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## Abstract

### The Relationship between Customer Mind-Set of Faculty and Course Satisfaction among Students in Business Adult Degree Programs

This study surveyed students and professors in business adult degree programs at five institutions of higher education holding membership in the Consortium for the Advancement of Adult Higher Education. The survey method used in this study resulted in a 50% faculty response rate where  $N=214$  and a 31% student response rate where  $N=1,725$ . One of the aims of this study was to examine the customer mind-set of faculty within the context of the institution-driven, faculty-driven and student-drive service aspects of adult higher education. Eleven research questions were posited with each question subsequently translated into a testable null hypothesis. Two of the hypotheses explored the relationship of the external customer mind-set of faculty members and general classroom management, one of the hypotheses examined the difference between the external customer mind-set of full-time and adjunct faculty members, and eight hypotheses explored the following variables in relationship to student satisfaction, class size, class location, general classroom management, faculty subject-matter competency, faculty-student interaction, anticipated grade, student workload and relevancy of subject-matter.

Although the results of this study did not indicate a statistically significant relationship between a faculty member's external customer mind-set and student perceptions of his/her general classroom management, a student satisfaction model evolved from the hypotheses testing and subsequent exploratory analyses. The evolved model, the Faculty-Driven and Student-Driven Service Aspects Student Satisfaction Model, provides four variables which can influence course student satisfaction: relevancy of subject-matter, faculty subject-matter competency, general classroom management, and student workload.