

FINAL TOPLINE

Community College Faculty Survey on Faculty Engagement in Initiatives to Increase the Percentage of Students who Earn a Certificate or Degree or Transfer

November 14 through
December 12, 2017,
Community College Faculty

Data collected by Public
Agenda using Survey
Monkey and an opt-in list of
community college faculty
purchased from Dun and
Bradstreet in 2014

In partnership with Public Agenda, the League for Innovation in the Community College (League) conducted a survey, the Community College Faculty Survey, as part of the League's Faculty Voices Project. The following data is based on this survey of 1,179 current part- and full-time community college faculty. The surveys were distributed November 14, 2017 through December 12, 2017. The survey was fielded online using an opt-in list of community college faculty purchased from Dun and Bradstreet in 2014. (For more information about the list, please contact Cynthia Wilson, Vice President for Learning and Chief Impact Officer at the League for Innovation in the Community College, at wilson@league.org.) Public Agenda designed the survey instrument and collected, cleaned and analyzed the data. When using these data, please cite the League for Innovation and Public Agenda.

Prior to developing the survey instrument, Public Agenda conducted two focus groups with current part- and full-time faculty members at two different community colleges: one in New York at Hostos Community College and one in Pennsylvania at the Community College of Allegheny County. In total, 17 faculty members participated in these focus groups. Using insights from the focus groups, Public Agenda, with guidance from the League, developed the Community College Faculty Survey.

Once developed and finalized, the Community College Faculty Survey was programmed into SurveyMonkey. During the week of November 13, 2017 email invitations were sent through SurveyMonkey to all 31,731 community college faculty members on the opt-in list of community college faculty. Weekly email reminders were then sent to all faculty members on the opt-in list that did not respond to the survey. In total, three reminders were emailed to non-responding faculty (due to Thanksgiving, non-responding faculty received an email either the week of November 20, 2017 or the week of November 27, 2017). The survey was closed December 12, 2017.

Of the 31,731 community college faculty members who were invited to participate, 1,573 faculty members responded to the invitation, for a response rate of 5.0 percent. The data was then cleaned and faculty who did not complete the survey or whose responses were contradictory were removed from analysis. A total of 1,179 community college faculty members are included in this analysis.

Faculty members could refuse to answer any question. A survey result of less than .05 percent is signified by an asterisk, and a result of zero is signified by a dash. Responses may not always total 100 percent due to rounding.

COMMUNITY COLLEGE FACULTY SURVEY RESULTS

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
Q24. How many years of teaching experience do you have at the community college level?			
Less than one year	-	*	*
1 to 2 years	-	-	-
3 to 5 years	10%	4%	6%
6 to 10 years	25%	18%	20%
More than ten years	65%	78%	74%
	n=397	n=782	N=1,179
Q1. At how many community colleges are you currently employed? [Screening question: None and Refused were terminated.]			
One	86%	96%	93%
Two	11%	3%	6%
Three or more	4%	1%	2%
None	-	-	-
	n=397	n=782	N=1,179
Q2. What is your primary role at the community college? [Screening question: Full-time non-teaching faculty, Part-time non-teaching faculty, Other and Refused were terminated.]			
Full-time teaching faculty	-	100%	66%
Part-time teaching faculty	100%	-	34%
Full-time non-teaching faculty	-	-	-
Part-time non-teaching faculty	-	-	-
Other	-	-	-
	n=397	n=782	N=1,179
Q3b. (If answer to Q1 is 1, then:) What is your current teaching load? (If answer to Q1 is 2, 3 and Q2 is 1, then:) What is your current teaching load at the community college where you are employed full time? (If answer to Q1 is 2, 3 and Q2 is 2, then:) What is your combined current teaching load at all of the community colleges where you are employed?			
1 section	25%	2%	10%
2 sections	34%	5%	15%
3 sections	22%	11%	15%
4 sections	8%	20%	16%
5 sections	5%	31%	22%
6 or more sections	4%	28%	20%
Not currently teaching	3%	1%	2%
Refused (vol.)	-	1%	1%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE1. How important is it to you for your college to increase the percentage of students who earn a certificate or degree or who transfer?			
Very important	70%	66%	67%
Somewhat important	22%	27%	25%
Not too important	5%	4%	4%
Not important at all	2%	2%	2%
Don't know	1%	1%	1%
Refused (vol.)	-	*	*
	n=397	n=782	N=1,179
QE2. Which of the following statements comes closest to your views?			
If I heard my college is planning to implement an initiative to increase the percentage of students who earn a certificate or degree or transfer... [Phrases were rotated and Don't know was always last]			
I would be excited for a new opportunity to help students.	66%	55%	59%
It would be hard for me to be excited because I've seen too many initiatives come and go without follow through.	19%	34%	29%
Don't know	14%	11%	12%
Refused (vol.)	-	*	*
	n=397	n=782	N=1,179
QE3. How close does the following statement come to your view?			
At my college, faculty members' ideas and skills are valued, respected and sought out by college leaders.			
Very close	20%	19%	19%
Somewhat close	40%	39%	40%
Not too close	19%	22%	21%
Not close at all	14%	19%	18%
Don't know	7%	1%	3%
Refused (vol.)	1%	*	*
	n=397	n=782	N=1,179
QE4 How well do you think your college does at each of the following? Do you think your college does a very good job, a somewhat good job, a somewhat bad job, a very bad job or do you not know? [Items were randomized]			
QE4a. Including faculty in decisions about how to increase the percentage of students who earn a certificate or degree or transfer.			
Very good job	15%	12%	13%
Somewhat good job	36%	38%	37%
Somewhat bad job	20%	27%	24%
Very bad job	11%	20%	17%
Don't know	18%	3%	8%
Refused (vol.)	*	1%	*
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE4b. Planning the support and resources that are needed to ensure that initiatives to increase the percentage of students who earn a certificate or degree or transfer are implemented successfully.			
Very good job	17%	13%	14%
Somewhat good job	45%	42%	43%
Somewhat bad job	14%	26%	22%
Very bad job	6%	13%	11%
Don't know	18%	6%	10%
Refused (vol.)	-	1%	*
	n=397	n=782	N=1,179
QE4c. Ensuring that all the initiatives to increase the percentage of students who earn a certificate or degree or transfer are coordinated and work together.			
Very good job	13%	10%	11%
Somewhat good job	41%	41%	41%
Somewhat bad job	17%	29%	25%
Very bad job	6%	14%	12%
Don't know	23%	6%	12%
Refused (vol.)	*	*	*
	n=397	n=782	N=1,179
QE4d. Ensuring that initiatives to increase the percentage of students who earn a certificate or degree or transfer are supported long enough to have an impact.			
Very good job	13%	13%	13%
Somewhat good job	39%	44%	42%
Somewhat bad job	17%	25%	22%
Very bad job	6%	11%	9%
Don't know	23%	7%	13%
Refused (vol.)	1%	*	*
	n=397	n=782	N=1,179
QE4e. Ensuring that faculty are prepared to efficiently carry out initiatives to increase the percentage of students who earn a certificate or degree or transfer.			
Very good job	15%	10%	12%
Somewhat good job	40%	41%	40%
Somewhat bad job	20%	31%	27%
Very bad job	9%	14%	12%
Don't know	16%	4%	8%
Refused (vol.)	*	*	*
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE5. At your college, who has SIGNIFICANT influence on deciding which initiatives to implement to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only]			
QE5a. Full time faculty	46%	32%	37%
QE5b. Part time faculty	11%	4%	7%
QE5c. Department chairs	51%	36%	41%
QE5d. A provost, dean or another member of the administration	58%	79%	72%
QE5e. The president	54%	73%	66%
QE5f. Students	10%	7%	8%
QE5g. The Board of Directors or Trustees	31%	32%	32%
QE5h. Foundations and other external funders	8%	9%	9%
QE5i. Government policies	18%	22%	21%
QE5j. Other	2%	6%	4%
QE5k. Don't know	19%	5%	10%
	n=397	n=782	N=1,179
QE6. In general, how much do you trust those who have a significant influence to make the best decisions to increase the percentage of students who earn a certificate or degree or transfer from your college?			
A lot	20%	17%	18%
Some	45%	44%	44%
Only a little	20%	24%	23%
Not at all	8%	13%	11%
Don't know	7%	2%	4%
Refused (vol.)	*	*	*
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE7. How close does the following statement come to your view?			
At my college, decisions about initiatives to increase the percentage of students who earn a certificate or degree or transfer are informed by research and data that support the effectiveness of the initiative and how to best implement the initiative.			
Very close	15%	18%	17%
Somewhat close	34%	39%	37%
Not too close	14%	21%	19%
Not close at all	6%	13%	10%
Don't know	31%	10%	17%
Refused (vol.)	*	-	*
	n=397	n=782	N=1,179
QE8. At your college, how do faculty typically hear about opportunities to be involved in new initiatives to increase the percentage of students who earn a certificate or degree or transfer? From... Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only]			
QE8a. Their department chairs	55%	53%	54%
QE8b. A provost, dean or another member of the administration	37%	63%	55%
QE8c. Other faculty in your department	18%	19%	19%
QE8d. Faculty in other departments	8%	14%	12%
QE8e. Students	3%	1%	1%
QE8f. The college president's office	24%	32%	30%
QE8g. Other	12%	12%	12%
QE8h. Don't know	18%	6%	10%
	n=397	n=782	N=1,179
QE9. In general, do you think your college introduces too many initiatives to increase the percentage of students who earn a certificate or degree or transfer, too few initiatives, or the right number of initiatives?			
Too many	11%	29%	23%
Too few	20%	18%	18%
The right number	27%	25%	26%
Don't know	42%	28%	33%
Refused (vol.)	*	*	*
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE10. Have you ever been involved in any of the following types of initiatives designed to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only; Those who selected QE10f and any other item were removed from analysis]			
QE10a. Initiatives that affect the classroom, such as reforming the curriculum or using teaching methods beyond traditional lecturing.	42%	74%	63%
QE10b. Initiatives that help students with non-academic needs, such as childcare, accessing food, housing, and transportation.	11%	23%	19%
QE10c. Initiatives that provide students with academic support outside of the classroom, such as intensive tutoring or mentoring	32%	58%	49%
QE10d. Initiatives that systematically integrate a, b, and c.	8%	13%	11%
QE10e. Initiatives that help students connect to the college community through clubs or other activities.	15%	40%	32%
QE10f. I have NOT participated in any initiative designed to increase the percentage of students who earn a certificate or degree or transfer.	44%	12%	23%
	n=397	n=782	N=1,179
QE11. Would you like to be involved in an initiative to increase the percentage of students who earn a certificate or degree or transfer? [Base: Have not participated in any initiative designed to increase the percentage of students who earn a certificate or degree or transfer]			
No	21%	22%	21%
Yes	41%	42%	41%
Don't know	37%	37%	37%
Refused (vol.)	1%	-	*
	n=175	n=93	N=268
QE12. Would you like to be involved in more initiatives to increase the percentage of students who earn a certificate or degree or transfer? [Base: Have participated in at least one initiative designed to increase the percentage of students who earn a certificate or degree or transfer]			
No	16%	23%	21%
Yes	46%	44%	45%
Don't know	38%	33%	34%
Refused (vol.)	-	*	*
	n=222	n=689	N=911

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
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QE13. IF YOU PARTICIPATED IN MULTIPLE INITIATIVES, FOR THE FOLLOWING QUESTIONS PLEASE THINK ABOUT YOUR TYPICAL EXPERIENCE

Which stage(s) of the initiative(s) to increase the percentage of students who earn a certificate or degree or transfer were you involved in? Please select all that apply [Because it is check all that apply, percents indicate 'yes' responses only; Base: Have participated in at least one initiative designed to increase the percentage of students who earn a certificate or degree or transfer.]

QE13a. Researching potentially valuable initiatives	18%	27%	25%
QE13b. Deciding whether to implement the initiative at all	16%	31%	27%
QE13c. Applying for funding for the initiative	7%	15%	13%
QE13d. Creating a plan to implement the initiative	29%	43%	39%
QE13e. Implementing the initiative in my classroom	60%	71%	68%
QE13f. Implementing the initiative in settings outside my classroom	19%	35%	31%
QE13g. Overseeing or supporting others implementing the initiative	17%	29%	26%
QE13h. Helping to evaluate the initiative	27%	31%	30%
QE13i. Other	12%	7%	8%
	n=222	n=689	N=911

QE14. IF YOU PARTICIPATED IN MULTIPLE INITIATIVES, FOR THE FOLLOWING QUESTIONS PLEASE THINK ABOUT YOUR TYPICAL EXPERIENCE

Who else did you work with when you were involved in the initiative(s) to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only; Rotate items A-F, Keep G last; Base: Have participated in at least one initiative designed to increase the percentage of students who earn a certificate or degree or transfer]

QE14a. The college president's office	5%	15%	12%
QE14b. Deans or other members of the administration	29%	54%	48%
QE14c. Faculty from my department	59%	72%	69%
QE14d. Faculty from other departments	25%	51%	44%
QE14e. Students	36%	31%	32%
QE14f. Student services or advisors	27%	36%	33%
QE14g. Other	8%	5%	5%
	n=222	n=689	N=911

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE15. Please indicated which, if any, of the following describes why you have not participated in an initiative to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only; Base: Have not participated in any initiative designed to increase the percentage of students who earn a certificate or degree or transfer]			
QE15a. I do not have enough time to participate.	29%	37%	31%
QE15b. I have not heard of any opportunities to participate.	53%	41%	49%
QE15c. Most of these initiatives are not implemented properly.	6%	19%	10%
QE15d. I do not want to participate in something that may not last long enough to have an impact.	4%	18%	9%
QE15e. My ideas will not be listened to if I participate.	17%	30%	22%
QE15f. I do not have the support I need from administrators to participate.	17%	22%	18%
QE15g. I do not have the support I need from other faculty to participate.	7%	9%	7%
QE15h. I need more training in order to participate.	11%	22%	15%
QE15i. I do not believe the initiatives will effectively address students' needs.	7%	18%	11%
QE15j. It is not my responsibility to participate in these initiatives.	19%	4%	14%
QE15k. Other	11%	9%	10%
QE15l. Don't know	9%	10%	9%
	n=175	n=93	N=268

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE16. Please indicate which, if any, of the following challenges you faced in participating in an initiative to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only; Base: Have participated in at least one initiative designed to increase the percentage of students who earn a certificate or degree or transfer]			
QE16a. I did not have enough time to keep up with my other responsibilities.	25%	54%	47%
QE16b. The initiative was not implemented properly.	13%	25%	22%
QE16c. The initiative did not last long enough to have an impact.	17%	26%	24%
QE16d. My ideas were not listened to.	16%	21%	20%
QE16e. I did not have the support I needed from administrators.	16%	30%	26%
QE16f. I did not have the support I needed from other faculty.	9%	14%	13%
QE16g. I did not have the proper training needed.	10%	16%	15%
QE16h. The initiative did not effectively address students' needs.	15%	26%	24%
QE16i. Other	11%	10%	10%
QE16j. Don't know	27%	13%	16%
	n=222	n=689	N=911
QE17. At your college, who SHOULD have significant influence on deciding the best ways to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only]			
QE17a. Full time faculty	84%	94%	91%
QE17b. Part time faculty	70%	46%	54%
QE17c. Department chairs	75%	71%	72%
QE17d. Deans and other members of the administration	62%	71%	68%
QE17e. The president of the college	44%	45%	45%
QE17f. Students	63%	60%	61%
QE17g. The Board of Directors or Trustees	22%	17%	19%
QE17h. Foundations and other external funders	14%	11%	12%
QE17i. Government policies	14%	11%	12%
QE17j. Other	3%	6%	5%
QE17k. Don't know	6%	1%	3%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE18. How much do you think each of the following would help your college make better decisions about which initiatives to increase the percentage of students who earn a certificate or degree or transfer to implement at your college? [Randomize items]			
QE18a. Reviewing research and data to identify effective initiatives			
A lot	50%	50%	50%
Some	38%	38%	38%
Only a little	9%	8%	8%
Not at all	1%	2%	1%
Don't know	2%	1%	1%
Refused (vol.)	1%	1%	1%
QE18b. Attending conferences			
A lot	16%	22%	20%
Some	50%	48%	49%
Only a little	21%	22%	21%
Not at all	7%	5%	6%
Don't know	4%	2%	3%
Refused (vol.)	2%	2%	2%
	n=397	n=782	N=1,179
QE18c. Checking which initiatives are popular among other colleges			
A lot	34%	27%	29%
Some	46%	49%	48%
Only a little	13%	18%	16%
Not at all	3%	4%	3%
Don't know	3%	2%	2%
Refused (vol.)	2%	1%	1%
	n=397	n=782	N=1,179
QE18d. Seeking advice from external consultants			
A lot	15%	11%	12%
Some	35%	36%	36%
Only a little	31%	32%	32%
Not at all	9%	16%	13%
Don't know	8%	3%	4%
Refused (vol.)	2%	3%	2%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE18e. Engaging faculty			
A lot	67%	73%	71%
Some	26%	22%	23%
Only a little	4%	2%	3%
Not at all	1%	*	*
Don't know	1%	1%	1%
Refused (vol.)	1%	1%	1%
	n=397	n=782	N=1,179
QE18f. Getting input from students			
A lot	63%	59%	60%
Some	28%	30%	30%
Only a little	6%	7%	7%
Not at all	*	2%	1%
Don't know	2%	1%	1%
Refused (vol.)	1%	1%	1%
	n=397	n=782	N=1,179
QE19. What is the best way for your college to effectively communicate to faculty information about opportunities to help implement new initiatives to increase the percentage of students who earn a certificate or degree or transfer? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only; Randomize A-F, keep G last]			
QE19a. Department meetings	60%	76%	71%
QE19b. Emails from department chairs	70%	51%	58%
QE19c. Faculty newsletters	31%	26%	28%
QE19d. Emails from deans or other members of the administration	51%	53%	53%
QE19e. Emails from the president's office	31%	34%	33%
QE19f. Workshops	50%	57%	55%
QE19g. Other	6%	7%	7%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE20. Which stage(s) of an initiative to increase the percentage of students who earn a certificate or degree or transfer SHOULD faculty be involved in? Please select all that apply. [Because it is check all that apply, percents indicate 'yes' responses only]			
QE20a. Researching potentially valuable initiatives	54%	65%	61%
QE20b. Deciding whether to implement the initiative at all	64%	80%	75%
QE20c. Applying for funding for the initiative	25%	22%	23%
QE20d. Creating a plan to implement the initiative	69%	82%	78%
QE20e. Implementing the initiative in my classroom	79%	90%	86%
QE20f. Implementing the initiative in settings outside my classroom	32%	44%	40%
QE20g. Overseeing or supporting others implementing the initiative	33%	48%	43%
QE20h. Helping to evaluate the initiative	64%	77%	73%
QE20i. Other	3%	2%	2%
	n=397	n=782	N=1,179
QE21. How much do you think each of the following would help to increase the college's percentage of students who earn a certificate or degree or transfer? [Randomize items]			
QE21a. Reforming the curriculum at the college			
A lot	21%	22%	21%
Some	43%	39%	41%
Only a little	20%	25%	23%
Not at all	6%	8%	8%
Don't know	8%	4%	5%
Refused (vol.)	3%	2%	2%
	n=397	n=782	N=1,179
QE21b. Introducing more innovative practices to support teaching and learning			
A lot	39%	38%	38%
Some	44%	43%	44%
Only a little	11%	12%	11%
Not at all	2%	3%	3%
Don't know	4%	2%	3%
Refused (vol.)	2%	2%	2%
	n=397	n=782	N=1,179
QE21c. Helping students with non-academic needs like childcare, accessing food, housing, and transportation			
A lot	46%	55%	52%
Some	36%	33%	34%
Only a little	9%	7%	8%
Not at all	2%	1%	1%
Don't know	6%	3%	4%
Refused (vol.)	2%	2%	2%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
QE21e. Providing faculty with strategic professional development related to teaching and learning			
A lot	41%	45%	44%
Some	43%	37%	39%
Only a little	9%	11%	11%
Not at all	3%	3%	3%
Don't know	3%	2%	2%
Refused (vol.)	2%	1%	1%
	n=397	n=782	N=1,179
QE21f. Allowing more time to collaborate with faculty across different departments			
A lot	30%	41%	38%
Some	47%	38%	41%
Only a little	14%	14%	14%
Not at all	4%	2%	2%
Don't know	5%	2%	3%
Refused (vol.)	1%	2%	2%
	n=397	n=782	N=1,179
QE21g. Improving student orientation so that students know exactly what to expect entering college and are aware of the different resources the college offers.			
A lot	62%	61%	61%
Some	27%	28%	28%
Only a little	7%	7%	7%
Not at all	1%	1%	1%
Don't know	3%	2%	2%
Refused (vol.)	*	1%	1%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
In what state or territory is your college?			
Alabama	1%	2%	1%
Alaska	*	*	*
Arizona	3%	3%	3%
Arkansas	-	1%	*
California	20%	13%	16%
Colorado	2%	1%	2%
Connecticut	2%	1%	1%
Delaware	1%	*	1%
District of Columbia	-	-	-
Florida	*	2%	2%
Georgia	1%	1%	1%
Hawaii	*	1%	1%
Idaho	1%	*	1%
Illinois	8%	5%	6%
Indiana	*	*	*
Iowa	2%	2%	2%
Kansas	1%	1%	1%
Kentucky	*	1%	1%
Louisiana	-	1%	1%
Maine	1%	*	1%
Maryland	1%	2%	1%
Massachusetts	4%	2%	3%
Michigan	5%	4%	4%
Minnesota	1%	2%	1%
Mississippi	*	1%	1%
Missouri	4%	2%	3%

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
Montana	1%	*	*
Nebraska	*	3%	2%
Nevada	1%	1%	1%
New Hampshire	*	*	*
New Jersey	1%	1%	1%
New Mexico	1%	1%	1%
New York	8%	8%	8%
North Carolina	3%	5%	4%
North Dakota	-	-	-
Ohio	4%	3%	4%
Oklahoma	1%	1%	1%
Oregon	2%	2%	2%
Pennsylvania	3%	2%	2%
Rhode Island	1%	1%	1%
South Carolina	1%	2%	2%
South Dakota	-	-	-
Tennessee	1%	2%	1%
Texas	7%	11%	10%
Utah	*	1%	1%
Vermont	1%	-	*
Virginia	3%	1%	1%
Washington	2%	2%	2%
West Virginia	*	-	*
Wisconsin	2%	2%	2%
Wyoming	*	1%	1%
Puerto Rico	-	-	-
Guam	-	*	*
Virgin Islands	-	-	-
Refused (vol.)	1%	*	1%
	n=397	n=782	N=1,179
Q20. For how many years have you been a faculty member at your community college?			
Less than one year	*	*	*
1 to 2 years	-	*	*
3 to 5 years	11%	5%	7%
5 to 10 years	27%	22%	24%
More than ten years	62%	72%	69%
Refused (vol.)	1%	*	*
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
Q22. As far as you know, how many students are enrolled at your community college?			
0 to 499	1%	*	*
500 to 999	2%	2%	2%
1,000 to 1,999	6%	7%	7%
2,000 to 4,999	18%	20%	19%
5,000 to 7,999	10%	13%	12%
8,000 to 9,999	8%	8%	8%
10,000 to 14,999	10%	16%	14%
15,000 to 19,999	7%	11%	10%
20,000 to 49,999	13%	15%	14%
50,000 and above	3%	4%	3%
I don't know	22%	3%	10%
Refused (vol.)	1%	*	1%
	n=397	n=782	N=1,179
Q23. In which discipline or field do you most commonly teach?			
N/A	*	*	*
Developmental Math	4%	2%	2%
Developmental Reading	2%	1%	2%
Developmental Writing	2%	1%	2%
Other Developmental	2%	*	1%
Agriculture	-	1%	*
Architecture & Related Programs (city/urban, community/regional planning, etc.)	-	*	*
Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)	4%	9%	7%
Business Management & Administrative Services (accounting, business admin., marketing, management, real estate, etc.)	8%	4%	5%
Communications (advertising, journalism, television/radio, etc.)	3%	2%	2%
Computer & Information Sciences	5%	5%	5%
Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)	-	-	-
Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)	1%	1%	1%
Education	3%	2%	3%
Engineering	2%	2%	2%
English Language & Literature/Letters (composition, creative writing, etc.)	9%	11%	10%

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
Foreign Languages & Literatures (French, Spanish, etc.)	3%	2%	2%
Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veterinary, etc.)	10%	14%	13%
Law & Legal Studies	2%	1%	1%
Liberal Arts & Sciences, General Studies & Humanities	4%	4%	4%
Library Science	*	*	*
Mathematics	6%	8%	7%
Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, etc.)	*	1%	1%
Military Technologies	-	-	-
Multi/Interdisciplinary Studies (international relations, ecology, environmental studies, etc.)	*	-	*
Parks, Recreation, Leisure & Fitness Studies	1%	1%	1%
Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)	-	*	*
Physical Sciences (astronomy, chemistry, geology, physics, etc.)	4%	4%	4%
Precision Production Trades (drafting, graphic, precious metal worker, etc.)	-	1%	1%
Protective Services (criminal justice & corrections, fire protection, etc.)	2%	*	1%
Psychology	4%	2%	3%
Public Administration & Services (public policy, social work, etc.)	*	*	*
Science Technologies (biological technology, nuclear & industrial radiological technology, etc.)	*	-	*
Social Sciences & History (anthropology, archeology, economics, geography, history, political science, sociology, etc.)	6%	6%	6%
Theology Studies & Religious Vocations (philosophy, ministry, etc.)	*	1%	1%
Transportation & Materials Moving Workers (air, vehicle & water workers, etc.)	*	1%	*
Visual & Performing Arts (art, music, theater, dance, etc.)	5%	5%	5%
Vocational Home Economics (child care/guidance worker & manager, clothing, apparel & textile worker, housekeeping, etc.)	*	*	*
Other	7%	8%	7%
Refused (vol.)	2%	1%	1%
	n=397	n=782	N=1,179

	Part-Time Faculty n=397	Full-Time Faculty n=782	Total N=1,179
Q25. What is the highest level of education you have completed?			
Occupational or technical certificate	1%	1%	1%
Associate's degree	4%	2%	3%
Bachelor's degree	7%	5%	5%
Post-baccalaureate certificate	3%	1%	2%
Master's degree	65%	58%	61%
PhD, JD, MD or other doctorate	17%	29%	25%
Other	1%	3%	3%
Refused (vol.)	2%	1%	1%
	n=397	n=782	N=1,179
Q26. What is your age?			
18 to 24	-	-	-
25 to 29	1%	*	1%
30 to 49	18%	32%	27%
50 to 64	42%	52%	49%
65 or older	31%	12%	19%
Prefer not to respond	6%	3%	4%
Refused (vol.)	2%	1%	1%
	n=397	n=782	N=1,179
Q27. How would you describe your race or ethnicity? Please select all that apply [Because it is check all that apply, percents indicate 'yes' responses only]			
White	72%	76%	75%
Black or African American	7%	3%	5%
Asian	3%	3%	3%
Native American, American Indian, or Alaska Native	1%	1%	1%
Native Hawaiian or Other Pacific Islander	-	*	*
Hispanic or Latino	5%	5%	5%
Other	2%	3%	2%
Prefer not to respond	11%	10%	10%
	n=397	n=782	N=1,179
Q28. What is your gender?			
Male	41%	38%	39%
Female	48%	53%	51%
Other	1%	*	1%
Prefer not to respond	8%	8%	8%
Refused (vol.)	2%	1%	2%
	n=397	n=782	N=1,179