Topline Data

Community College Faculty Survey on Faculty Perceptions of Student Completion and of College Practices to Facilitate Student Completion

August 24 – September 4, 2015

The League for Innovation in the Community College (League), in partnership with Public Agenda, conducted an initial survey as part of the League's Faculty Voices Project. The following data is based on this survey. The survey, based on a review of literature conducted for the project, was developed by League project staff and project partner Public Agenda research staff, with review by project partner National Center for Inquiry & Improvement (NCII) research staff. Public Agenda coordinated field testing and fielding of the survey through Pacific Market Research, a marketing survey house. An invitation to complete the survey was sent to 30,000 full- and part-time U.S. community college faculty; the opt-in list was purchased by the League from Dun & Bradstreet for the purpose of conducting Faculty Voices project surveys.

Researchers at Public Agenda and Pacific Market Research determined that 1,000 responses would produce a valid sample for this survey, and the survey was closed after that number of responses was achieved. The survey house opened the survey on August 24, 2015, and closed it on September 4, 2015. The respondent pool included 678 full-time and 322 part-time faculty. NCII cleaned and analyzed the data. When using these data, please cite the League for Innovation, Public Agenda, and NCII.

Survey items fall into three categories: faculty perceptions of student completion; faculty perceptions of college practices; and respondent information.

Note: In some tables in this document and in *Untapped Leaders: Faculty and the Challenge of Student Completion*, percentages may not equal 100% due to rounding.
Note: Unless otherwise indicated, survey results reported in *Untapped Leaders: Faculty and the Challenge of Student Completion* are "All Faculty" results.

Q3. From your perspective, how many of your students would you say are academically prepared for the classes you are teaching?

	Full-Time Faculty	Part-Time Faculty	All Faculty
All or nearly all	16%	23%	18%
More than half	31%	34%	32%
About half	33%	27%	31%
Less than half	18%	15%	17%
Hardly any or none	2%	0%	2%
Don't Know	1%	1%	1%
Number of Respondents	678	322	1000

Q4. As far as you know, how many of the students at your college earn a certificate or degree or transfer?

	Full-Time Faculty	Part-Time Faculty	All Faculty
All or nearly all	5%	11%	7%
More than half	33%	30%	32%
About half	19%	16%	18%
Less than half	32%	16%	27%
Hardly any or none	1%	2%	1%
Don't Know	11%	26%	16%
Number of Respondents	678	322	1000

Q5. Thinking about your students who wanted to earn a certificate or degree or transfer, which of the following statements comes closest to your view?

Thinking about your students who wanted to earn a certificate or degree or transfer, which of the following statements comes closest to your view:	Full-Time Faculty	Part-Time Faculty	All Faculty
Too few of them earned a certificate or degree or transferred.	49%	29%	43%
About the right number of them earned a certificate or degree or transferred.	35%	41%	37%
Too many of them earned a certificate or degree or transferred.	2%	2%	2%
Don't Know	14%	29%	19%
Number of Respondents	678	322	1000

Q6. Of your students who DID NOT earn a certificate or degree or transfer, how many of those students were characterized by each of the following?

Combination results used to develop Figures 9a-d (pp 27-28) in *Untapped Leaders*: *Faculty and the Challenge of Student Completion*. For detail, see **Q6. Detail** table, below.

Of your students who DID NOT earn a certificate or degree or transfer, how many of those students were characterized by each of the following?	N	AT LEAST HALF combines "all or nearly all", "more than half", and "about half" responses %(N)	LESS THAN HALF combines "less than half" and "hardly any or none" responses %(N)	DON'T KNOW %(N)
Had goals such as job training or career advancement that did not require a certificate, degree or transfer	522	17.4% (91)	51.9% (271)	30.7% (160)
Had goals such as lifelong learning that did not require a certificate, degree, or transfer	537	10.6% (57)	58.8% (316)	30.5% (164)
Were not academically prepared for college-level work	540	56.6% (306)	33.1% (179)	10.2% (55)
Work responsibilities got in the way	534	58.0% (310)	29.7% (159)	12.2% (65)
Family responsibilities got in the way	572	51.5% (295)	30.2 (173)	18.2% (104)
Financial issues got in the way	531	57.2% (304)	25.8% (137)	16.9% (90)
Had trouble with logistics like transportation	528	23.8% (126)	54.5% (288)	21.6% (114)
Were not motivated or committed enough to complete	540	48.7% (263)	37.4% (202)	13.9% (75)
Did not know how to manage their time well	551	65.6% (362)	21.5% (119)	12.7% (70)
Spent too much time in developmental or remedial classes	540	30.3% (164)	38.5% (208)	31.1% (168)
Did not have clear goals	527	49.3% (260)	31.8% (168)	18.8% (99)
Did not understand their program or transfer requirements	530	26.4% (140)	47.8% (254)	25.7% (136)
Faced medical or mental health issues	548	14.5% (80)	60.2% (330)	25.2% (138)

*Note: Responses were randomized and each survey respondent responded to about half of the options.

Q6. Detail

Of your students who DID NOT earn a certificate or degree or transfer, how many of those students were characterized by each of the following?	N	All or Nearly All %(N)	More than Half %(N)	About half %(N)	Less than Half %(N)	Hardly Any or None %(N)	Don't Know %(N)
Had goals such as job training or career advancement that did not require a certificate, degree or transfer	522	1.1% (6)	7.7% (40)	8.6% (45)	26.1% (136)	25.9% (135)	30.7% (160)
Had goals such as lifelong learning that did not require a certificate, degree, or transfer	537	1.7% (9)	3.2% (17)	5.8% (31)	23.6% (127)	35.2% (189)	30.5% (164)
Were not academically prepared for college-level work	540	11.1% (60)	25.6% (138)	20.0% (108)	25.9% (140)	7.2% (39)	10.2% (55)
Work responsibilities got in the way	534	6.9% (37)	29.2% (156)	21.9% (117)	26.6% (142)	3.2% (17)	12.2% (65)
Family responsibilities got in the way	572	5.4% (31)	22.2% (127)	24.0% (137)	24.3% (139)	5.9% (34)	18.2% (104)
Financial issues got in the way	531	8.9% (47)	30.9% (164)	17.5% (93)	17.3% (92)	8.5% (45)	16.9% (90)
Had trouble with logistics like transportation	528	1.9% (10)	8.7% (46)	13.3% (70)	32.2% (170)	22.3% (118)	21.6% (114)
Were not motivated or committed enough to complete	540	10.2% (55)	21.9% (118)	16.7% (90)	28.1% (152)	9.3% (50)	13.9% (75)
Did not know how to manage their time well	551	12.7% (70)	30.7% (169)	22.3% (123)	18.3% (101)	3.3% (18)	12.7% (70)
Spent too much time in developmental or remedial classes	540	3.1% (17)	14.4% (78)	12.8% (69)	23.3% (126)	15.2% (82)	31.1% (168)
Did not have clear goals	527	8.0% (42)	23.5% (124)	17.8% (94)	23.9% (126)	8.0% (42)	18.8% (99)
Did not understand their program or transfer requirements	530	2.6% (14)	10.8% (57)	13.0% (69)	24.5% (130)	23.4% (124)	25.7% (136)
Faced medical or mental health issues	548	1.1% (6)	6.2% (34)	7.3% (40)	35.8% (196)	24.5% (134)	25.2% (138)

*Note: Responses were randomized and each survey respondent responded to about half of the options.

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Q9. How much is the following practice being used at your college? (Full-time and part-time combined)

How much is the following practice being used at your college?	N	A Great Deal %(N)	Some %(N)	Only a Little %(N)	Not at All %(N)	Don't Know %(N)
Using technology that integrates instruction and student support to respond to student needs in real time	1000	46.8% (468)	37.1% (371)	9.5% (95)	2.7% (27)	3.9% (39)
Providing intensive and regularly scheduled advising.	462	25.9% (120)	38.7% (179)	23.8% (110)	3.4% (16)	8.0% (37)
Clarifying for students which courses are required to complete each certificate and degree program or to transfer	477	57.0% (272)	28.3% (135)	3.5% (17)	0.4% (2)	10.6% (51)
Employing teaching methods that extend beyond traditional lecturing	475	43.5% (207)	49.4% (235)	4.2% (20)	0.4% (2)	2.3% (11)
Requiring students to complete a comprehensive orientation to the college experience	449	41.6% (187)	30.0% (135)	13.1% (59)	5.3% (24)	9.7% (44)
Offering career exploration opportunities early in the college experience	476	21.6% (103)	36.3% (173)	20.1% (96)	4.8% (23)	17.0% (81)
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum	474	10.3% (49)	42.8% (203)	28.2% (134)	6.5% (31)	12.0% (57)
Reducing institutional red tape that prevents students from progressing or graduating	473	11.2% (53)	33.1% (157)	23.0% (109)	8.8% (42)	23.6% (112)
Partnering with the K-12 system to improve college readiness	454	17.4% (79)	34.8% (158)	21.8% (99)	7.0% (32)	18.9% (86)
Partnering with 4-year institutions to ease transfer.	474	47.0% (223)	38.8% (184)	7.5% (36)	1.0% (5)	5.4% (26)
Offering programs entirely or partly online	460	40.0% (184)	43.2% (199)	11.7% (54)	2.6% (12)	2.3% (11)
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar	465	5.1% (24)	18% (84)	23.9% (111)	27.5% (128)	25.3% (118)
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing	466	19.3% (90)	41.8% (195)	22.3 (104)	3.0% (14)	13.5% (63)
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education	457	4.5% (21)	15.9% (73)	27.5% (126)	21.0% (96)	30.8% (141)
Offering courses and programs that explore diverse cultures, life experiences or worldviews	480	26.8% (129)	42.5% (204)	15.2% (73)	2.7% (13)	12.7% (61)
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring	458	38.2% (175)	44.5% (204)	9.1% (42)	1.0% (5)	6.9% (32)

*Note: Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q10. How much does the following practice affect your work with your students?

How much does the following practice affect your work with your students?	N	A Great Deal	Some	Only a Little	Not at All	Don't Know
Using technology that integrates instruction and student support to respond to student needs in real time.	839	44%	43%	8%	3%	1%
Providing intensive and regularly scheduled advising.	299	35%	41%	14%	7%	3%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	407	45%	32%	14%	8%	1%
Employing teaching methods that extend beyond traditional lecturing.	442	63%	31%	5%	1%	0%
Requiring students to complete a comprehensive orientation to the college experience.	322	30%	32%	21%	11%	5%
Offering career exploration opportunities early in the college experience.	188	23%	45%	17%	12%	3%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	174	24%	40%	25%	11%	1%
Reducing institutional red tape that prevents students from progressing or graduating.	155	30%	41%	23%	4%	3%
Partnering with the K-12 system to improve college readiness.	171	19%	38%	23%	13%	7%
Partnering with 4-year institutions to ease transfer.	285	37%	35%	15%	12%	1%
Offering programs entirely or partly online.	261	33%	36%	15%	14%	2%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	74	12%	36%	23%	26%	3%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	214	35%	28%	21%	14%	2%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	67	19%	25%	28%	25%	1%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	232	34%	32%	19%	12%	2%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	259	37%	44%	15%	3%	1%

*Note: Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q11. How many of your students would you say the following practice is helping to earn a certificate or degree or transfer?

How many of your students would you say the following practice is helping to earn a certificate or degree or transfer?	N	All/Nearly All	More than Half	About Half	Less than Half	Hardly Any	Don't Know	Too Early to Say
Using technology that integrates instruction and student support to respond to student needs in real time.	733	20%	33%	18%	11%	3%	11%	4%
Providing intensive and regularly scheduled advising.	227	26%	34%	17%	10%	1%	8%	4%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	314	37%	39%	10%	5%	1%	5%	3%
Employing teaching methods that extend beyond traditional lecturing.	412	27%	36%	14%	7%	1%	10%	5%
Requiring students to complete a comprehensive orientation to the college experience.	199	23%	31%	15%	11%	4%	9%	8%
Offering career exploration opportunities early in the college experience.	188	15%	37%	16%	15%	3%	10%	4%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	160	18%	26%	16%	17%	3%	9%	11%
Reducing institutional red tape that prevents students from progressing or graduating.	147	20%	25%	18%	19%	3%	10%	5%
Partnering with the K-12 system to improve college readiness.	136	9%	23%	18%	17%	7%	13%	13%
Partnering with 4-year institutions to ease transfer.	285	14%	42%	18%	17%	1%	6%	2%
Offering programs entirely or partly online.	260	13%	28%	22%	22%	4%	8%	2%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	57	12%	19%	25%	28%	7%	7%	2%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	174	37%	28%	13%	12%	2%	6%	3%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	77	18%	13%	4%	19%	1%	3%	42%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	223	14%	26%	14%	14%	7%	22%	3%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	303	16%	31%	21%	17%	2%	10%	3%

*Note: Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q12. Why do you think the following practice is NOT helping your students to earn a certificate or degree or transfer?*

Why do you think the following practice is NOT helping your students to earn a certificate or degree?	N	% of Total Reasons
It is not being implemented properly	109	11%
It does not address student needs	161	17%
Faculty and staff do not have time for it	98	10%
Faculty and staff do not like it	33	3%
Faculty and staff need more training to implement it	150	16%
The practice has not been in place long enough	96	10%
Faculty and staff do not think it is their responsibility	51	5%
Other	209	22%
Don't Know	42	4%

*Note: This question was asked for each response option in Q11 of respondents who indicated "Less than half" or "Hardly any or none." Because of small sample sizes per domain, responses are tabulated across the practices to get a sense of the reasons the practices are perceived not to be helping students.

Q13. If it were used more widely at your college, how many of your students do you think the following practice would help to earn a certificate or degree or transfer?

If it were used more widely at your college, how many of your students do you think the following practice would help to earn a certificate or degree or transfer?	N	All/Nearly All	More than Half	About Half	Less than Half	Hardly Any	Don't Know
Using technology that integrates instruction and student support to respond to student needs in real time.	122	5%	20%	16%	26%	17%	16%
Providing intensive and regularly scheduled advising.	126	19%	40%	18%	10%	2%	11%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	19	26%	32%	16%	16%	5%	5%
Employing teaching methods that extend beyond traditional lecturing.	22	9%	36%	18%	23%	14%	0%
Requiring students to complete a comprehensive orientation to the college experience.	83	12%	35%	20%	7%	11%	14%
Offering career exploration opportunities early in the college experience.	119	9%	34%	19%	16%	7%	14%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	165	5%	23%	12%	27%	11%	22%
Reducing institutional red tape that prevents students from progressing or graduating.	151	11%	34%	13%	19%	11%	12%
Partnering with the K-12 system to improve college readiness.	131	20%	31%	20%	15%	2%	12%
Partnering with 4-year institutions to ease transfer.	41	10%	32%	24%	20%	10%	5%
Offering programs entirely or partly online.	66	0%	15%	5%	33%	30%	17%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	239	2%	10%	9%	30%	28%	21%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	118	7%	24%	19%	27%	8%	16%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	222	6%	7%	8%	34%	26%	19%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	86	5%	14%	13%	29%	23%	16%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	47	13%	34%	26%	19%	4%	4%

Note: Question asked only of those who responded that the practice was used "only a little" or "not at all" on Q9. Responses were randomized and each survey respondent responded to about half of the options.

Q14. Does your college have any formal processes to evaluate the impact of one or more of these practices on student completion or transfer?

Does your college have any formal processes to evaluate the impact of one or more of these practices on student completion or transfer?	N	Yes	No	Don't Know
Using technology that integrates instruction and student support to respond to student needs in real time.	839	41%	17%	42%
Providing intensive and regularly scheduled advising.	299	52%	13%	35%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	407	58%	11%	31%
Employing teaching methods that extend beyond traditional lecturing.	442	46%	24%	30%
Requiring students to complete a comprehensive orientation to the college experience.	322	59%	13%	29%
Offering career exploration opportunities early in the college experience.	159	27%	53%	20%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	154	27%	45%	28%
Reducing institutional red tape that prevents students from progressing or graduating.	145	32%	44%	24%
Partnering with the K-12 system to improve college readiness.	137	23%	47%	29%
Partnering with 4-year institutions to ease transfer.	248	42%	41%	17%
Offering programs entirely or partly online.	219	40%	43%	17%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	53	17%	51%	32%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	178	42%	33%	25%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	49	27%	35%	39%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	200	40%	38%	23%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	248	39%	46%	15%

Note: Question asked of respondents who indicated the practice was used "a great deal" or "some" at their college on Q9. Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q15. How much support does your college provide to faculty in using any of the following practices?

How much support does your college provide to faculty in using any of the following practices?	N	A Great Deal	Some	Only a Little	None at All	Don't Know
Using technology that integrates instruction and student support to respond to student needs in real time.	839	43%	42%	12%	1%	2%
Providing intensive and regularly scheduled advising.	299	29%	42%	15%	6%	8%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	407	33%	44%	12%	4%	6%
Employing teaching methods that extend beyond traditional lecturing.	442	29%	46%	19%	3%	3%
Requiring students to complete a comprehensive orientation to the college experience.	322	34%	32%	16%	5%	14%
Offering career exploration opportunities early in the college experience.	188	23%	45%	17%	12%	3%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	174	24%	40%	25%	11%	1%
Reducing institutional red tape that prevents students from progressing or graduating.	155	30%	41%	23%	4%	3%
Partnering with the K-12 system to improve college readiness.	171	19%	38%	23%	13%	7%
Partnering with 4-year institutions to ease transfer.	285	37%	35%	15%	12%	1%
Offering programs entirely or partly online.	261	33%	36%	15%	14%	2%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	74	12%	36%	23%	26%	3%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	214	35%	28%	21%	14%	2%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	67	19%	25%	28%	25%	1%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	232	34%	32%	19%	12%	2%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	259	37%	44%	15%	3%	1%

Note: Question asked of respondents who indicated the practice was used "a great deal" or "some" at their college on Q9. Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q16. Does your college provide any of the following types of support to faculty in using the following practices?

Does your college provide any of the following types of support to faculty in using the following practices?	N	One time workshops/ presentations	Ongoing Professional Development	Formal Mentoring	Implementation Teams or Task Forces	Reassigned Time or Course Reduction	Attendance at seminars/ conferences	Financial Compensation or Stipends	None of these	Don't Know
Using technology that integrates instruction and student support to respond to student needs in real time.	839	66%	59%	14%	24%	9%	45%	17%	4%	7%
Providing intensive and regularly scheduled advising.	299	39%	31%	11%	18%	6%	16%	8%	14%	21%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	407	33%	21%	10%	18%	4%	13%	2%	18%	22%
Employing teaching methods that extend beyond traditional lecturing.	442	62%	52%	12%	14%	6%	45%	11%	6%	8%
Requiring students to complete a comprehensive orientation to the college experience.	322	30%	16%	5%	20%	5%	17%	7%	14%	26%
Offering career exploration opportunities early in the college experience.	188	37%	26%	10%	18%	7%	24%	6%	30%	49%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	174	58%	52%	10%	30%	13%	43%	14%	11%	28%
Reducing institutional red tape that prevents students from progressing or graduating.	155	30%	18%	9%	21%	6%	15%	5%	26%	51%

	N									
Partnering with the K-12 system to improve college readiness.	171	30%	29%	9%	31%	10%	23%	10%	12%	47%
Partnering with 4-year institutions to ease transfer.	285	34%	22%	7%	30%	5%	20%	5%	27%	44%
Offering programs entirely or partly online.	261	69%	72%	21%	37%	18%	48%	24%	8%	24%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	74	34%	43%	14%	26%	15%	30%	9%	8%	53%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	214	36%	30%	17%	21%	13%	30%	14%	17%	36%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	67	27%	27%	4%	22%	7%	25%	18%	22%	57%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	232	59%	57%	11%	28%	9%	47%	18%	14%	30%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	259	46%	43%	25%	29%	10%	32%	13%	24%	33%

Note: Full-time and part-time faculty. Question 16 asked only of those who responded that the practice affected their work "a great deal" or "some" at their colleges on Q10. Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q17. Overall, how much do faculty help each other in using the following practices?

Overall, how much do faculty help each other in using the following practices?	N	A Great Deal	Some	Only a Little	Not at All	Don't Know
Using technology that integrates instruction and student support to respond to student needs in real time.	839	39%	39%	14%	3%	4%
Providing intensive and regularly scheduled advising.	299	23%	32%	16%	14%	14%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	407	32%	36%	18%	7%	7%
Employing teaching methods that extend beyond traditional lecturing.	442	33%	43%	17%	2%	5%
Requiring students to complete a comprehensive orientation to the college experience.	322	19%	23%	19%	16%	23%
Offering career exploration opportunities early in the college experience.	188	23%	45%	17%	12%	3%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	174	24%	40%	25%	11%	1%
Reducing institutional red tape that prevents students from progressing or graduating.	155	30%	41%	23%	4%	3%
Partnering with the K-12 system to improve college readiness.	171	19%	38%	23%	13%	7%
Partnering with 4-year institutions to ease transfer.	285	37%	35%	15%	12%	1%
Offering programs entirely or partly online.	261	33%	36%	15%	14%	2%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	74	12%	36%	23%	26%	3%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	214	35%	28%	21%	14%	2%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	67	19%	25%	28%	25%	1%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	232	34%	32%	19%	12%	2%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	259	37%	44%	15%	3%	1%

Note: Q17 asked only of those who responded that the practice was used "a great deal" or "some" at their college on Q9. Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q18. During the past 24 months, how have you helped colleagues or how have colleagues helped you in using the following practices?

During the past 24 months, how have you helped colleagues or how have colleagues helped you in using the following practices?	N	Casual Conversations	Informal Meetings	One Time Workshops or Presentations	Ongoing Professional Development	Formal Meeting	Part of Implementation Team Task Force	Not at All
Using technology that integrates instruction and student support to respond to student needs in real time.	839	65%	45%	41%	32%	10%	13%	9%
Providing intensive and regularly scheduled advising.	299	44%	29%	15%	13%	8%	12%	33%
Clarifying for students which courses are required to complete each certificate and degree program or to transfer.	407	57%	35%	15%	10%	11%	7%	21%
Employing teaching methods that extend beyond traditional lecturing.	442	65%	42%	41%	33%	10%	12%	10%
Requiring students to complete a comprehensive orientation to the college experience.	322	25%	12%	15%	7%	5%	11%	48%
Offering career exploration opportunities early in the college experience.	188	64%	30%	21%	8%	8%	9%	52%
Integrating course content across multiple disciplines, such as learning communities or writing across the curriculum.	174	69%	36%	33%	20%	9%	22%	39%
Reducing institutional red tape that prevents students from progressing or graduating.	155	54%	19%	16%	10%	4%	15%	55%
Partnering with the K-12 system to improve college readiness.	171	46%	19%	17%	14%	9%	20%	63%
Partnering with 4-year institutions to ease transfer.	285	54%	25%	16%	12%	6%	17%	56%
Offering programs entirely or partly online.	261	61%	44%	38%	37%	14%	18%	47%
Self-paced or modularized learning, in which students earn credit at their own pace outside the traditional academic calendar.	74	51%	41%	19%	19%	9%	16%	59%
Offering experience-based learning in real-world settings, such as internships, service learning or job-shadowing.	214	67%	35%	24%	21%	14%	11%	35%
Allowing students to earn credit by demonstrating what they know rather than by completing traditional coursework, such as competency-based education.	67	49%	28%	21%	19%	15%	15%	61%
Offering courses and programs that explore diverse cultures, life experiences or worldviews.	232	69%	30%	36%	29%	9%	19%	41%
Providing individual student attention for example through programs such as supplemental instruction, intensive tutoring, or mentoring.	259	79%	50%	32%	24%	19%	17%	28%

Note: In Q18, respondents responded only to items from Q9 that they indicated were being used "a great deal" or "some" at their college. Responses were randomized and each survey respondent responded to about half of the options, with one exception: all respondents were asked to respond to "Using technology that integrates instruction and student support to respond to student needs in real time."

Q18b. Are you a member of a college-wide steering committee that is focused on helping students earn a certificate or degree or transfer?

Are you a member of a college-wide steering committee that is focused on helping students earn a certificate or degree or transfer?	Full-Time Faculty	Part-Time Faculty	All Faculty
Yes	21%	4%	15%
No	77%	95%	83%
Don't Know	2%	1%	2%
Missing	0%	1%	0%
Number of Respondents	678	322	1000

Q19. In what state or territory is your college?

In what state or territory is your college?	Full-Time Faculty	Part-Time Faculty	All Faculty
Alabama	7	1	8
Alaska	0	1	1
Arizona	17	8	25
Arkansas	4	2	6
California	67	63	130
Colorado	16	8	24
Connecticut	2	4	6
Delaware	3	4	7
Florida	7	2	9
Georgia	8	4	12
Guam	1	0	1
Hawaii	8	2	10
Idaho	2	2	4
Illinois	43	19	62
Indiana	8	1	9
Iowa	9	4	13
Kansas	11	6	17
Kentucky	13	1	14
Louisiana	5	2	7
Maine	0	3	3
Maryland	18	7	25
Massachusetts	12	8	20
Michigan	25	21	46
Minnesota	21	5	26

In what state or territory is your college?	Full-Time Faculty	Part-Time Faculty	All Faculty
Mississippi	13	1	14
Missouri	12	4	16
Nebraska	15	1	16
Nevada	13	5	18
New Jersey	11	5	16
New Mexico	6	3	9
New York	41	18	59
North Carolina	55	10	65
Ohio	23	16	39
Oklahoma	10	2	12
Oregon	12	10	22
Pennsylvania	19	12	31
South Carolina	12	0	12
South Dakota	1	0	1
Tennessee	6	2	8
Texas	63	23	86
Utah	2	0	2
Vermont	0	1	1
Virginia	12	13	25
Washington	14	6	20
West Virginia	0	2	2
Wisconsin	25	9	34
Wyoming	6	1	7
Number of Respondents	678	322	1,000

Q20. For how many years have you been a faculty member at your community college?

For how many years have you been a faculty member at your community college?	Full-Time Faculty	Part-Time Faculty	All Faculty
Less than one year	1%	1%	1%
1 to 2 years	1%	3%	2%
3 to 5 years	11%	22%	15%
6 to 10 years	24%	24%	24%
More than ten years	63%	49%	59%
Number of Respondents	678	322	1000

Q22. As far as you know, how many students are enrolled at your community college?

As far as you know, how many students are enrolled at your community college?	Full-Time Faculty	Part-Time Faculty	All Faculty
0 to 499	1%	1%	1%
500 to 999	2%	2%	2%
1000 to 1999	8%	7%	7%
2000 to 4999	18%	17%	18%
5000 to 7999	15%	8%	13%
8000 to 9999	9%	7%	8%
10,000 to 14,999	14%	12%	14%
15,000 to 19,999	8%	9%	8%
20,000 and 49,999	17%	14%	16%
50,000 and above	4%	3%	4%
I don't know	5%	19%	10%
Number of Respondents	678	322	1000

Q23. In which discipline or field do you most commonly teach?

In which discipline or field do you most commonly teach?	Full-Time Faculty	Part-Time Faculty	All Faculty
English Language & Literature/Letters (composition, creative writing, etc.)	78	44	122
Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)	98	18	116
Mathematics	61	15	76
Social Sciences & History (anthropology, archeology, economics, geography, history, political science, sociology, etc.)	44	25	69
Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)	54	13	67
Other	40	22	62
Business Management & Administrative Services (accounting, business admin., marketing, management, real estate, etc.)	28	28	56
Liberal Arts & Sciences, General Studies & Humanities	31	21	52
Visual & Performing Arts (art, music, theater, dance, etc.)	29	19	48
Computer & Information Sciences	30	17	47
Psychology	33	9	42
Physical Sciences (astronomy, chemistry, geology, physics, etc.)	30	10	40
Education	13	13	26
Communications (advertising, journalism, television/radio, etc.)	16	7	23
Foreign Languages & Literatures (French, Spanish, etc.)	13	7	20
Developmental Math	9	7	16
Engineering	10	6	16
Developmental Writing	8	5	13
Law & Legal Studies	8	5	13

In which discipline or field do you most commonly teach?	Full-Time Faculty	Part-Time Faculty	All Faculty
Developmental Reading	7	4	11
Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, etc.)	6	1	7
Parks, Recreation, Leisure & Fitness Studies	5	2	7
Protective Services (criminal justice & corrections, fire protection, etc.)	3	4	7
Theology Studies & Religious Vocations (philosophy, ministry, etc.)	3	3	6
Other Developmental	3	2	5
Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)	2	3	5
Agriculture	3	1	4
Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)	1	3	4
Precision Production Trades (drafting, graphic, precious metal worker, etc.)	2	2	4
N/A	2	1	3
Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)	2	1	3
Architecture & Related Programs	0	2	2
Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)	1	1	2
Public Administration & Services (public policy, social work, etc.)	2	0	2
Vocational Home Economics (child care/guidance worker & manager, clothing, apparel & textile worker, housekeeping, etc.)	2	0	2
Library Science	0	1	1
Transportation & Materials Moving Workers (air, vehicle & water workers, etc.)	1	0	1
Number of Respondents	**678**	**322**	**1,000**

Q1. At how many colleges are you currently employed?

Response : Part-Time Faculty	N	%
One	264	82%
Two	43	13%
Three or More	15	5%
Total	322	100%

Q2. What is your primary role at the college?

Respondents	N	%
Full Time Faculty	678	68%
Part Time Faculty	322	32%
Total	1,000	100%

Q3b. The table below is a compilation of responses to three questions asked based on responses to previous items, by full-time faculty and part-time faculty:

- What is your current teaching load? (asked of respondents who indicated "one" on Q1)
- What is your current teaching load at the community college where you are employed full time? (asked of respondents who responded "two" or "three or more" to Q1 and "full-time teaching faculty" to Q2.
- What is your combined current teaching load at all of the community colleges where you are employed? (asked of respondents who responded "two" or "three or more" to Q1 and "part-time teaching faculty" to Q2.

Response : Full-Time Faculty	N	%	Response: Part-Time Faculty	N	%
1 section	10	1%	1 section	65	20%
2 sections	47	7%	2 sections	104	32%
3 sections	80	12%	3 sections	79	25%
4 sections	132	19%	4 sections	36	11%
5 sections	205	30%	5 sections	16	5%
6 or more sections	197	29%	6 or more sections	14	4%
Not currently teaching	7	1%	Not currently teaching	8	2%
Total	678		Total	322	

Note: Percentages may not equal 100 due to rounding

Q24. How many years of teaching experience do you have at the community college level?

How many years of teaching experience do you have at the community college level?	Full-Time Faculty	Part-Time Faculty	All Faculty
Less than one year	0%	0%	0%
1 to 2 years	0%	2%	1%
3 to 5 years	6%	17%	10%
6 to 10 years	23%	26%	24%
More than ten years	70%	54%	65%
Number of Respondents	678	322	1000

Q25. What is the highest level of education you have completed?

What is the highest level of education you have completed?	Full-Time Faculty	Part-Time Faculty	All Faculty
Occupational / Technical Certificate	1%	2%	1%
Associate's Degree	1%	3%	2%
Bachelor's Degree	4%	7%	5%
Post-baccalaureate Certificate	1%	2%	1%
Master's Degree	59%	67%	62%
PhD, JD, MD, or other Doctorate	30%	15%	25%
Other	4%	4%	4%
Number of Respondents	678	322	1000

Q26. What is your age?

What is your age?	Full-Time Faculty	Part-Time Faculty	All Faculty
25 to 29	1%	0%	1%
30 to 49	33%	26%	31%
50 to 64	52%	47%	50%
64 or older	11%	25%	15%
Prefer not to respond	3%	2%	3%
Number of Respondents	678	322	1000

Q27. How would you describe your race or ethnicity? Please select all that apply.

How would you describe your race or ethnicity?	Full-Time Faculty	Part-Time Faculty	All Faculty
White	78%	77%	78%
Black or African American	6%	4%	5%
Asian	2%	2%	2%
Native American, American Indian, or Alaska Native	1%	2%	1%
Native Hawaiian or Other Pacific Islander	0%	0%	0%
Hispanic or Latino	3%	4%	4%
Other [SPECIFY]	2%	2%	2%
Prefer not to respond	8%	9%	8%
Number of Respondents	686	332	1018

Q28. What is your gender?

What is your gender?	Full-Time Faculty	Part-Time Faculty	All Faculty
Male	36%	36%	36%
Female	59%	60%	59%
Other	0%	0%	0%
Prefer not to respond	6%	4%	5%
Number of Respondents	678	322	1000