

CTE Faculty Time Survey, May 2022

An executive summary

The Career and Technical Education faculty at Los Medanos College, which numbered 29 full-time and 90 part-time instructors in Spring 2022, represents a wide diversity of programs and disciplines. A CTE Faculty Time Survey was approved by the Academic Senate and conducted in May 2022 to determine what support CTE faculty need that the college might be able to provide. The survey, completed by 31 respondents representing 44% of full-time faculty and 20% of adjuncts, found that most everyone spends a lot of time outside the classroom on tasks tailored to the special needs of their own programs.

The CTE survey, conducted using Survey Monkey, collected data both to quantify what CTE faculty spend time on, and to give context to the numbers. There were 24 total questions, with 20 opportunities for respondents to make specific and general comments. What follows is a summary of quantitative and qualitative data, and a synthesis of findings drawn from the comments.

Quantitative data: A look at the numbers

- **College meetings**

50% of full-time CTE faculty spend 21 or more hours a semester in college meetings each semester.

22% of part-time CTE faculty spend 16 or more hours a semester in college meetings each semester and 44% spend more than 6 hours.

- **Off-campus meetings**

42% of full-time CTE faculty spend 21 or more hours in meetings outside of college meetings each semester.

19% of part-time CTE faculty spend 16 or more hours in meetings outside of college meetings each semester.

- **Advising students**

38% of full-time CTE faculty spend 21 or more hours a semester advising students each semester 23% spend 11 or more hours.

22% of part-time CTE faculty spend 21 or more hours a semester advising students each semester and 22% spend 11 or more hours.

- **Learning technology**

25% of full-time CTE faculty spend 21 or more hours learning required/specialized technologies each and 25% spend more than 6 hours

18% of part-time CTE faculty spend 21 or more hours learning required/specialized technologies each and 24% spend more than 6 hours

- **Program growth**

38% of full-time CTE faculty spend 15 or more hours engaged in activities to grow and expand their program each semester.

12% of part-time CTE faculty spend 15 or more hours engaged in activities to grow and expand their program each semester and 29% spend 4 or more hours.

- **Lab improvements**

38% of full-time CTE faculty spend 15 or more hours on lab improvements each semester

17% of part-time CTE faculty spend 15 or more hours on lab improvements each semester and 17% 4 or more hours

- **Employer relationships**

31% of full-time CTE faculty spend 15 or more hours building and maintaining relationships with employers each semester.

39% of Part Time CTE Faculty spend 4 or more hours building and maintaining relationships with employers each semester.

- **Additional time with students**

27% of full-time CTE faculty spend 11 or more hours with students beyond course hours, office hours and advising students to ensure successful course and program outcomes each semester.

44% of full-time CTE faculty spend 11 or more hours with students beyond course hours, office hours and advising students to ensure successful course and program outcomes each semester and 22% spend 6 or more hours.

- **Aligning courses**

42% of full-time CTE faculty spend 7 or more hours aligning coursework with degree and career-specific requirements each semester and 25% spend 4 or more hours.

22% of part-time CTE faculty spend 11 or more hours aligning coursework with degree and career specific requirements each semester and 28% spend 4 or more hours.

- **Relationships with high schools/adult education**

23% of full-time CTE faculty spend 7 or more hours building and maintaining relationships with high schools, adult education, and the County Office of Education each semester.

12% of part-time CTE faculty spend 11 or more hours building and maintaining relationships with high schools, adult education, and the County Office of Education each semester and 11% spend 4 or more hours.

- **Relationships with the community**

23% of full-time CTE faculty spend 7 or more hours building relationships with community-based organizations each semester.

12% of part-time CTE faculty spend 15 or more hours building relationships with community-based organizations each semester and 12% spend 4 or more hours.

- **Developing funding proposals**
15% of full-time CTE faculty spend 7 or more hours writing funding proposals and time overseeing them each semester
18% of part-time CTE faculty spend 7 or more hours writing funding proposals and time overseeing them each semester
- **Developing marketing materials**
39% of full-time CTE faculty spend 4 or more hours developing marketing materials for their program each semester
18% of part-time CTE faculty spend 4 or more hours developing marketing materials for their program each semester
- **Relationships with transfer institutions**
38% of full-time CTE faculty spend 1 or more hours building and maintaining relationships with transfer institutions each semester
23% of part-time CTE faculty spend 1 or more hours building and maintaining relationships with transfer institutions each semester

Qualitative data: A look at the numbers

- **Quality of onboarding**
23% of full-time faculty reported poor results on how well they were onboarded into their job.
33% of part-time faculty reported poor results on how well they were onboarded into their job.
- **Feeling of connectedness**
33% of both full- and part-time faculty reported fair or poor results related to how connected they felt to their department.

A look at the comments

Most respondents offered additional comments on a variety of questions, and there were xx total comments in the survey. Analysis of these comments find some common themes, with respondents reporting they need more support in the following areas:

- **Mentoring.** A significant number of respondents reported they had limited onboarding and no mentoring. Some of this was a result of one-person programs hiring a new faculty member following a retirement, so there was no one to train mentor them.
- **Outreach and marketing.** Folks acknowledged the wonderful help of Kelly Green, Colleen Grim and Dave Belman, but some indicated they do not have enough time to follow up. Others suggested that outreach and marketing need to be more robust and cohesive, and that

the college should find a way to relieve programs of the primary responsibility for updating website pages.

- **Administrative assistance** to handle a variety of non-academic issues, questions, tasks and paperwork. Although some acknowledged a stipend for CTE leads, they felt it was either not enough, or that it was more a matter of not having enough time.
- **Compensation.** Some CTE faculty noted a need for more compensation, especially in disciplines like nursing where it is difficult to recruit teachers to work for less than what they can earn in the field. And some adjuncts mentioned they don't feel valued for their contributions in developing curriculum and financial compensation could help.

Despite the need for more support in these and other areas, CTE respondents also noted that teaching is their passion, and that nurturing their students and their programs is a labor of love.

We hope the information from this survey sparks dialogue that will lead to solutions to the areas in which CTE faculty find a need for more support.

,

— *CTE Survey Committee,
results analyzed Fall 2022*