



COLORADO COMMUNITY COLLEGE SYSTEM

2016 ADJUNCT INSTRUCTOR SURVEY with COMPARISON TO 2014 SURVEY

The Colorado Community College System (CCCS) sent a survey via email to all System adjunct instructors - more than 4,400 - teaching at the 13 System community colleges and at CCCOnline. One thousand one hundred sixty-four (1,164) adjunct instructors chose to respond, resulting in a very positive survey response rate of over 26%. According to the Colorado Community College System Fact Book for Academic Year 2014-2015, issued in April 2016, adjunct instructors teach 52.5% of credit hours across the System.

Below is a listing of the most notable responses for 2016 and 2014.

SATISFACTION: *EXTREMELY SATISFIED, VERY SATISFIED OR SATISFIED*

	<u>2016</u>	<u>2014</u>
• Total:	74.7%	68.9%

TOP ISSUES RATED *VERY IMPORTANT OR IMPORTANT* (listed here from most to least important)

• Access to Materials & Support to Perform Work:	91%	90.4%
• Salary rate:	89.0%	90.6%
• Flexible Schedule:	87.3%	84.6%
• Communication With Supervisor/Other Faculty:	84.1%	85.0%
• Class size:	75.5%	74.1%
• Professional development and training:	62.3%	62.8%
• Orientation:	48.5%	44.4%
• Participation in departmental meetings:	40.6%	N/A *
• Office space:	34.3%	35.6%
• Participation in college-wide meetings:	27.2%	N/A *

* *Not Applicable*

CREDIT HOURS TAUGHT ACADEMIC YEAR 2015/2016:	<u>2016</u>	<u>2014</u>
• 1-10:	44.0%	39.1%
• 11-20:	31.5	32.0
• 20+	24.4	29.0
RESPONDENTS' DISCIPLINE/AREA:		
• English/History/Arts/Humanities:	25.5%	31.5%
• Math/Science:	21.6%	23.8%
• Business/Information Technology:	14.5%	12.2%
• Social Sciences:	13.4%	10.8%
• Health Sciences:	10.9%	7.6%
• Other CTE:	10.5%	8.9%
INTEREST IN OBTAINING FULL-TIME FACULTY POSITION WITHIN CCCS	32.3%	31.3%
INTEREST IN REMAINING IN CURRENT PROFESSIONAL FIELD AND WORK AS AN ADJUNCT INSTRUCTOR	34.6%	20.1%
INTEREST IN CONTINUING AS A PART-TIME ADJUNCT INSTRUCTOR	25.1%	35.1%
TOTAL INTERESTED IN REMAINING IN CURRENT PROFESSIONAL FIELD AND WORK AS AN ADJUNCT INSTRUCTOR OR CONTINUE AS A PART-TIME ADJUNCT INSTRUCTOR	59.7%	55.2%
PARTICIPATION IN COLLEGE-SPONSORED PROFESSIONAL DEVELOPMENT WITHIN LAST YEAR		
• Any:	83.6%	85.2%
• 7 or more hours:	29.1%	30.7%
YEARS TEACHING IN CCCS		
• 0-2:	29.2%	24.4%
• 2-5:	24.6%	29.6%
• 5-7:	13.5%	13.4%
• 7-9:	11.1%	11.6%
• 10 or more:	21.5%	21.2%

Colorado Community College System
2016 Adjunct Instructor Focus Group Summary of Results

July 26, 2016

The Colorado Community College System (CCCS) is committed to meeting the goals of the 2015-2025 CCCS Strategic Plan. Goal Two, Transform our own Workforce Experience, focuses on all employees of the System, and directly impacts the success of the CCCS in meeting Goal One, Transform the Student Experience.

The Colorado Community College System has devised multiple strategies to reach out to the adjunct instructors who, according to the Colorado Community College System Fact Book for Academic Year 2014-15, issued in April 2016, teach 52.5% of credit hours across the System. Among those strategies are Adjunct Instructor Surveys, on-campus focus groups and gatherings, System President Q & A visits to the colleges, and college-directed orientations, meetings, and development opportunities.

The 2016 CCCS Adjunct Instructor Survey was conducted in the spring, prior to the conclusion of the semester. The 2016 Survey was sent via email to all adjunct instructors employed by CCCS colleges and CCCOnline during spring 2016, totaling approximately 4,400 adjunct instructors. Approximately 1,160 adjunct instructors returned the survey, for a response rate of slightly over 26%. This mirrors the 2014 Adjunct Instructor Survey response rate. Dr. Nancy McCallin, System President, directed that a Focus Group be held in order to interpret the results of the 2016 Survey and to solicit further feedback on progress made by the colleges on implementation of the eight recommendations from the 2014 CCCS Adjunct Instructor Task Force.

The Focus Group included an adjunct instructor representative from each of the 13 colleges in the Colorado Community College System. In addition, one of the participants also teaches for Colorado Community Colleges Online. The adjunct instructors were joined by one regular faculty member, representing the State Faculty Advisory Council (SFAC), one Vice President for Academic Affairs, one Vice President for Administration and Finance, and one College President. The CCCS Vice President for Academic Affairs/Provost and CCCS Associate Vice President for Human Resources joined as observers. The Focus Group was conducted by Dr. Linda S. Bowman, CCCS Vice President for Executive Leadership Training and Development. Dr. Nancy J. McCallin, CCCS President, joined briefly to welcome and thank the group. All participants who were not currently on-contract for their time were paid a \$200 honorarium plus mileage. Rural participants were offered hotel/meal reimbursements.

Participants: Caitrin Blake (ACC), Karen Stillion (CNCC), Wendy Muench (CCA), Candace Ruiz (CCD), Rod Adams (FRCC), Rory Gillespie (LCC), Janet Larrick (MCC), Jennifer Linn (NJC), M.J. Romano (OJC), Roger Bower (PPCC and CCCO), Violet Hernandez (PCC), Scott Wifall (RRCC), Jocelyn King ((TSJC), Matt Stilwell (SFAC/FRCC), Duane Risse (CFO/CCA), Linda Comeaux (VPAA/RRCC), Andy Dorsey (Presidents/FRCC)

Observers: William Tammone, CCCS Vice President for Academic Affairs/Provost, Christina Cecil, CCCS Associate Vice President for Human Resources

The Focus Group participants were asked to assist in the interpretation of the CCCS 2016 Adjunct Instructor Survey, to provide feedback on the implementation of the 2014 CCCS Adjunct Instructor Task Force recommendations, to ask questions, and to offer ideas and suggestions.

As a matter of background, the Focus Group participants discussed their experiences as adjunct instructors in the Colorado Community College System, the larger context of adjunct instructors in higher education, the structure of the Colorado Community College System, and the work of the 2014 CCCS Adjunct Instructor Task Force.

General themes that emerged from the conversation are grouped in the following list and include:

Overall Satisfaction

- The 2014 CCCS Adjunct Instructor Task Force recommendations are well received and credited with improvement in overall satisfaction, as noted in the comparisons of the 2014 and 2016 CCCS Adjunct Instructor Surveys.

Hiring and Onboarding

- Participants joined the ranks of adjunct instructors through a variety of means, from serving on program advisory councils to answering advertisements, networking, or simply making inquiries.
- A number of the colleges have implemented or are implementing promising new onboarding processes, adjunct instructor outreach activities and groups, and professional development activities.
- Onboarding support is needed.
- Coaching/teaching support is welcomed.

Work Satisfaction

- Interactions with students provide satisfaction and give meaning to the work

Recognition

- CCCS Adjunct Instructor of the Year is very positive, but many still are unaware of the celebration.

Pay

- Pay continues to be an important issue.
- Pay for cancelled classes is positive but not known by all.
- Questions were raised regarding rural vs. metro college pay practices.
- Communication regarding state employee discounts needs to be improved.
- Results are mixed in implementing more timely pay at the beginning of the semester.

Participation

- Participation in development and service activities is often dependent upon whether there is payment for adjunct instructor's time to attend these activities
- Online instructors are often unavailable to participate in activities.
- Advance notice for meetings and activities is necessary for adjunct instructor participation.
- Mandatory activities, such as orientation, can be difficult to attend based upon the need to juggle schedules and obligations.

Work Spaces

- Progress has been made regarding collaborative work spaces and input into curricular improvements.

Safety and Security

- Progress has been made on overall safety and security, but more needs to be done to ensure that all colleges include adjunct instructors in safety drills and provide door-locking mechanisms.

Collegial Relationships

- Greater interaction with regular faculty is positive and needed.
- Overall, the divisions between regular faculty and adjunct instructors are lessening.

Resources

- Adjunct instructors need different, more targeted resources than other employees, e.g. web resources for adjunct instructors that provide ready access rather than the need to sift through numerous policies.