

Appendix V

Two-Year Mathematics Questionnaire



SURVEY OF UNDERGRADUATE PROGRAMS IN THE MATHEMATICAL SCIENCES

General Instructions

As part of a random sample, your department has been selected to participate in the CBMS2010 National Survey, the importance of which has been endorsed by all of our major professional societies. Please read the instructions in each section carefully and complete all of the pertinent items as indicated.

If your college does not have a departmental or divisional structure, consider the group of all mathematics instructors to be the "mathematics department" for the purpose of this survey.

Because your campus is part of a multi-campus two-year system, special instructions apply. Our understanding is that your campus is administered separately from some of the other campuses in the system. Please do not include data on any campuses that are geographically or budgetarily separate from yours. If you disagree with this characterization of your multi-campus, please call Westat at 888-248-5017..

This questionnaire should be completed by the person who is directly in charge of the mathematics program or department on your campus.

Report on all of your courses and instructors that fall under the general heading of the mathematics program or department. Include all mathematics and statistics courses taught within your mathematics program or department. You will also be asked separately about enrollments in mathematics courses outside of the mathematics department: for example, mathematics courses administered in a developmental education division.

We have classified your department as belonging to a two-year college, to a college or campus within a two-year system, or to a two-year branch of a university system. If this is not correct, please contact Richelle (Rikki) Blair at the email address or telephone number given below.

We recommend completing this questionnaire online because the online system will automatically skip those questions that are not applicable to you (based on the responses you give). However, this survey may be completed using a hard-copy questionnaire.

If you have any questions, please contact Richelle (Rikki) Blair, Associate Director for Two-Year Colleges, by email at richelle.blair@sbcglobal.net or by phone at 440-212-5965. For help with the online questionnaire, call Westat at 888-248-5017.

Please return your completed questionnaire by November 26, 2010, either online or by mailing a hard copy to:

**CBMS Survey
Westat
1600 Research Boulevard
Rockville, MD 20850-3129**

Please retain a copy of your responses to this questionnaire in case questions arise.

A. General Information**PLEASE PRINT CLEARLY**

- A1. Name of your campus: _____
- A2. Name of your department: _____
- A3. Mailing address of the multi-campus organization to which your campus belongs (if any). (Write NA if your campus does not belong to a multi-campus organization.)

- A4. We have classified your department as belonging to a two-year college or to a college campus within a two-year college system, or to a two-year branch of a university system. Do you agree?

Yes _____ → go to the next question.

No _____ → please contact Richelle (Rikki) Blair,
Survey Associate Director, by email
(richelle.blair@sbcglobal.net) or by phone
(440-212-5965) before proceeding any further.

- A5. What is the unit (= academic discipline group) that most directly administers the mathematics program on your campus? (*Check one box.*)

The unit that administers mathematics on my campus is located in the:

- Mathematics Department (department does not offer Computer Science)
- Mathematics and Computer Science Department or Division (department also offers Computer Science, whether or not it is part of the title)
- Mathematics and Science Department or Division
- Other Departments or Division

A. General Information (cont.)

A6. To help us project enrollment for the current academic year (2010–2011), please give the following enrollment figures for the previous academic year (2009–2010) not counting summer enrollment.

- a. Fall 2009 total student enrollment in your mathematics program.....
- b. Entire academic year 2009–2010 enrollment in your mathematics program.....
- c. Calculus II total enrollment in winter/spring 2009.....
- d. Calculus II total number of sections in winter/spring 2009

A7. Does your college organize its **developmental education**, including mathematics, in a separately administered department or division?

Yes.....

No

A8. Your name or contact person in your department:

A9. Your email address or contact person's email address:

A10. Your phone number or contact person's phone number including area code:

A11. Campus mailing address:

B. Mathematics Faculty in the Mathematics Department/Program (Fall 2010)

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.
- Underlined faculty categories defined in this section will be used in later sections.

B1. For all 2010, what is the **total number of full-time mathematics faculty in your department/program**, both permanent and temporary, including those on leave or sabbatical?

Number of full-time mathematics faculty

B2. Of the number in B1, how many are tenured, tenure-eligible, or on your permanent faculty (including faculty who are on leave or sabbatical)? We will refer to these as "**permanent full-time faculty**."

Number of permanent full-time faculty

B3. Give the number of "**other full-time faculty**" by computing B1 minus B2.....

B4. For the **permanent full-time faculty** reported in B2,

a. give the required teaching assignment in weekly contact hours

b. give the maximum percentage of the weekly teaching assignment in B4a that can be met by teaching distance learning classes (= classes where at least half the students receive the majority of instruction by technological or other methods where the instructor is not physically present) (write NA if your institution does not have distance learning or does not have such a policy)

c. give the number of office hours required weekly in association with the teaching assignment in B4a (count all office hours, including those offered online).....

B5. Of the **permanent full-time faculty** reported in B2, how many teach extra hours for extra pay at your campus or within your organization? (Enter one response on each line.)

Number who teach extra hours for extra pay at your campus or within your organization

B. Mathematics Faculty in the Mathematics Department/Program (Fall 2010) (cont.)

- B6. Of the **permanent full-time faculty** reported in B5a, how many extra hours per week do they teach on average for each person?
- a. Number who teach 1–3 hours extra weekly
 - b. Number who teach 4–6 hours extra weekly
 - c. Number who teach 7 or more hours extra weekly

- B7. For fall 2010, how many **part-time mathematics faculty** are employed? (Note: none of these were reported above.)
- a. Number of part-time mathematics faculty **paid by your college**
 - b. Number of part-time faculty **paid only by a third party**, such as a school district paying faculty who teach dual-enrollment courses (= courses taught in high school by high school teachers for which students may obtain high school credit and simultaneous college credit through your institution)
 - c. **Total number of part-time faculty** (add B7a and B7b)

- B8. How many **part-time faculty paid by your college** (reported in B7a) teach 6 or more hours per week?
- Number in B7a teaching 6 or more hours/week

- B9. Are office hours required by college policy for the **part-time faculty paid by your college** (reported in B7a)?

Yes

No

C. Courses Taught via Distance

Definition: Distance learning courses are courses in which the majority of instruction occurs with the instructor and the students separated by time and/or place (e.g., courses in which the majority of the course is taught online or by computer software or correspondence).

- C1. Are the content, goals, and objectives of the distance learning mathematics courses generally the same as the face-to-face courses of the same title?

Yes..... → go to C2.

No → go to C2.

Do not have distance learning
mathematics courses..... → go to D1.

- C2. How are the instructional materials used in distance learning courses generally determined? (*Check one box.*)

Faculty created materials.....

Faculty choose commercially produced materials.....

A combination of both.....

- C3. Which best characterizes the format/structure of the majority of your distance learning courses? (*Check one box.*)

Completely online: Instruction takes place entirely online.....

Hybrid: Instruction takes place in a combination of face-to-face and online formats.

Other (specify) _____

- C4. If a faculty member teaches his/her entire teaching load using distance education, how often is the faculty member required to be on campus to meet with students? (*Check one box.*)

Never.....

Only for a particular scheduled meeting or student appointment.....

A specified number of office hours per week

Not applicable.....

- C5. In most distance learning courses, how and where do students take the majority of their tests? (*Check one box.*)

Completely online and unproctored

At a proctored testing site.....

Combination of both.....

C. Courses Taught via Distance (cont.)

C6. For those distance learning courses that are offered by multiple instructors, is there a common departmental examination that is used for all of the courses? (*Check one box.*)

- We have no common departmental examinations
- We have common departmental examinations for some courses
- We have common departmental examinations for all courses offered by multiple instructors
- Not applicable; there are no courses offered by multiple instructors

C7. Are there any courses that you offer in both non-distance learning and in distance learning formats?

- Yes → If Yes, go to C8 below.
- No → If No, go to C9.

C8. Which, if any of the following practices, applies to the majority of distance learning courses in your department? (Please check one box on each line.)

	Yes	No
a. Same examinations as in the face-to-face course	<input type="checkbox"/>	<input type="checkbox"/>
b. Same common course outlines as in the face-to-face course.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Same course projects.....	<input type="checkbox"/>	<input type="checkbox"/>

C9. Do the instructors in your distance learning courses generally participate in evaluation of instruction using the same criteria and types of evaluation tools as faculty who teach comparable non-distance learning courses?

- Yes
- No

E. College Algebra—What Is It?

E1. Does your college offer a course titled “College Algebra”?

Yes.....

No

E2. Please indicate which of the statements below describe the purpose and design of your department’s course titled “College Algebra.” (Check one on each line.)

Purpose/design of College Algebra is to:	Yes	No	Not applicable
a. Prepare students for Trigonometry and/or Engineering or other Calculus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Prepare students for Business Calculus, but not engineering Calculus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Strengthen the general quantitative literacy, mathematical reasoning, modeling skills, and problem-solving ability for students who do not intend to take calculus.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Provide an option for students who intend to take no additional mathematics course(s).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

E3. Which of the following best describes the course structure and method of teaching the course titled “College Algebra?” (Choose one.)

Traditional content of algebra manipulations to prepare for Calculus, taught primarily by lecture

Content is emphasized through modeling and problem solving with the goals of strengthening quantitative literacy and reasoning.....

E4. Which items below describe students’ use of technology in the course titled “College Algebra?” (Check one on each line.)

a. Type of Calculator:	Departmental policy states that calculator is:				No Department Policy												
	Required	Allowed	Forbidden	Instructors Allowed to Decide													
1. Scientific	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
2. Graphing.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
3. Calculators with Algebra System	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>												
					<table border="1"> <thead> <tr> <th>Yes</th> <th>No</th> </tr> </thead> <tbody> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="checkbox"/></td> </tr> </tbody> </table>	Yes	No	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>																
b. Instructors and/or students use spreadsheets					<input type="checkbox"/>												
c. Students use commercial programs that provide them with assistance and/or homework solutions.....					<input type="checkbox"/>												
d. Students use computer algebra systems					<input type="checkbox"/>												
e. Students are required to submit homework via an online platform.....					<input type="checkbox"/>												
f. Web-based resources including data sources, on-line texts, and data analysis routines.....					<input type="checkbox"/>												

F. Dual Enrollment Courses

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.
- In this questionnaire, we use the term “dual-enrollment courses” to mean courses taught in **high school by high school teachers** for which students may obtain high school credit and simultaneous college credit through your institution.

F1. Does your department participate in any dual-enrollment program of the type defined above?

Yes..... —————> go to F2.

No —————> go to F5.

F2. Please provide the head-count enrollment for your dual-enrollment program (as defined above) for the spring term of 2010 and for the current fall term of 2010.

Course	Total Dual Enrollments Last Term = Spring 2010	Total Dual Enrollments This Term = Fall 2010
a. College Algebra		
b. Precalculus		
c. Calculus I		
d. Statistics		
e. Other		

F3. For the dual-enrollment courses in F2, which of the following are the responsibility of your department?

	Never Our Responsibility	Sometimes Our Responsibility	Always Our Responsibility
a.Choice of textbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b.Design/approval of syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c.Design of final exam	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d.Choice of instructor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

F. Dual Enrollment Courses cont.

F4. Are instructors in the dual-enrollment courses reported in F2 required to participate in the teaching evaluation program for part-time departmental faculty?

Yes

No

F5. Does your department assign any of its own full-time or part-time faculty (faculty paid by your college as reported in either B1 or B7a) to teach courses on a high school campus for which high school students may receive both high school and college credit through your institution?

Yes → go to F6.

No → go to Section G.

F6. Please provide the high school student enrollments (head counts) as taught by your faculty on a high school campus. See F5.

Course	Total Dual Enrollments Last Term = Spring 2010	Total Dual Enrollments This Term = Fall 2010
a. College Algebra		
b. Precalculus		
c. Calculus I		
d. Statistics		
e. Other		

G. Mathematics Courses (Fall 2010)

The following instructions apply throughout **Section G**. Read them carefully before you begin filling out the tables.

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.
- When completing this section, do **not** include courses taught in other departments, learning centers, or developmental/remedial programs separate from your mathematics program or department. Those enrollments will be listed in Section P.
- Read the row and column labels carefully. If the titles of courses listed below do not coincide exactly with yours, use your best judgment about where to list your courses. List each course only **once**. Note that the **part-time faculty** in Column f are those reported in B7(a) (part-time faculty paid by your college). Column f should **not** include any of your full-time faculty who teach an overload section.
- If a course is **not** taught at your campus during the fall term or if it is never taught at your campus, leave the cell blank.
- Do **not** include dual-enrollment sections taught in high school by high school teachers for which students receive simultaneous high school and college credit through your institution.

◆ **Cells left blank will be interpreted as zeros**

Name of Course (or equivalent)	Total number of students enrolled fall 2010 via distance learning ^a	Total number of sections taught fall 2010 via distance learning ^a	Total number of on-campus students enrolled fall 2010 ^b	Total number of on-campus sections fall 2010 ^b	LIST THE NUMBER OF SECTIONS FROM COLUMN (d) THAT:				
					have enrollment above 30 (e)	are taught by part-time faculty ^c (f)	use computer algebra systems ^d (g)	use commer- cially produced electronic instructional packages ^d (h)	are taught mostly by the standard lecture method (i)
G1. Arithmetic/Basic Mathematics			(c)	(d)	(e)	(f)	(g)	(h)	(i)
G2. Pre-Algebra									
G3. Elementary Algebra (high school level)									
G4. Intermediate Algebra (high school level)									
G5. Geometry (high school level)									

^a At least half of the students in the section receive more than 50% of their instruction via Internet, TV, computer, programmed instruction, correspondence courses, or other method where the instructor is **not** physically present.

^b These students are **not** included in column a.

^c Do **not** include full-time mathematics faculty teaching an overload section in this column. Include only part-time faculty reported in B7a, i.e., those paid by your college.

^d Only count sections where these tools are an integral part of the course.

G. Mathematics Courses (Fall 2010) (cont.)

◆ Cells left blank will be interpreted as zeros

Name of Course (or equivalent)	Total number of students enrolled fall 2010 via distance learning ^a (a)	Total number of sections taught fall 2010 via distance learning ^a (b)	Total number of on-campus students enrolled fall 2010 ^b (c)	Total number of on-campus sections fall 2010 ^b (d)	LIST THE NUMBER OF SECTIONS FROM COLUMN (d) THAT:				
					have enrollment above 30 (e)	are taught by part-time faculty ^c (f)	use computer algebra systems (g)	use commer- cially produced electronic instructional packages (h)	are taught mostly by the standard lecture method (i)
G6. College Algebra (level beyond intermediate Algebra)									
G7. Trigonometry									
G8. College Algebra and Trigonometry, combined									
G9. Introduction to Mathematical Modeling									
G10. Precalculus/Elementary Functions/Analytic Geometry									

^a At least half of the students in the section receive more than 50% of their instruction via Internet, TV, computer, programmed instruction, correspondence courses, or other method where the instructor is **not** physically present.

^b These students are **not** included in column a.

^c Do **not** include full-time mathematics faculty teaching an overload section in this column. Include only part-time faculty, reported in B7a, i.e., those paid by your college.

G. Mathematics Courses (Fall 2010) (cont.)

Name of Course (or equivalent)	◆ Cells left blank will be interpreted as zeros						LIST THE NUMBER OF SECTIONS FROM COLUMN (d) THAT:				
	Total number of students enrolled fall 2010 via distance learning ^a (a)	Total number of sections taught fall 2010 via distance learning ^a (b)	Total number of on-campus students enrolled fall 2010 ^b (c)	Total number of on-campus sections fall 2010 ^b (d)	have enrollment above 30 (e)	are taught by part-time faculty ^c (f)	use computer algebra systems (g)	use commercially produced electronic instructional packages (h)	are taught mostly by the standard lecture method (i)		
G11. Mainstream Calculus I ^d											
G12. Mainstream Calculus II ^d											
G13. Mainstream Calculus III ^d											
G14. Non-Mainstream Calculus I ^e											
G15. Non-Mainstream Calculus II ^e											
G16. Differential Equations											
G17. Linear Algebra											
G18. Discrete Mathematics											

^a At least half of the students in the section receive more than 50% of their instruction via Internet, TV, computer, programmed instruction, correspondence courses, or other method where the instructor is **not** physically present.

^b These students are **not** included in column a.

^c Do **not** include full-time mathematics faculty teaching an overload section in this column. Include only part-time faculty, reported in B7a, i.e., those paid by your college.

^d Typically for mathematics, physical sciences, and engineering majors.

^e Typically for business, life sciences, and social science majors.

G. Mathematics Courses (Fall 2010) (cont.)

Name of Course (or equivalent)	◆ Cells left blank will be interpreted as zeros					LIST THE NUMBER OF SECTIONS FROM COLUMN (d) THAT:				
	Total number of students enrolled fall 2010 via distance learning ^a (a)	Total number of sections taught fall 2010 via distance learning ^a (b)	Total number of on-campus students enrolled fall 2010 ^b (c)	Total number of on-campus sections fall 2010 ^b (d)	have enrollment above 30 (e)	are taught by part-time faculty ^c (f)	use computer algebra systems (g)	use commercially produced electronic instructional packages (h)	are taught mostly by the standard lecture method (i)	
G19. Elementary Statistics (with or without probability) ^d										
G20. Probability (with or without statistics) ^d										
G21. Finite Mathematics										
G22. Mathematics for Liberal Arts/ Math Appreciation/ Quantitative Literacy										
G23. Mathematics for Elementary School Teachers I										
G24. Mathematics for Elementary School Teachers II										
G25. Other Mathematics Courses for Teacher Preparation										

^a At least half of the students in the section receive more than 50% of their instruction via Internet, TV, computer, programmed instruction, correspondence courses, or other method where the instructor is **not** physically present.

^b These students are **not** included in column a.

^c Do **not** include full-time mathematics faculty teaching an overload section in this column. Include only part-time faculty, reported in B7a, i.e., those paid by your college.

^d Do **not** count the same course in both lines C19 and C20.

G. Mathematics Courses (Fall 2010) (cont.)

◆ Cells left blank will be interpreted as zeros

Name of Course (or equivalent)	LIST THE NUMBER OF SECTIONS FROM COLUMN (d) THAT:								
	Total number of students enrolled fall 2010 via distance learning ^a (a)	Total number of sections taught fall 2010 via distance learning ^a (b)	Total number of on-campus students enrolled fall 2010 ^b (c)	Total number of on-campus sections fall 2010 ^b (d)	have enrollment above 30 (e)	are taught by part-time faculty ^c (f)	use computer algebra systems (g)	use commercially produced electronic instructional packages (h)	are taught mostly by the standard lecture method (i)
G26. Business Mathematics ^d									
G27. Business Mathematics (transfer course)									
G28. Non-Calculus-Based Technical Mathematics ^d									
G29. Calculus-Based Technical Mathematics (transfer course)									
G30. Other Mathematics Courses (non-transfer)									
G31. Other Mathematics Courses (transfer)									

^a At least half of the students in the section receive more than 50% of their instruction via Internet, TV, computer, programmed instruction, correspondence courses, or other method where the instructor is **not** physically present.

^b These students are **not** included in column a.

^c Do **not** include full-time mathematics faculty teaching an overload section in this column. Include only part-time faculty, reported in B7a, i.e., those paid by your college.

^d Mathematics courses for AAS programs, not a transfer course to four-year college.

H. Faculty Educational Level, by Subject Field

H1. For the **permanent full-time faculty** (including those on leave or sabbatical) reported in B2, complete the following table showing the area of each faculty member's highest earned degree. The total of all faculty listed in this table should equal _____, the number reported in B2.

- If you are part of a multi-campus system, please report for the entire system.

Highest Degree	Number of Full-Time Faculty by Major Field of Highest Degree			
	Mathematics	Statistics	Mathematics Education	Other
a. Doctorate				
b. Master's				
c. Bachelor's				

H. Faculty Educational Level, by Subject Field (cont.)

H2. For the **part-time faculty** reported in B7c (including those paid by your college and those paid by a third party), complete the following table showing the area of each faculty member's highest earned degree. The total of all faculty listed in this table should equal , the number reported in B7c.

- If you are part of a multi-campus system, please report for the entire system.

Highest Degree	Number of Part-Time Faculty by Major Field of Highest Degree			
	Mathematics	Statistics	Mathematics Education	Other
a. Doctorate				
b. Master's				
c. Bachelor's				

I. Faculty by Gender and Ethnicity/Race

Instructions:

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.
- For the **permanent full-time faculty** (including those on leave) reported in B2 and for the **part-time faculty** reported in B7a (those paid by your college), complete the following table giving data about gender and ethnicity/race.
- The total of full-time faculty should equal the figure given in B2. The total of part-time faculty should equal _____, the figure reported in B7a.

Ethnic/Racial Status and Gender		Number of Faculty		
		Permanent Full-Time Faculty From B2		Part-Time Faculty From B7a
		Age < 40	Age ≥ 40	
1. American Indian, Alaskan Native	Male			
	Female			
2. Asian	Male			
	Female			
3. Black or African American (non-Hispanic)	Male			
	Female			
4. Mexican-American, Puerto Rican, or other Hispanic	Male			
	Female			
5. White (non-Hispanic)	Male			
	Female			
6. Native Hawaiian, Pacific Islander	Male			
	Female			
7. Status not known or other	Male			
	Female			

J. Faculty Age Profile

Complete the following table showing the number of faculty who belong in each of the age categories below.

- Consider only the **permanent full-time faculty** (including those on leave) reported in B2.
- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.
- The total faculty listed should equal the number reported in B2.

Age	Number of faculty	
	Men	Women
a. Under 30.....		
b. 30-34.....		
c. 35-39.....		
d. 40-44.....		
e. 45-49.....		
f. 50-54.....		
g. 55-59.....		
h. 60-64.....		
i. 65-69.....		
j. 70 and over.....		

K. Faculty Employment and Mobility

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.

K1. How many of the **permanent full-time faculty** members you reported in B2 were newly appointed to a permanent full-time position this year (2010–2011)?

Number of faculty newly appointed on a permanent full-time basis.....

if 0 → go to K3.

if 1 or more → go to K2.

K2. Of the faculty members counted in K1, how many had the following as their main activity in the academic year preceding their appointment? Report only **one** main activity per person. The total in K2 should equal , the number reported in K1.

- a. Attending graduate school.....
- b. Teaching in a four-year college or university
- c. Teaching in another two-year college
- d. Teaching in a secondary school
- e. Part-time or full-time temporary employment by your college
- f. Nonacademic employment
- g. Unemployed
- h. Status unknown.....

K3. How many of your faculty who were **permanent full-time faculty** in the previous year (2009–2010) are no longer part of your **permanent full-time faculty**?

K. Faculty Employment and Mobility (cont.)

K4. For each newly appointed **permanent full-time faculty** member reported in K1, give the following data. Copy this page to add more faculty if necessary. For each new hire, check one box in each column.

	Gender	Ethnicity/Race	Highest Degree Earned
a. New Hire #1	Male..... <input type="checkbox"/> Female <input type="checkbox"/>	Am. Indian . <input type="checkbox"/> Asian <input type="checkbox"/> Black..... <input type="checkbox"/> Hispanic.... <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/>	Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Doctorate <input type="checkbox"/>
b. New Hire #2	Male..... <input type="checkbox"/> Female <input type="checkbox"/>	Am. Indian . <input type="checkbox"/> Asian <input type="checkbox"/> Black..... <input type="checkbox"/> Hispanic.... <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/>	Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Doctorate <input type="checkbox"/>
c. New Hire #3	Male..... <input type="checkbox"/> Female <input type="checkbox"/>	Am. Indian . <input type="checkbox"/> Asian <input type="checkbox"/> Black..... <input type="checkbox"/> Hispanic.... <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/>	Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Doctorate <input type="checkbox"/>
d. New Hire #4	Male..... <input type="checkbox"/> Female <input type="checkbox"/>	Am. Indian . <input type="checkbox"/> Asian <input type="checkbox"/> Black..... <input type="checkbox"/> Hispanic.... <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/>	Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Doctorate <input type="checkbox"/>
e. New Hire #5	Male..... <input type="checkbox"/> Female <input type="checkbox"/>	Am. Indian . <input type="checkbox"/> Asian <input type="checkbox"/> Black..... <input type="checkbox"/> Hispanic.... <input type="checkbox"/> White <input type="checkbox"/> Other <input type="checkbox"/>	Bachelor's <input type="checkbox"/> Master's <input type="checkbox"/> Doctorate <input type="checkbox"/>

L. Professional Activities and Evaluation of Faculty

L1. Is continuing education or professional development required of your faculty?

	Yes	No
Permanent full-time	<input type="checkbox"/>	<input type="checkbox"/>
Part-time.....	<input type="checkbox"/>	<input type="checkbox"/>

L2. If you answered yes to the applicable row in L1, please estimate the number of faculty reported in B2 and B7 who fulfill the above continuing education or professional development requirement in one or more of the following ways.

	Permanent full-time	Part-time
a. Activities provided by your college or organization at one of its locations	<input type="text"/>	<input type="text"/>
b. Participation in professional association meetings and mini-courses or other professional association activities.....	<input type="text"/>	<input type="text"/>
c. Publishing expository or research articles or textbooks.....	<input type="text"/>	<input type="text"/>
d. Continuing graduate education.....	<input type="text"/>	<input type="text"/>
e. Unknown	<input type="text"/>	<input type="text"/>

L3. In general, how frequently are mathematics faculty evaluated? (Check one in each row.)

	At least once a year	At least once every other year	Occasionally	Never	Not applicable
a. Full-time (tenured).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Part-time.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Full-time (non-tenured).....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

L. Professional Activities and Evaluation of Faculty (cont.)

L4. Check all evaluation methods that are used for **part-time faculty** paid by your college (reported in B7(a)) or for **permanent full-time faculty** (reported in B2). (Check yes or no for both part-time and full-time faculty on each line.)

Evaluation Method	Part-Time Faculty in B7a		Full-Time Faculty in B2	
	Yes	No	Yes	No
a. Observation of classes by other faculty members or department chair.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Observation of classes by division head (if different from chair) or other administrator	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Evaluation forms completed by students.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Evaluation of written course material such as lesson plans, syllabi, or exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Self-evaluation such as teaching portfolios	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Written peer evaluations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

M. Academic Support and Enrichment Opportunities for Students

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.

M1. Does your department or college offer a mathematics placement program for entering students?

Yes..... → go to M2.

No → go to M6.

M2. Is some form of placement examination required for first-time enrollees?

Yes..... → go to M3.

No → go to M6.

M3. Is placement in the student's first mathematics course mandatory based on: (*Check one box.*)

Placement test score alone

Placement test score and other information

Not mandatory

M4. Does your college/department periodically assess the effectiveness of the mathematics placement program?

Yes..... → go to M5.

No → go to M6.

M5. What criteria are used to determine effectiveness of the placement program?

	Yes	No
a. Number of students succeeding in the placed course with a grade of "C" and above	<input type="checkbox"/>	<input type="checkbox"/>
b. Success in the next mathematics course after the placed course ..	<input type="checkbox"/>	<input type="checkbox"/>
c. Number of students graduating with associate degree.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Students' homework submitted via an online platform.....	<input type="checkbox"/>	<input type="checkbox"/>
d. Other (specify) _____	<input type="checkbox"/>	<input type="checkbox"/>

M. Academic Support and Enrichment Opportunities for Students (cont.)

M6. Check all opportunities available to your mathematics students.

	Yes	No
a. Honors sections of mathematics course.....	<input type="checkbox"/>	<input type="checkbox"/>
b. Mathematics club.....	<input type="checkbox"/>	<input type="checkbox"/>
c. Special mathematics programs to encourage women	<input type="checkbox"/>	<input type="checkbox"/>
d. Special mathematics programs to encourage minorities	<input type="checkbox"/>	<input type="checkbox"/>
e. Opportunities to compete in mathematics contests	<input type="checkbox"/>	<input type="checkbox"/>
f. Special mathematics lectures/colloquia not part of a mathematics club.....	<input type="checkbox"/>	<input type="checkbox"/>
g. Mathematics outreach opportunities in local K–12 schools	<input type="checkbox"/>	<input type="checkbox"/>
h. Opportunities to participate in undergraduate research in mathematics	<input type="checkbox"/>	<input type="checkbox"/>
i. Independent study opportunities in mathematics	<input type="checkbox"/>	<input type="checkbox"/>
j. Assigned faculty advisors in mathematics.....	<input type="checkbox"/>	<input type="checkbox"/>
k. Other (specify)_____	<input type="checkbox"/>	<input type="checkbox"/>

N. Mathematics Preparation of K–12 Teachers

- Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.
- N1. Does your department have any courses or programs directed at preparing current or future teachers to teach mathematics in elementary or secondary school?
 Yes..... → go to N2.
 No → go to N5.
- N2. Does your department have a faculty member assigned to coordinate mathematics program courses for pre-service elementary school teachers?
 Yes.....
 No
- N3. Other than the courses “Mathematics for Elementary School Teachers” reported on lines G23, G24, and G25, do you designate any sections of your other mathematics program courses as “especially designed for pre-service elementary school teachers”?
 Yes.....
 No
- N4. Which of the following groups can meet their entire mathematics course or licensure requirement for teaching via an organized program in your department? Consider “pre-service” and “career switchers” as distinct categories. “Career switchers” usually are post-baccalaureate older adults returning for teaching licensure after a non-teaching career and often under state-approved special licensure rules. (Check one on each row.)

	Yes	No
a. Pre-service elementary school teachers	<input type="checkbox"/>	<input type="checkbox"/>
b. Pre-service middle school teachers	<input type="checkbox"/>	<input type="checkbox"/>
c. Pre-service secondary school teachers.....	<input type="checkbox"/>	<input type="checkbox"/>
d. In-service elementary school teachers.....	<input type="checkbox"/>	<input type="checkbox"/>
e. In-service middle school teachers.....	<input type="checkbox"/>	<input type="checkbox"/>
f. In-service secondary school teachers.....	<input type="checkbox"/>	<input type="checkbox"/>
g. Career switchers moving to elementary school teaching.....	<input type="checkbox"/>	<input type="checkbox"/>
h. Career switchers moving to middle school teaching.....	<input type="checkbox"/>	<input type="checkbox"/>
i. Career switchers moving to secondary school teaching.....	<input type="checkbox"/>	<input type="checkbox"/>

- N5. Does your institution offer pedagogical courses in mathematics for teacher licensure? (Check one box.)
 Yes, in our mathematics department
 Yes, elsewhere in the institution
 No

O. Issues of Professional Concern

O1. Below are problems often cited by two-year college mathematics departments. Please read each item carefully and check the box in each row that best reflects your view.

	Not a problem for us	Minor problem for us	Moderate problem for us	Major problem for us	Not appli- cable
a. Maintaining vitality of faculty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b. Dual-enrollment (high school and college credit) courses ^a	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Staffing statistics courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Unrealistic student understanding of the demands of college work.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
e. Need to use part-time faculty for too many courses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Faculty salaries too low	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
g. Class sizes too large	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
h. Low student motivation.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
i. Too many students needing remediation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
j. Successful progress of students through developmental courses to more advanced mathematics courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
k. Low success rate in transfer-level courses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
l. Too few students who intend to transfer actually do transfer.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
m. Inadequate travel funds for faculty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
n. Inadequate classroom facilities for teaching with technology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
o. Inadequate computer facilities for part-time faculty use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
p. Inadequate computer facilities for student use.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

^a Courses taught in high school by high school teachers for which students may obtain high school credit and simultaneous college credit through your institution.

O. Issues of Professional Concern (cont.)

O1. Continued

	Not a problem for us	Minor problem for us	Moderate problem for us	Major problem for us	Not applicable
q. Outsourcing instruction to commercial companies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
r. Heavy classroom and other duties prevent personal and teaching enrichment by faculty.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
s. Curriculum alignment between high schools and college.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
t. Lack of curricular flexibility because of transfer requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
u. Other barriers that inhibit curricular changes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
v. Finding time and money for faculty professional development.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
w. Maintaining high and consistent expectations of students across different sections of the same course	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
x. High cost of textbooks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
y. Lack of flexibility in curricular redesign ..	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
z. Maintaining common standards between distance learning courses and related courses.....	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
aa. Use of distance education ^u	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

^b At least half of the students in the section receive the majority of their instruction via Internet, TV, computer, programmed instruction, correspondence courses, or other method where the instructor is **not** physically present.

O. Issues of Professional Concern (cont.)

O2. Many departments today use a spectrum of program assessment methods. Please check all that apply to your department's program assessment efforts during the last six years.

	Yes	No
a. We conducted a review of our mathematics program that included one or more reviewers from outside our institution	<input type="checkbox"/>	<input type="checkbox"/>
b. We asked students in our mathematics program to comment on and suggest changes in our program	<input type="checkbox"/>	<input type="checkbox"/>
c. Other departments at our institution were invited to comment on the preparation that their students received in our courses	<input type="checkbox"/>	<input type="checkbox"/>
d. Data on students' progress in subsequent mathematics courses were gathered and analyzed	<input type="checkbox"/>	<input type="checkbox"/>
e. We have a placement system for first-year students, and we gathered and analyzed data on its effectiveness	<input type="checkbox"/>	<input type="checkbox"/>
f. Our department's program assessment activities led to changes in our mathematics program	<input type="checkbox"/>	<input type="checkbox"/>

O. Issues of Professional Concern (cont.)

The next four questions deal with general education requirements at your institution.

O3. Does your institution require all associate's degree graduates to have a quantitative course (which may or may not be within the mathematics department) as part of their general education requirements? (Check one box.)

- a. Yes, all associate degree's graduates must have such credit → go to O4.
- b. Not (a), but all Associate of Arts or Associate of Science graduates must have credit → go to O4.
- c. Neither (a) or (b) → go to Section P.

O4. If you chose (a) or (b) in O3, must all students (to whom the quantitative requirement applies) fulfill it by taking a course in your mathematics department?

- Yes
- No

O5. What is the lowest level course in your department that can be used to fulfill the general education quantitative requirement in O3? (Check one box.)

- a. A course below the level of Intermediate Algebra
- b. Intermediate Algebra or its equivalent, or any course that is more advanced than Intermediate Algebra
- c. Not Intermediate Algebra, but any course that is more advanced than Intermediate Algebra
- d. Only certain courses that are more advanced than Intermediate Algebra

O6. If you chose O5d, which of the following departmental courses can be used to fulfill the general education quantitative requirement? If you did not choose O5d, omit this question and go to Section P.

Course	Yes	No
a. College Algebra and/or Precalculus	<input type="checkbox"/>	<input type="checkbox"/>
b. Calculus (any course)	<input type="checkbox"/>	<input type="checkbox"/>
c. Introduction to Mathematical Modeling	<input type="checkbox"/>	<input type="checkbox"/>
d. A basic Probability and/or Statistics course.....	<input type="checkbox"/>	<input type="checkbox"/>
e. Quantitative Literacy or Liberal Arts Mathematics or Quantitative Reasoning.....	<input type="checkbox"/>	<input type="checkbox"/>
f. Some other course(s) in our department not listed above.....	<input type="checkbox"/>	<input type="checkbox"/>

P. Mathematics Enrollments Outside Your Mathematics Department/Program (Fall 2010)

Data to answer the following questions often are beyond the information normally available to a mathematics department chair. Please invest the extra effort needed to give an accurate account of all enrollments in the following courses that are **not** taught in the mathematics department/program. (*Give enrollments, not the number of sections taught.*)

Instructions:

Do not include data for branches or campuses of your college that are geographically or budgetarily separate from yours.

Report all enrollments at your campus or in your multi-campus system that are **not** taught in the mathematics department/program (and so are not listed in Section G).

Please consult appropriate sources outside the mathematics program such as schedules, registrar's data, or the heads of these programs to get accurate data on enrollments.

COURSE	Mathematics Enrollments Outside the Mathematics Department			
	Developmental Education Department/Division (a)	Occupational Programs (b)	Business (c)	Other Dept/Division (d)
P1. Arithmetic/Pre-Algebra				
P2. Elementary Algebra (high school level)				
P3. Intermediate Algebra (high school level)				
P4. Business Mathematics				
P5. Statistics/Probability				
P6. Technical Mathematics				

Q. Comments and Suggestions

Q1. If you have found some question(s) difficult to interpret or answer, please let us know. We welcome comments or suggestions to improve future surveys (e.g., CBMS2015).

Comments: _____

Thank you for completing this questionnaire. We know it was a time-consuming process and we hope that the resulting survey report, which we hope to publish in spring 2012, will be of use to you and your department.

Please keep a copy of your responses to this questionnaire in case questions arise.