The National Association of Community College Teacher Education Programs (NACCTEP) is an organization that promotes the community college role in the recruitment, preparation, retention, and renewal of diverse PreK-12 teachers. The organization was conceived in partnership by the Maricopa Community Colleges, the League for Innovation in the Community College, and the American Association of Community Colleges.

In March 2001, a Summit for Teacher Education was held at the League for Innovation's Conference in Atlanta, Georgia to begin discussion about the purpose, activities, and League support for a national association. Several national meetings followed to facilitate planning for the new organization. The first meeting was held in September 2001 in Chicago, Illinois. At this meeting, representatives from 24 community colleges and 15 states provided input about the organization's mission, goals, and structure. In 2002, the organization solidified a strategic plan, marketed membership, developed a website (www.nacctep.org) to serve community colleges nationwide, and hosted the first national conference in Phoenix, Arizona.

NACCTEP, currently in its seventh year, continues to thrive. Membership in spring 2008 included 210 member institutions and educational partners from 41 states, the District of Columbia, and the Marshall Islands. NACCTEP currently has over 540 individual members.

NACCTEP is an organization of
- community colleges,
- administrators, staff and students involved in teacher education programs,
- universities with teacher education programs, and
- industry partners and professional associations who work as partners with community college teacher education programs.

NACCTEP supports institutions and individuals and serves as a voice for community colleges in national discussions about teacher education.

NACCTEP works to enhance existing community college teacher education programs and serves as a resource for those looking to develop new programs.

NACCTEP facilitates connections between community college teacher education programs, faculty, and students.

NACCTEP's mission is to promote the community college role in the recruitment, preparation, retention, and renewal of diverse PreK-12 teachers and to advance quality teacher education programs in the community college.

For more information, visit the NACCTEP website at www.nacctep.org.
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EXECUTIVE SUMMARY

The role of community colleges in teacher education is one that will continue to evolve with the changing needs of communities and states. According to the Bureau of Labor Statistics, employment of school teachers is expected to grow by 12% between 2006 and 2016. This growth will create 479,000 additional teacher positions, more than all but a few occupations nationwide (2008). While some may argue the number, many communities are already dealing with the challenge of highly qualified teacher shortages. Community colleges must, therefore, reassess their recruitment and retention efforts, service delivery options, and partnerships/collaborative efforts in light of current industry needs. They must also be in a position to provide quantifiable evidence of institutional efforts to provide students with the skills and knowledge they will need in order to be considered highly qualified teachers.

NACCTEP strives to provide resources for community college administrators and teacher education program faculty to encourage, support, and provide primary research on teacher education programs at the community college; identify and showcase models of teacher education programs; identify national issues; coordinate and support federal and state lobbying efforts; secure funding to support teacher education in the community colleges; and finally, influence and impact teacher education policy development and legislation. One way NACCTEP accomplishes this is by facilitating data collection through the NACCTEP Profile Survey.

A total of 112 member institutions, equaling 56% of NACCTEP’s colleges and partner members at the time, responded to the 2007-2008 NACCTEP Profile Survey. Results of member submitted surveys have allowed NACCTEP to formulate some general conclusions about teacher education and early childhood programs at community colleges, including programs offered, trends in student enrollment, and current issues facing community colleges.
INTRODUCTION

The NACCTEP Profile Survey was created to profile the numerous teacher education programs that exist at community colleges nationwide. The purpose of the survey is to identify and showcase models of teacher education programs at member colleges; identify state and national issues and trends; provide a resource for community colleges to use in their efforts to create and/or improve their own teacher education programs; and serve as a national data source for community college teacher education program information.

This report includes a comprehensive overview of the respondents’ community college teacher education programs, as well as information about enrollment; articulation and transfer; collaboration; partnerships; teacher education student demographics; and current issues facing community college teacher preparation programs. NACCTEP uses Profile Survey results to guide Association advocacy and support efforts.

Most importantly, results of this survey demonstrate that in order to fill the need for highly qualified teachers throughout the nation, member colleges are offering a diversity of program options, and working hard to develop partnerships with PreK-12 school districts and universities in their states.

METHODOLOGY

In 2004-2005, 49 NACCTEP member institutions responded to the first NACCTEP Profile Survey. In 2005-2006, a total of 111 member institutions responded to the second edition of the NACCTEP Profile Survey. In summer 2008, NACCTEP administrators revised survey questions in response to member suggestions. In fall 2008, NACCTEP circulated the third iteration of the Member Profile Survey to it’s membership. Emails were sent to each member with instructions on how to complete and submit the survey, and avoid duplication of data submission by collaborating with other NACCTEP members at their institution. Members were asked to submit their survey responses online using a web-based survey tool. In order to facilitate data gathering, survey questions were attached to email requests in Word format.

One hundred and eight community colleges, one college system, two member universities and one NACCTEP partner responded to the 2007-2008 survey. A range of college representatives, from paraprofessionals to presidents, completed the survey. Although all respondents did not answer every question, the survey response rate represented 56% of NACCTEP member institutions at the time.

INSTITUTIONAL CHARACTERISTICS

NACCTEP member colleges from 36 states responded to the 2007-2008 Profile Survey. Ninety-eight percent were public institutions and 2% were private institutions. Ninety-four percent were two-year colleges, 5% four-year institutions, and 1% educational partner members.

Seventy-seven percent of responding NACCTEP member institutions indicated an increase in the number of teacher education students enrolled in the past two years. Of those indicating an enrollment increase, the majority reported an increase of 1% to 10%. However, 14% indicated an enrollment increase of over 30%. Eleven percent of responding institutions’ enrollment numbers stayed the same, and 10% decreased. Of those that indicated a decrease, the majority reported a decrease of only 1% to 5%, but 33% indicated a decrease of 11% to 20%. Graphic 1 depicts enrollment trends for 2007-2008.

Graphic 1: Enrollment trends for 2007-2008

11% No Change
12% Decrease
77% Increase
PROFILE OF PROGRAMS

The 2007-2008 Profile Survey asked member colleges to indicate what types of teacher education programs they were currently offering. Graphic 2 details the programs, degrees and/or credentials offered for each course of study. In addition to the courses of study outlined in Graphic 2, NACCTEP member colleges offered options such as individual education courses without a formalized program, degrees in speech-language pathology, professional development opportunities for local school district and community college personnel, onsite coaching for interns, pre-service teacher test preparation workshops, library/media assistant coursework, and continuing education courses for certified teachers.

As a whole, statistics show that from the 2005-2006 survey to the 2007-2008 survey the percentage of colleges offering a wide range of program options remained relatively stable. However, the percentage of responding institutions offering certificates of completion in early childhood (from 66% to 75%), and associate’s degrees in elementary and secondary education (from 68% to 83% and from 41% to 52%, respectively) increased.

STUDENT PROFILE

In comparison to 2005-2006, in which only 18% of survey respondents answered questions about the age, gender, and ethnic makeup of their student population, 60% of 2007-2008 Profile Survey responses included student demographic information. This increase may be the result of recent trends necessitating community colleges to quantify their efforts in order to demonstrate the key role they play in preparing future teachers, and the need to satisfy national and state requests. In addition, 2007-2008 Profile Survey questions regarding student information were modified from 2005-2006 based upon member suggestions. For example, respondents were asked to report percentages, instead of numbers, of students from various ethnic and age groups in order to simplify the process of gathering information.

According to survey respondents who provided student demographic information, early childhood and teacher education students continue to be largely female (96% in early childhood programs and 79% in teacher education programs). The majority are Caucasian (non-Hispanic) women, with a higher distribution of Caucasian females in teacher education courses of study (65%) than in early childhood pathways (54%). However, responses in 2007-2008 show a shift

<table>
<thead>
<tr>
<th>PROGRAM</th>
<th>CREDENTIAL/DEGREE TYPE</th>
<th>Type</th>
<th>Certificate of Completion or Workplace Certificate</th>
<th>Professional Development or Extended Credential</th>
<th>Associate Degree</th>
<th>Baccalaureate Degree</th>
<th>Post Baccalaureate Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td></td>
<td>76%</td>
<td>22%</td>
<td>89%</td>
<td>2%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>Elementary Education</td>
<td></td>
<td>19%</td>
<td>20%</td>
<td>83%</td>
<td>2%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Middle School Education</td>
<td></td>
<td>5%</td>
<td>12%</td>
<td>34%</td>
<td>0%</td>
<td>13%</td>
<td></td>
</tr>
<tr>
<td>Secondary Education</td>
<td></td>
<td>4%</td>
<td>14%</td>
<td>52%</td>
<td>2%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>10%</td>
<td>13%</td>
<td>35%</td>
<td>1%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>Bilingual Education</td>
<td></td>
<td>5%</td>
<td>9%</td>
<td>13%</td>
<td>1%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td>Substitute Teacher Education</td>
<td></td>
<td>7%</td>
<td>5%</td>
<td>5%</td>
<td>0%</td>
<td>1%</td>
<td></td>
</tr>
</tbody>
</table>

Graphic 2: Teacher Education Courses of Study
In racial representation from responses in 2005-2006, possibly due to the location of responding colleges. For instance,

- The representation of white, non-Hispanic students participating in teacher education programs dropped by 13% for males and 15% for females.
- Hispanic males participating in early childhood programs dropped from 25% to 13%.
- African American males participating in early childhood programs jumped from 9% to 26%.
- African American students participating in teacher education programs jumped from 4% to 15% for males and 3% to 14% for females.

The highest percentage of females in both early childhood and teacher education programs are 20 to 40 years old (61% and 57%, respectively). Males in early childhood and teacher education courses of study follow this same trend, with 71% in early childhood programs and 63% in teacher education programs between the ages of 20 and 40. The most notable difference between the 2005-2006 and 2007-2008 Profile Survey responses regarding student ages was the shift from higher percentages of 18 to 20 year olds to higher percentages of students in the 20 to 40 year old range.

Graphics 3, 4, 5 and 6 represent student demographic information submitted for early childhood and teacher education courses of study.
Seventy percent of survey respondents, representing 31 states, reported having a statewide associate’s degree specific to early childhood and/or teacher education that transferred to all state funded universities in their state. Eighty-eight percent reported having associate degrees specific to teacher education and/or early childhood that transferred to one or some of the four-year institutions in their state.

Many member colleges also had teacher education articulation agreements in place. Seventy-five percent of respondents had formal, or written, program articulation agreements with four-year colleges and universities. Agreements vary from articulation of one teacher education foundation course to Associate in Transfer Partnership degrees articulated with specific universities.

Fifty-nine percent of NACCTEP members reported having informal articulation agreements in place with four-year institutions. Informal articulation agreements exist without a signed agreement, usually at a programmatic level, with both the NACCTEP member colleges and in-state universities working to provide education students with a bachelor’s degree. Examples include 2 + 2 programs between NACCTEP member colleges and universities, and courses at NACCTEP member colleges that satisfy lower division course requirements at four-year institutions. However, this year more than in the past, respondents indicated more of an emphasis on transitioning from informal to formalize agreements with universities.

In addition to, or as part of, formal and informal articulation agreements, teacher education students at 47% of responding member colleges were guaranteed admission into teacher education programs at four-year institutions. This represents a 12% increase from responses in 2005-2006, with agreements focused on student completion of specified courses or degrees.

NACCTEP member colleges identified several statewide, regional, or local policies or practices that support articulation and transfer efforts, including

- statewide transfer systems and/or articulation task forces,
- state legislative mandates,
- state Board of Regents or Department of Higher Education policies or guidelines,
- common course guidelines and/or numbering systems,
- university programs offered on community college campuses,
- joint admissions agreements,
- state early childhood initiatives/boards,
- web-based course equivalency guides, and
- agreements supported and maintained by individual colleges and universities, some of which allow for a larger number of transferable credits.

NACCTEP member colleges also identified policies and issues that impeded articulation and transfer efforts. Examples of impediments included

- a lack of communication between community college and university representatives,
- shifting university admissions requirements and leadership,
- a sense of superiority on the part of some four-year institutions,
- state education codes that limit the number of teacher education units that can be completed at a community college,
- inconsistent interpretation of state standards,
- an absence of follow up by boards to ensure that agreements are honored, and
- inconsistent curriculum among community college teacher education and early childhood programs.
COLLABORATION

Eighty-eight percent of NACCTEP member colleges reported collaboration with local PreK-12 schools. Primary partners included teachers (79%), school administrators (76%), counselors and advisors (41%), Career and Technical Education directors (35%), superintendents (35%), human resources departments (29%), curriculum specialists (18%), and school boards (16%). Members also collaborated with after school programs, professional development directors, paraprofessionals, school district personnel, day care providers, and regional offices of education. Collaboration took place for purposes of arranging field experiences, providing continuing education for school district staff, recruitment, coordinating grant activities, and participating on collaborative committees. In addition, 59% of responding colleges indicated collaboration to provide teacher education or early childhood dual enrollment course opportunities for high school students.

According to survey results, 86% of respondents also collaborated with education and community agencies such as

- four-year institutions,
- professional associations and organizations,
- other community colleges,
- early childhood/child development programs,
- community agencies/councils/child advocacy groups,
- state/county departments of education,
- higher education councils/commissions,
- local businesses,
- faith based organizations,
- private industry,
- chambers of commerce, and
- local teacher centers.

Collaborative efforts with non-school district partners took place primarily for the purposes of providing professional development; articulation and transfer efforts; participation in advisory boards and task forces; program advocacy; coordination of grant activities; and recruitment.

Graphic 7 represents the types of agencies with which responding community colleges partnered.

PROGRAM ACCREDITATION

In comparison to 2005-2006, the 2007-2008 Profile Survey asked members to indicated whether or not their program (not institution) was accredited and through what agency. The 29% of Profile Survey respondents who answered in the affirmative to the question regarding program accreditation are accredited through a state board of education, the National Association for the Education of Young Children (NAEYC), the Montessori Accreditation Council for Teacher Education (MACTE), the National Council for Accreditation of Teacher Education (NCATE), the Northwest Commission on Colleges and Universities (NWCCU), and the Teacher Education Accreditation Council (TEAC). In addition, seven institutions reported being in the process of self-study or accreditation through NAEYC, the Southern Association of Colleges and Schools (SACS), or state boards of education.
MEMBER ISSUES

Responding member colleges indicated that they were facing a wide variety of issues surrounding teacher preparation, most of which fell into the broad, general categories of recruitment and retention; funding; institutional issues; shifting local, state, and national needs and policies; articulation and transfer; and academic preparedness of students.

Recruitment and Retention

According to survey responses, issues involving the recruitment and retention of teacher education and early childhood students occurred in states with teacher shortages and those experiencing teacher layoffs. Of the 73% of responding member institutions that answered the survey question about current issues facing their institutions, 34% indicated difficulty recruiting and retaining students, particularly ethnically diverse students, and those interested in teaching in high need subject areas such as mathematics, science, special education, and English as a Second Language/bilingual education. In particular, the recruitment of a student population representative of local diversity and those interested in teaching in science, technology, engineering, and mathematics (STEM), and special education areas were indicated as a struggle by many member institutions.

Funding

The second most reported issue for responding NACCTEP members was funding. This year, more than in past surveys, responses indicated a large degree of concern about budget cuts within the institution or programs. In particular, a lack of or decrease in funding had many members reporting insufficient resources, such as faculty and staff, materials and technology. Secondary to program resources, members reported a concern about the need for grant and scholarship opportunities for students.

Institutional Issues

Twenty-eight percent of 2007-2008 Profile Survey respondents indicated internal program development issues as a priority. Most felt that their biggest challenges included: inadequate funding, the development and/or expansion of programs to meet current needs, advising, and facilities. Program development, in particular, posed a problem for many respondents who faced such challenges as adding new programs, courses and pathways in response to growth; fighting for institutional funding against other departments; coordinating distance learning sites; and promoting the need to identify teacher education students as a defined group for reporting purposes.

Shifting Needs and Policies

Twenty-three percent of respondents indicated that local, state, and national needs and policies impacted their ability to serve the community. Issues in this area included

- new or more rigorous state certification and endorsement requirements,
- the scarcity of teaching jobs and/or hiring freezes in some areas,
- changing state legislation,
- a disconnect between state licensing requirements and four-year program requirements,
- the need for a birth to age four certification,
- a limited number of education foundations courses that transfer to four-year institutions,
- statewide disagreement about the best way to prepare English language learners, and
- the need for state approval of a post-baccalaureate licensure program for secondary math and science.
Articulation and Transfer

Articulation and transfer continue to be a challenge for many colleges, although much less so than in previous years. Eighteen percent of 80 respondents indicated issues surrounding articulation efforts with four-year institutions. Specifically, members cited the need for and frustration surrounding the development of articulation agreements with local universities, limited course transferability, loss of student credit, and struggling to address frequently changing four-year institution requirements.

Academic Preparedness

Finally, 9% of respondents indicated that the academic preparedness of students was a concern. Weak academic preparation and the need for developmental education courses in areas such as mathematics and writing was reported as a major barrier to student success.

IMPLICATIONS

2007-2008 Profile Survey results allow NACCTEP to make some general statements regarding the provision and development of community college teacher education and early childhood programs.

Enrollment and Funding

Community college teacher education and early childhood programs continue to see an increase in enrollment numbers. As students and their families seek a less expensive alternative to four-year institutions and laid-off workers return to school for retraining, many community colleges can expect to see additional enrollment increases due to tough economic times. However, as demand is rising, community colleges are losing resources as state and local governments cut back on budgets. Budget cuts, resulting in inadequate staffing, reduced class sections, and larger class sizes, threaten not only the opportunities of students, but the ability of community colleges to serve the needs of their communities, and the ability of the American workforce to react to current market trends.

Although there are regions in which districts have instituted hiring freezes and/or there is no critical shortage of teachers, the nation as a whole continues to need programs that train qualified teachers and paraprofessionals. NACCTEP believes it is important for community colleges to persist in the development of partnerships with universities, local school districts, and businesses. In this way, community colleges can take an active role in the development of articulation agreements, utilize and build upon resources that are already in place, continue to demonstrate their ability to address the needs of the nation.

Articulation and Transfer

Community colleges continue to work diligently to develop articulation agreements with four-year institutions. Qualitative data from survey responses indicate that barriers such as a lack of communication between community college and university representatives, shifting university admissions requirements, inconsistent curriculum and territorialism all impact the ability of member colleges to facilitate effective partnerships. However, a higher percentage of survey respondents in 2007-2008 reported the existence of formal and informal articulation agreements in place. And while difficulties were noted, there was more of an emphasis this year on formalizing existing agreements than starting from scratch. NACCTEP recognizes the importance of working collaboratively with four-year institutions to create pathways for teacher education students, and will assist member colleges in their efforts by providing research based policy briefs, and addressing this issue at annual conferences, and on the website.

Student Data Collection

One hundred twelve colleges, college systems, and partners representing 56% of NACCTEP member institutions, felt it was important to assist NACCTEP in its effort to collect data and provide a summary of teacher education trends and issues by responding to the 2007-2008 Profile Survey. More encouraging, though, was the number of institutions that responded to questions regarding student demographics. Unlike in 2005-2006, when only 18% of members included student data, 60% responded in 2007-2008 with at least some basic student statistics.
The need to collect up-to-date and accurate student data has become more and more critical, as the numbers of students enrolling in community colleges continues to rise, the role of community college teacher preparation programs continues to change, and the community college student success rate is challenged. NACCTEP encourages member institutions to continue to adopt a culture of evidence in which teacher education and early childhood programs systematically collect and track student data for the purpose of evaluating and improving program options. The Association will continue to administer the Profile Survey in an effort to provide up-to-date data and resources for member reference.

NACCTEP SUPPORT

NACCTEP is committed to supporting its member institutions in their efforts to provide quality teacher education programs to the communities they serve. In order to assess member needs, members were asked in the 2007-2008 NACCTEP Profile Survey what programs, activities, services, or support the Association can provide to assist or enhance member teacher education and early childhood programs. The 45% of respondents who answered this question focused on four key areas: information sharing, website development, funding, and advocacy.

First and foremost, members asked NACCTEP to take a more prominent role in facilitating information sharing between members. Information and services requested by respondents included

- providing professional development and networking opportunities, including offering forums for members to network beyond the national conference, and chances for students to participate in professional development;
- sharing ideas for growing a teacher education program, developing curriculum, and recruiting students;
- sharing models of success in areas such as articulation agreements, recruitment, and working with career changers;
- sharing best practices based on current research; and
- developing guides for some of the ideas, models of success, and best practices mentioned and others. In conjunction with these requests, and inherent in many, members felt this year more than in previous years that the website should be more fully utilized as a communication tool. Not only was it suggested that many of the above mentioned information sharing be housed on the website, but that the site could also serve as an interactive link between members. Examples of interactive features for the website included web or interactive discussions, and online connections specific to students.

Respondents also requested that NACCTEP continue with notification and support of NACCTEP scholarship opportunities, but specifically asked for information about additional grants, scholarships, and funding opportunities for teacher education students and programs. In particular, members asked for NACCTEP to nurture more scholarship opportunities for students, including scholarships for students to attend the national conference.

Finally, members asked NACCTEP to continue to advocate for community college teacher education and early childhood programs nationally. Specifically, members requested advocacy in the form of

- communicating the capacity and strengths of community colleges in preparing future teachers;
- improving field placement/student teaching placements;
- acknowledging the importance and role of high quality, on-campus early childhood development centers;
- promoting the increase of early childhood wages to be commensurate with K-12 teachers;
- encouraging colleges to prioritize teacher education programs as essential; and
- informing college administrators about the purpose of NACCTEP.

Some members also suggested that NACCTEP serve as a public relations entity for community college teacher education programs through the development of media campaigns and materials.

Based upon the results of the 2007-2008 NACCTEP Profile Survey and member feedback, NACCTEP will begin to formulate strategic goals for 2009-2010.
GRANTS

Forty-five responding colleges reported participation in a variety of teacher education and/or early childhood grants, including

- **Thirty-four state grants** [including First Things First; Career and Technical Education; Building Bridges; Science and Technology Entry Program; Special Education Tuition Reimbursement for Paraprofessionals; Liberty Partnership; Smart Start; Improving Teacher Quality; Department of Economic Security Professional Career Pathway Project; and Grow Your Own]

- **Twenty-six federal grants** [including Title III; Title V; Transition to Teaching; Fund for the Improvement of Postsecondary Education (FIPSE); Carl Perkins; Head Start; College Cost Reduction and Access Act; Teacher Education Assistance for College and Higher Education (TEACH); Upward Bound; 21st Century Technology; AmeriCorp/Project Ayuda; and Copernicus Project]

- **Fifteen grants through private foundations** [including National Science Foundation; Boeing; Boettcher Foundation; National Education Association; Safeco; Wells Fargo; and Wallace Foundation Funds]

- **Eight grants through local entities**

RESOURCES

California State University Northridge News Clippings (December 18, 2008)

INSTITUTIONS THAT RESPONDED TO THE 2007-2008 SURVEY

Anne Arundel Community College (Arnold, MD)
Arapahoe Community College (Littleton, CO)
Asheville-Buncombe Technical Community College
Baton Rouge Community College (Baton Rouge, LA)
Blue Mountain Community College (Pendleton, OR)
Borough of Manhattan Community College (New York, NY)
Bossier Parish Community College (Bossier City, LA)
Bristol Community College (Fall River, MA)
Brookdale Community College (Lincroft, NJ)
Butler Community College (El Dorado, KS)
Butler County Community College (Butler, PA)
Carroll Community College (Westminster, MD)
Central Arizona College (Coolidge, AZ)
Central New Mexico Community College (Albuquerque, NM)
Century College (White Bear Lake, MN)
Cerritos College (Norwalk, CA)
Chaffey College (Rancho Cucamonga, CA)
Chandler-Gilbert Community College (Chandler, AZ)
Chemeketa Community College (Salem, OR)
Cochise College (Sierra Vista, AZ)
College of Southern Idaho (Twin Falls, ID)
College of Southern Nevada (Las Vegas, NV)
Collin College (Allen, TX)
Community College Baccalaureate Association (Fort Myers, FL)
Contra Costa College (San Pablo, CA)
Cuyahoga Community College (Cleveland, OH)
Darton College (Albany, GA)
Delaware Technical & Community College (Georgetown, DE)
Denmark Technical College (Denmark, SC)
Donna Ana Community College (Las Cruces, NM)
Dutchess Community College (Poughkeepsie, NY)
Erie Community College (Buffalo, NY)
Estrella Mountain Community College (Avondale, AZ)
Ferris State University (Big Rapids, MI)
Florida Community College at Jacksonville (Jacksonville, FL)
Fullerton College (Fullerton, CA)
Georgia Highlands College ( Rome, GA)
Georgia Perimeter College (Atlanta, GA)
Glendale Community College (Glendale, AZ)
Goodwin College (East Hartford, CT)
Green River Community College (Auburn, WA)
Gulf Coast Community College (Panama City, FL)
Harry S. Truman College (Kansas City, KS)
Hinds Community College (Utica Campus, Utica, MS)
Hudson County Community College (Jersey City, NJ)
Illinois Central College (East Peoria, IL)
Illinois Valley Community College (Ogle, IL)
Ivy Tech Community College (Michigan City, IN)
J. Sargeant Reynolds Community College (Richmond, VA)
Jackson Community College (Jackson, MI)
Jefferson College (Hillsboro, MO)
John A. Logan College (Carterville, IL)
John Tyler Community College (Chester, VA)
Joliet Junior College (Joliet, IL)
Kapi'olani Community College (Honolulu, HI)
Lake City Community College (Lake City, FL)
Lake Sumter Community College (Leesburg, FL)
Lansing Community College (Lansing, MI)
Linn-Benton Community College (Albany, OR)
Lorain County Community College (Elyria, OH)
Louisiana Community and Technical College System (Baton Rouge, LA)
Louisiana Delta Community College (Monroe, LA)
Macomb Community College (Clinton Township, MI)
Manatee Community College (Bradenton, FL)
Massasoit Community College ( Brockton, MA)
MassBay Community College (Wellesley and Framingham, MA)
Mercer County Community College (West Windsor, NJ)
Mesa Community College (Mesa, AZ)
Miami Dade College (Miami, FL)
Midland College (Midland, TX)
Milwaukee Area Technical College (Milwaukee, WI)
Monroe Community College (Rochester, NY)
Moraine Valley Community College (Palos Hills, IL)
Mountain View College (Dallas, TX)
Nassau Community College (Garden City, NY)
Niagara County Community College (Sanborn, NY)
Normandale Community College (Bloomington, MN)
North Central State College (Mansfield, OH)
Nunez Community College (Chalmette, LA)
Olympic College (Bremerton, WA)
Orange Coast College (Costa Mesa, CA)
Palm Beach Community College (Lake Worth, FL)
Paradise Valley Community College (Phoenix, AZ)
Pellissippi State Technical Community College (Knoxville, TN)
Pensacola Junior College (Pensacola, FL)
Phoenix College (Phoenix, AZ)
Pikes Peak Community College (Colorado Springs, CO)
Portland Community College (Portland, OR)
Prairie State College (Chicago Heights, IL)
Red Rocks Community College (Lakewood, CO)
Rio Salado College (Tempe, AZ)
River Parishes Community College (Sorrento, LA)
Rockland Community College (Suffern, NY)
Salt Lake Community College (Salt Lake City, UT)
Santa Ana College (Santa Ana, CA)
Santa Fe College (Gainesville, FL)
Santa Rosa Junior College (Santa Rosa, CA)
Scottsdale Community College (Scottsdale, AZ)
Seattle Central Community College (Seattle, WA)
South Arkansas Community College (El Dorado, AR)
South Georgia College (Douglas, GA)
South Louisiana Community College (Lafayette, LA)
South Mountain Community College (Phoenix, AZ)
South Texas College: Mid Valley campus (Weslaco, TX)
Southern Arkansas University Tech ( Camden, AR)
Suffolk County Community College (Selden, NY)
Tacoma Community College (Tacoma, WA)
Tarrant County College Northeast Campus (Hurst, TX)
Tarrant County College South Campus (Fort Worth, TX)
Three Rivers Community College (Folmar Bluff, MO)
West Virginia University at Parkersburg (Parkersburg, WV)
Yavapai College (Prescott, AZ)
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