responses when asked to consider what they know about dropouts in community colleges in the state of Georgia.

- The survey focuses on student academic preparation, work ethics pertaining to their school responsibilities, and institutional support for students and faculty.
- These perceptions may provide insight from the faculty point of view for institutions to rethink their approach to faculty development and student support that will change the rate at which students drop out of college.

Problem statement:

Despite the extensive research and literature on why students dropout from community colleges (American Council on Education, 2006; American Youth Policy Forum, 2011; Bean, 1983; Bennett, Kottasz, & Nocciolino, 2007; Braxton, Sullivan, & Johnson, 2007; Goldin, Katz, & Heffernan, 2009; Hasbery & Talmadge, 2010; Johnson, 2007; Jones-Wilson, 2006; Kuh, Kinzie, Buckley, Bridges & Hayek, 2006; Pascarella & Terenzini, 2006; Provasnik & Planty, 2008; Smart, Feldman, Ethington, 2006; Spady, 1971; Tinto, 1975, 1987, 1993, 1999; Tinto & Pusser, 2006), much remains unknown about faculty perceptions of the student academic preparation, the student's work ethics as it pertains to their schoolwork, and the institutional support of the students and faculty.

Research Purpose:

The purpose of this study is to ascertain the extent to which faculty perceptions predict survey responses when asked to consider what they know about the students in community colleges in the state of Georgia. The survey focuses on student academic preparation prior to entering college, the student work ethics pertaining to their school responsibilities, and the institutional support of the students and faculty. These perceptions may provide insight from the faculty point of view for institutions to rethink their approach to faculty development and student support such as guidance models that may change the rate at which students drop out of college.

Research questions:

Quantitative:

RQ1: To what extent do the demographics of the faculty and school location predict survey responses when asked to consider what they know about dropouts in community colleges in the state of Georgia?

Sub questions:

- To what extent do the demographics of the faculty and school location predict insights into student academic preparation prior to entering college?
- To what extent do the demographics of the faculty and school location predict insights into the student work ethics pertaining to their school responsibilities?
- To what extent do the demographics of the faculty and school location predict insights into the institutional support of the students and faculty?

Hypothesis:

- The demographics of the faculty influence their perceptions of student academic preparation, work ethics, and institutional support. $p = .05$ will be used to illustrate how much of a variation in perception is explained by faculty demographics.

2. The school location of the faculty influences their perceptions of student academic preparation, work ethics, and institutional support. $p = .05$ will be used to illustrate how much of a variation in perception is explained by faculty demographics.

Null Hypothesis

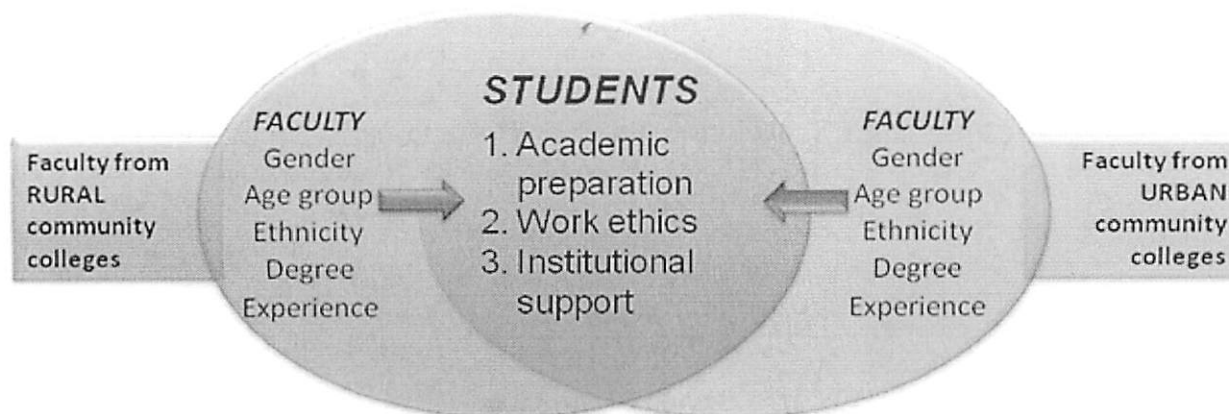
1. The demographics of the faculty have no influence over their perceptions of student academic preparation, work ethics, and institutional support where the parameter equals zero.
2. The school location of the faculty has no influence over their perceptions of student academic preparation, work ethics, and institutional support where the parameter equals zero.

Qualitative: The qualitative aspect of this study will be led by open-ended questions. Four open-ended questions are asked at the end of the questionnaire:

1. What should community colleges do to support students who are academically unprepared?
2. How can community colleges help students acquire and practice good work ethics?
3. What can a community college do to improve its institutional support to help students succeed in college from enrollment to graduation?
4. What institutional practices (actions by members of the college) have you observed which helps or harms the success of a student?

Method

Several multiple linear regression analyses will be conducted. As the study proposes to measure faculty perceptions, the independent variables will be the identifying-demographics that make up rural and non-rural faculty. Six dependent variables describing the faculty will be utilized in this study: rural-urban school, gender, age group, ethnicity-race, level of education, and years of experience. Three independent variables will be the three categories of the questionnaire that focus on the students' academic preparation prior to entering college, the students' work ethics as it pertains to their school responsibilities, and institutional support of the students and faculty. The following diagram illustrates the conceptual framework surrounding the perceptions in this study.



Your assistance in our efforts is appreciated.

Sincerely,
Vickie J. Claflin

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