Engaging Adjunct Faculty in the Student Success Movement: Findings from Faculty Survey

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About CCRC

CCRC has been a leader in community college research and reform for over 20 years.

Areas of research:

- College readiness
- Developmental education
- Student support services
- Educational technology
- Transfer to four-year colleges
- Guided pathways
- Workforce education
Faculty Survey Overview

Fall 2016
- Two divisions/departments in each college
- Total respondents: 482
  - Part-time: 53%
  - Full-time: 47%
- Aggregate response rate: 39%

Spring 2018:
- Two divisions/departments in each college
  - Harper included all departments
- Total respondents: 406
  - Part-time: 59%
  - Full-time: 38%
  - Other: 2%
- Aggregate response rate: 29%
Access to Resources & Course Schedule
PT Faculty Report Less Reliable Access to Resources on Campus

- No access to desk or workstation
  - Part-time faculty: 16.0%
  - Full-time faculty: 0.0%

- No space to meet with students
  - Part-time faculty: 31.1%
  - Full-time faculty: 4.5%

- No access to photocopier
  - Part-time faculty: 11.1%
  - Full-time faculty: 5.1%

- No access to basic office and teaching supplies
  - Part-time faculty: 17.8%
  - Full-time faculty: 10.3%

- No access to printer
  - Part-time faculty: 13.8%
  - Full-time faculty: 5.8%

- With reliable access to all resources above
  - Part-time faculty: 83.3%
  - Full-time faculty: 52.0%
PT Faculty Are More Likely to Only Teach Evening/Weekend Courses

- Full-time faculty:
  - Only evening/weekend courses: 3.8%
  - Only online: 3.8%
  - Other schedules: 92.3%

- Part-time faculty:
  - Only evening/weekend courses: 30.3%
  - Only online: 10.8%
  - Other schedules: 58.9%

*Other schedules include any schedule combinations that include courses meeting between 8 am – 5 pm.
When Only Teaching at Night/Weekend, PT Faculty Report Even Lower Access to Campus Resources

### Access to Resources

- **No access to desk or workstation**: 16.0% Part-time faculty, 0.0% Full-time faculty, 4.5% Part-time faculty (evening or weekend courses)
- **No access to space to meet with students**: 31.1% Part-time faculty, 38.7% Full-time faculty, 11.1% Part-time faculty (evening or weekend courses)
- **No access to photocopier**: 11.1% Part-time faculty, 14.7% Full-time faculty, 17.8% Part-time faculty (evening or weekend courses)
- **No access to basic office and teaching supplies**: 17.8% Part-time faculty, 10.3% Full-time faculty, 24.0% Part-time faculty (evening or weekend courses)
- **No access to printer**: 13.8% Part-time faculty, 5.8% Full-time faculty, 16.0% Part-time faculty (evening or weekend courses)
- **With reliable access to all resources above**: 52.0% Part-time faculty, 83.3% Full-time faculty, 42.7% Part-time faculty (evening or weekend courses)
Faculty Orientation
PT Faculty Report Less Likely to Attend Formal Orientation

- Full-time faculty:
  - Formal Orientation Available: 86.2%
  - Attended Formal Orientation: 86.2%

- Part-time faculty:
  - Formal Orientation Available: 70.0%
  - Attended Formal Orientation: 63.4%
PT Faculty Who Attend Orientation Report More Knowledgeable of Student Services

The statistics reported in the graph are the proportions of PT faculty who reported somewhat to very knowledgeable in the student service.
PT Faculty Who Attend Orientation Report More Likely to Refer Students to Services

The statistics reported in the graph are the proportions of PT faculty who have referred students to the services at least once during last semester.

Academic advising and planning: 58% Orientation, 44% No orientation
Career counseling and job placement services: 39% Orientation, 29% No orientation
Non-academic counseling: 48% Orientation, 39% No orientation
Accessibility: 53% Orientation, 42% No orientation
Student Life: 33% Orientation, 21% No orientation
Library resources: 70% Orientation, 62% No orientation
Engaging Adjunct Project Activities
About One-Third Faculty Participated in Project Activities

38% Full-time faculty

31% Part-time faculty

21% Part-time faculty only teaching night/weekend courses
Faculty Learn about Project Activities through Various Ways

How did you learn about the project activity? (N = 160)

Other includes: directly involved with the project, administrator invitation, academic website, and etc.
Interesting, but not surprising that more FT learned about it in a meeting vs. email.

Susan Bickerstaff, 6/11/2018
Main Reasons for Not Participating Include Unaware and Schedule Conflict

Why did you or could you not participate in the project activity? (N = 246)
Very few PTers say they were not interested. This seems worth highlighting.

Susan Bickerstaff, 6/11/2018
Project Satisfaction Levels Are High, especially for PT Faculty

% of faculty report moderate to extremely satisfied by the project activities they attended

- High impact practices: 76%
- Community of practices: 71%
- Adjunct mentoring: 95%

* Adjunct mentoring is for part-time faculty only
we report satisfaction rate for project activities with more than 10 participants
PT faculty who participated in the project activities report:

- significantly higher levels of collaboration with colleagues on improving teaching and learning
- significantly more likely to systematically collect information on teaching effectiveness.
PT Faculty Participated in Project Activities Report Higher Job Satisfaction

The statistics reported in the graph are the proportion of part-time faculty reported moderate to extremely satisfied by the job.
Thank you!

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