CCC Online Education Faculty Survey Report

The CCC Online Education Faculty Survey was distributed to De Anza College faculty members during the fall 2024 quarter of the 2024-2025 academic year as part of a statewide effort to better understand faculty experiences, perspectives, and needs related to online, hybrid, and HyFlex teaching. Topics ranged from pedagogical practices, technology usage, and support service integration to artificial intelligence (AI), professional development, and institutional policies. The statewide survey results can be accessed [here](#). The following analysis includes the responses from 97 faculty from De Anza College.

Summary of Survey Findings

- A majority of faculty (91, 97%) reported **teaching at least one course with an online component** in the past, while 89% (86) reported teaching at least one course with an online component in the past year.

- Respondents were a nearly **equal mix of part-time faculty** (50, 52%) and **full-time faculty** (47, 48%).

- Most respondents (69, 72%) indicated they had been **teaching at the community college level for more than 10 years**, while 55% (51) indicated they had been teaching courses that have an online component for five or more years.

- **Only 28%** (26) of faculty respondents were **aware of the California Virtual Campus (CVC) Exchange**, and of those who were aware, only 23% (6) indicated their courses were offered on the exchange.

- Respondents were split between their preferred modality with 40 indicating they **enjoyed teaching in a "fully online" format**, followed by 39 selecting a **"fully in-person" format** (39) and 30 selecting a **"Hybrid"** teaching format (30). The least preferred teaching format was "Hyflex" as indicated by 42 respondents.

- Respondents cited **issues with academic dishonesty as the biggest challenge** when teaching courses with an online component (47, 69%), followed by **maintaining a sense of community** with students (39, 57%), **lack of student engagement** (35, 51%), and supporting students adapt to distance education (23, 34%).

- 99% of faculty respondents (77) reported **using Canvas to facilitate online learning**, while 87% (68) reported **using Zoom**. Other tools were listed at a rate of 18% or less.

- **Nearly half of respondents** (35, 45%) **do not allow the use of AI in their courses**, while 19% (15) allow it for some or all their courses. 21% (16) indicated they do not specify to students whether it is allowed.

- 45% of faculty respondents (35) **believe that AI can enhance the learning process when used for brainstorming or drafting** but it is detrimental if used to replace critical thinking or writing. 32% (25) believe that AI worsens the learning experience for students.

- When asked about the assessment practices used in online courses, 95% (60) of survey respondents indicated they **use or provide multiple types of assessments of student progress**, while 92% (58) indicated that the **assessments are aligned with the course's learning objectives**.

- Most respondents (64, 94%) **reported participating in training/professional development opportunities** provided by the college or district, while other professional development providers were cited at a rate of 37% or less.

- The top three race/ethnicity categories that were reported among faculty participants were White (34, 49%), Asian (11, 16%), and Hispanic or Latine (8, 12%).

Detailed Survey Findings

Derived variables

Two variables were created to gauge respondents experience in teaching courses with an online component.

	Response #	Response %
Faculty taught online course in past year	**97**	**100%**
Yes	86	89%
No	11	11%
Faculty ever taught course with online component	**94**	**100%**
Yes	91	97%
No	3	3%
Distinct Total	**97**	

Section 1: Background Questions

Q3: What California community college do you primarily work at?

100% (97) of survey respondents answered "DEANZA COLLEGE".

Q4: Do you work at any other California community colleges?

	Response #	Response %
Yes	12	12%
No	85	88%
Grand Total	**97**	**100%**

Q6: What is your current teaching status?

	Response #	Response %
Full-Time	47	48%
Part-Time/Adjunct	50	52%
Grand Total	**97**	**100%**

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Q7: How long have you been teaching at the community college level?

	Response #	Response %
This is my first year	1	1%
1-2 years	2	2%
3-5 years	6	6%
6-10 years	18	19%
More than 10 years	69	72%
Grand Total	**96**	**100%**

Q8: What subject areas do you teach in? (Check all that apply)

	Response #	Response %
Arts and Humanities (e g , English, art history, drama/theater, graphic design)	29	28%
Science, Math, and Engineering (e g , biology, physics, bioengineering)	20	19%
Social Science and Human Services (e g , psychology, sociology, political science, history)	15	15%
Computer and Information Technology (e g , computer science, networking)	9	9%
Business (e g , marketing, accounting)	6	6%
Faculty Counselor	5	5%
Healthcare/Health Sciences	4	4%
Communications (e g , journalism)	4	4%
Education (e g , teaching, child development)	1	1%
Other - Write In:	10	10%
Environmental Studies/CTE (3)		
Communication Studies (2)		
Disability Support Services (1)		
ESL (1)		
Knesiology (1)		
Philosophy (1)		
World Languages (1)		
Grand Total	**103**	**100%**

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Section 2: Experience Teaching in an Online Environment

Q10: In your time teaching at a California community college overall, how long have you been teaching courses that have an online component?

	Response #	Response %
I have never taught an online course	1	1%
This is my first year teaching an online course	2	2%
1-2 years	6	6%
3-4 years	26	28%
5-6 years	15	16%
More than 6 years	36	39%
I only taught courses online during the pandemic	7	8%
Grand Total	**93**	**100%**

Q11: In your time teaching at a community college overall/ever, have you taught courses in any of the following modalities? (Check all that apply)

	Response #	Response %
Fully in-person	85	34%
Fully online	85	34%
Hybrid	70	28%
Hyflex	8	3%
Grand Total	**248**	**100%**

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Q12: In the past year, how many distinct courses (not sections) have you taught in each of the following modalities?

	Response #	Response %
Fully in-person	**91**	**98%**
0	49	53%
1	13	14%
2-3	20	22%
4 or more	9	10%
Fully online	**92**	**99%**
0	18	19%
1	20	22%
2-3	22	24%
4 or more	32	34%
Hybrid	**91**	**98%**
0	37	40%
1	17	18%
2-3	18	19%
4 or more	19	20%
Hyflex	**87**	**94%**
0	82	88%
1	2	2%
2-3	0	0%
4 or more	3	3%
Distinct Total	**93**	**100%**

Q13: In the courses you have taught with an online component in the past year, which of the following elements did the course include?

	Response #	Response %
Synchronous	8	9%
Asynchronous	39	45%
A combination of synchronous and asynchronous	39	45%
Grand Total	**86**	**100%**

Q14: Thinking only of the hybrid course(s) you have taught in the past year, on average, what proportion of the learning experience took place in person?

	Response #	Response %
Less than 10% took place in person	3	6%
10-25% took place in person	1	2%
26-50% took place in person	23	45%
51%-75% took place in person	19	37%
More than 75% took place in person	5	10%
Grand Total	**51**	**100%**

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Q15: When considering a hybrid course, what proportions do you believe are the best combination of modalities? (Percentages should equal 100%)

	Response #	Response %
0% Synchronous, 50% Asynchronous, and 50% in-person	25	29%
50% Synchronous, 50% Asynchronous, and 0% in-person	8	9%
50% Synchronous, 0% Asynchronous, and 50% in-person	5	6%
0% Synchronous, 49% Asynchronous, and 51% in-person	4	5%
0% Synchronous, 25% Asynchronous, and 75% in-person	4	5%
100% Synchronous, 0% Asynchronous, and 0% in-person	2	2%
30% Synchronous, 40% Asynchronous, and 30% in-person	2	2%
0% Synchronous, 0% Asynchronous, and 100% in-person	2	2%
0% Synchronous, 20% Asynchronous, and 80% in-person	2	2%
10% Synchronous, 90% Asynchronous, and 0% in-person	2	2%
50% Synchronous, 50% Asynchronous, and 50% in-person	2	2%
0% Synchronous, 70% Asynchronous, and 30% in-person	2	2%
10% Synchronous, 40% Asynchronous, and 50% in-person	2	2%
20% Synchronous, 0% Asynchronous, and 80% in-person	2	2%
10% Synchronous, 30% Asynchronous, and 60% in-person	1	1%
30% Synchronous, 60% Asynchronous, and 10% in-person	1	1%
80% Synchronous, 20% Asynchronous, and 0% in-person	1	1%
0% Synchronous, 60% Asynchronous, and 40% in-person	1	1%
0% Synchronous, 80% Asynchronous, and 20% in-person	1	1%
15% Synchronous, 35% Asynchronous, and 50% in-person	1	1%
66% Synchronous, 34% Asynchronous, and 0% in-person	1	1%
0% Synchronous, 30% Asynchronous, and 70% in-person	1	1%
98% Synchronous, 1% Asynchronous, and 1% in-person	1	1%
20% Synchronous, 60% Asynchronous, and 20% in-person	1	1%
33% Synchronous, 33% Asynchronous, and 33% in-person	1	1%
24% Synchronous, 52% Asynchronous, and 24% in-person	1	1%
50% Synchronous, 20% Asynchronous, and 30% in-person	1	1%
25% Synchronous, 0% Asynchronous, and 75% in-person	1	1%
0% Synchronous, 10% Asynchronous, and 90% in-person	1	1%
25% Synchronous, 50% Asynchronous, and 25% in-person	1	1%
75% Synchronous, 0% Asynchronous, and 25% in-person	1	1%
25% Synchronous, 75% Asynchronous, and 0% in-person	1	1%
90% Synchronous, 10% Asynchronous, and 0% in-person	1	1%
30% Synchronous, 20% Asynchronous, and 50% in-person	1	1%
0% Synchronous, 100% Asynchronous, and 0% in-person	1	1%
0% Synchronous, 75% Asynchronous, and 25% in-person	1	1%
Grand Total	**86**	**100%**

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Q16: Are you aware of the California Virtual Campus (CVC) Exchange?

	Response #	Response %
Yes	26	28%
No	67	72%
Grand Total	**93**	**100%**

Q17: Are any of your courses on the Exchange?

	Response #	Response %
Yes	6	23%
No	20	77%
Grand Total	**26**	**100%**

Section 3: Thoughts on Teaching Courses with an Online Component

Q18: Would you be interested in teaching a course with an online component in the future (either hybrid, hyflex, or fully online)?

	Response #	Response %
Yes	1	14%
No	4	57%
Unsure	2	29%
Grand Total	**7**	**100%**

Q19: How interested would you be in teaching each of the following types of courses?

	Very interested		Somewhat interested		Not at all interested		Total	Total
	Response #	Response %	Response #	Response %	Response #	Response %	Response #	Response %
Fully online - asynchronous	0	0%	1	33%	2	67%	3	100%
Fully online - synchronous	1	33%	2	67%	0	0%	3	100%
Hybrid	0	0%	3	100%	0	0%	3	100%
Hyflex	0	0%	1	33%	2	67%	3	100%

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Q20: Are any of the following true regarding why you have not taught any courses with an online component in the past year? (Check all that apply)

	Response #	Response %
My personal preference is for on-campus/on-site learning	6	100%
I don't feel my discipline lends itself well to this modality	5	83%
I worry I won't be able to maintain a sense of community with my students	5	83%
I worry students won't be as engaged in this environment	5	83%
I am uncertain how to best assess student learning in this environment	3	50%
I don't feel that course requirements can be completed online (e g , welding, clinicals, science labs)	3	50%
I have concerns about academic dishonesty in this environment	3	50%
I am not comfortable/familiar with the required technology or software, such as Canvas or Artificial Intelligence (AI)	1	17%
Other - Write In:	1	17%
Teaching online courses is soul-crushing (1)		
Distinct Total	**6**	**100%**

Q21: What would you need to feel comfortable teaching online courses and/or to make online courses more appealing? (Open-Ended)

	Response #	Response %
Nothing could get me to teach online courses	3	50%
Free online resources for instructor and student. Guaranteed good solid online access for students.	1	17%
I prefer synchronous online learning. Exams at least should be proctored in person.	1	17%
Workshops or education available to instructors to gain skills/technique to engage student participation and improve and/or enhance online teaching.	1	17%
Grand Total	**6**	**100%**

Section 4: Online Pedagogy Opinions

Q22: How do you feel about each of the following teaching modalities?

	I enjoy teaching in this format		I don't mind teaching in this format		I would prefer not to teach in this format		Total	Total
	Response #	Response %	Response #	Response %	Response #	Response %	Response #	Response %
Fully in-person	39	57%	15	22%	15	22%	69	100%
Fully online	40	56%	18	25%	13	18%	71	100%
Hybrid	30	43%	25	36%	15	21%	70	100%
Hyflex	3	5%	16	26%	42	69%	61	100%

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Q23: Have any of the following been a challenge for you when teaching courses with an online component or have kept you from teaching courses online? (Check all that apply)

	Response #	Response %
Issues with academic dishonesty	47	69%
Maintaining a sense of community with my students	39	57%
Lack of student engagement	35	51%
Supporting students adapt to distance education	23	34%
Adapting instruction to meet students where they are	14	21%
Courses did not lend themselves well to this modality	11	16%
Assessing student learning	11	16%
Issues with my own access to reliable internet connection, devices, and related tools	6	9%
My discomfort or unfamiliarity with required technology or software, such as Canvas or Artificial Intelligence (AI)	5	7%
Course requirements could not be completed online (e g , welding, clinicals, science labs)	2	3%
Other - Write In:	14	21%

> No significant challenges were encountered (3)
> Student unfamiliarity with technology (2)
> Fraud and identity verification issues (2)
> Lack of administrative support (2)
> Students underestimate the time commitment and rigor of online courses (1)
> Lab adaptation (1)
> Lack of student equipment (1)
> Physical strain from sitting too long (1)
> Lack of student motivation (1)
> Student access to safe/quiet places for study (1)

Grand Total	**68**	**100%**

Q24: Do you provide online learner preparation tools/resources to your students?

	Response #	Response %
Yes	48	66%
No	6	8%
Sometimes	8	11%
I am unaware of what these are	11	15%
Grand Total	**73**	**100%**

Q25: Which online learner preparation tools/resources do you provide your students? (Check all that apply)

	Response #	Response %
College/district online learner readiness modules	35	64%
I create and use my own learner readiness modules for my students	30	55%
I curate and pull together resources from other sites to create learner readiness modules for my students	27	49%
Other	4	7%
Grand Total	**55**	**100%**

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Q26: Do you require students to leverage online learner preparation tools/resources for your course?

	Response #	Response %
Yes, in all of my courses	23	41%
Yes, in some of my courses	9	16%
No	24	43%
Grand Total	**56**	**100%**

Q27: In your online courses, which information do you typically provide at the start of the course to help orient students to the course? (Check all that apply)

	Response #	Response %
Information on how to contact the instructor	71	96%
Instructor/course policies	71	96%
Instructions for how to best work with the online course content	69	93%
Links to institutional services/student supports	69	93%
Learning objectives for the course	69	93%
Resources to help students successfully start the course	66	89%
Links to technology support and troubleshooting tips	66	89%
An explanation of how the course content is related to the learning objectives	58	78%
A rubric/document that outlines how participation would be evaluated	58	78%
Other - Write In:	11	15%
Clear communication regarding grading, expectations, & course policies (3)		
An orientation module with resources and tips for success (2)		
Student background, basic needs, or engagement surveys (2)		
Provides community & career resources (1)		
Provides content for visual learners (1)		
A forum for peer interaction & collaboration (1)		
The need for college culture to support online learning (1)		
Distinct Total	**74**	**100%**

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Section 5: Technology Uses and Needs in Online Learning Environment

Q28: What technology are you using to help facilitate learning in your classes? (Check all that apply)

	Response #	Response %
Canvas	77	99%
Zoom	68	87%
Publisher-provided assessment tools	14	18%
Online tutoring (e.g., Pisces)	10	13%
Plagiarism detection tool (e.g., Turn-it-in)	9	12%
Generative AI (e.g., ChatGPT)	6	8%
Writing assistance tools (e.g., Grammarly)	0	0%
Other - Write In:	25	32%
Assistive Technology (1)		
Built-in tools for chat and video conferencing (1)		
Codelab (1)		
Eli Review (1)		
Google Docs/Google Slides (1)		
OER (1)		
Online visual resources & activities (1)		
Padlet (1)		
Zybooks (1)		
Distinct Total	**78**	**100%**

Q29: Do you allow the use of Artificial Intelligence (AI) in your courses?

	Response #	Response %
No	35	45%
I don't specify to my students whether or not it is allowed	16	21%
Yes, in all of my courses	10	13%
Yes, in some of my courses	5	6%
Other - Write In:	12	15%
Conditional or limited AI use (6)		
Encouragement & instruction on AI use (4)		
Only banned during exams (1)		
AI usage not yet implemented (1)		
Requires disclosure or citation if AI is used (1)		
Distinct Total	**78**	**100%**

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Q30: How do you believe AI technology impacts the learning experience for students?

	Response #	Response %
It worsens the experience	25	32%
It improves the experience	7	9%
It makes no difference	4	5%
It depends - Write In:	35	45%
Depends on how students use AI (15)		
Can enhance the learning process, but harmful when misused for shortcuttin work (11)		
Assignment or pedagogy designed to intentionally limit AI use (4)		
Language development or ESL contexts (2)		
Digital literacy & teaching students how to evaluate and fact-check AI-generated content (2)		
Other - Write In:	7	9%
Uncertainty or need for more information on AI's impact (3)		
AI poses a unique threat in STEM courses when students use AI solve assignment problems (1)		
The importance of accountability and disclosure when AI is used (1)		
Permitted only in research (1)		
Distinct Total	**78**	**100%**

Q32: What tools and technology do you need to enhance your online teaching (be it related to AI or otherwise)? (Open-Ended)

Theme	Response #	Response %
Reliable AI tools are needed for instruction, feedback, detection, and content creation	17	27%
Need for multimedia and video tools (Zoom, editing software, dual monitors, AV equipment)	9	15%
The need for technology that supports equitable student access (devices, WiFi, mobile-friendly tools)	8	13%
Desired improvements to Canvas and LMS tools for flexibility and group work	7	11%
More professional development and training on educational technology and AI	6	10%
Reliable AI detection tools for academic honesty	5	8%
Tools and methods to better engage students and improve feedback	4	6%
Better support for exam integrity and online proctoring	3	5%
Tools for summarizing, transcription, or course content support	2	3%
Easier access to institutional support and clear communication from the college	1	2%
Grand Total	**62**	**100%**

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Section 6: Design of Experiences in Online Environment

Q33: In your online course(s), which of the following practices are included? (Check all that apply)

	Response #	Response %
Connections are drawn between course content, students' lives, and students' futures	58	92%
An active effort is made to foster care and connection among students and with the instructor	57	90%
Communications and activities demonstrate that students' diverse identities, backgrounds, and cultures are valued	56	89%
Information is shared regarding how student services can support student wellness and success	56	89%
Images and representations in the course reflect broad diversity exceptions are explained and discussed	42	67%
Students are told how the technology required in the course supports learning	41	65%
If students face barriers to technology, alternative pathways to complete course activities are provided	34	54%
Human biases are identified in course content and activities	31	49%
Distinct Total	**63**	**100%**

Q34: In your online courses, which of the following practices are implemented around how you structure the learning experience? (Check all that apply)

	Response #	Response %
I am available to students when they need me	60	95%
Students are able to engage and build community with their peers	57	90%
I leverage multimedia (text, audio, video, images and/or graphics)	56	89%
Students are connected with supports needed to be successful in the course	51	81%
I leverage Course Management (CMS) Tools	41	65%
There are opportunities to give anonymous feedback	32	51%
Distinct Total	**63**	**100%**

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Q35: In your online courses, which of the following assessment practices are implemented? (Check all that apply)

	Response #	Response %
I use multiple types of assessments (i e , research projects, tests, quizzes, discussions, etc)	60	95%
I provide multiple assessments in the course	60	95%
The course assessments are aligned with the learning objectives for the course	58	92%
I provide a rubric/scoring guide for assessments to explain what "good work" looks like	54	86%
I provide guidance on how to apply feedback to improve learning and performance	51	81%
There are regular opportunities for students to self-assess how they are doing in the course	45	71%
I provide instructions on accessing feedback in the CMS	43	68%
Distinct Total	**63**	**100%**

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Section 7: Connecting Students to Support Services

Q36: In your online courses, which support services do you connect students to (i.e., provide information in the syllabus, first week module, or other location in the LMS)? (Check all that apply)

	Response #	Response %
Tutoring / Writing Center	54	89%
Academic Counseling /Advising	52	85%
Disabled Student Programs and Services (DSPS)	52	85%
Library Services	43	70%
Student health services (including psychological/mental health services)	40	66%
Admission/registration services	34	56%
Financial Aid Services	26	43%
Career services	22	36%
Veterans Services	21	34%
Transfer Center/Transfer services	20	33%
Extended Opportunity Programs and Services (EOPS)	19	31%
International student supports/services	15	25%
Foster Youth Success Initiatives	9	15%
California Work Opportunity and Responsibility to Kids (CalWORKS)	8	13%
Bursar's Offices	4	7%
Other - Write In:	9	15%

Campus PRIDE center (2)

Basic needs resources (1)

Campus hub information (1)

Child Development Center (1)

Free/ low cost basic technology options (1)

Meditation resources (1)

Mental Health and Wellness Center (1)

Need for standard document listing/explaining available services to share with students (1)

Services are recommended to students based on their specific needs (1)

Student clubs (1)

Student Code of Conduct information (1)

Student services are listed on the Canvas class page (1)

There is a huge disconnect between services and an online classroom (1)

Title IX information (1)

| **Distinct Total** | **61** | **100%** |

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Q37: How do you connect students to support services? (Check all that apply)

	Response #	Response %
Sharing webpages in syllabus	53	87%
As needed one-to-one	42	69%
Through a Canvas module	33	54%
Pointing students to online learning portal	32	52%
Verbally	21	34%
Other - Write In:	6	10%
Canvas module listing all the URL links to campus services/mental health resources (3)		
Communicated through announcements and Pronto chats (1)		
Email (1)		
One-on-one during virtual office hours (1)		
Student services staff visit class (1)		
Distinct Total	**61**	**100%**

Section 8: Professional Development and Supports for Online, Hybrid, and Hyflex Courses

Q38: Have you participated in any training/professional development to support your online pedagogy?

	Response #	Response %
Yes	62	94%
No	4	6%
Distinct Total	**66**	**100%**

Q39: What types of training/professional development have you participated in to support your online pedagogy? (Check all that apply)

	Response #	Response %
Online educator training provided by my college or district	64	94%
Online educator training through another organization	25	37%
Online educator training through CVC@ONE	21	31%
Other - Write In:	10	15%
Advanced degree or certification in instruction or digital learning (3)		
Continuous self-guided learning through research, reading, or conference attendance (2)		
Long teaching experience (1)		
Need for better institutional support & higher quality trainings (1)		
State Chancellor's Office Offerings (1)		
Workshops through NSF grants to project SAGE 2YC (1)		
Distinct Total	**68**	**100%**

Q40: What additional professional development topics would you like to be available to support your teaching in an online environment? (Open-Ended)

Theme	Response #	Response %
Training on how to use AI tools for teaching, grading, or student assignments	6	21%
Workshops that demonstrate practical use of Canvas or other educational tools	4	14%
General interest in more PD about available teaching tools and innovation	3	10%
Support on how to promote academic honesty and address dishonesty online	2	7%
Help applying Regular and Substantive Interaction (RSI) effectively	2	7%
Guidance on managing student engagement, workload, and non-responsive students	2	7%
Positive comments that express satisfaction with current PD or support	2	7%
Negative comments expressing dissatisfaction or skepticism about online education	2	7%
Professional development on how AI affects writing, assessment, and grading	1	3%
Clarification on embedding COR components and aligning with curriculum	1	3%
Resources for making online courses equitable and accessible	1	3%
Access to instructional design support and one-on-one content planning	1	3%
Spaces for critique or skepticism about online instruction as a model	1	3%
Shorter workshops (30 minutes)	1	3%
Grand Total	**29**	**100%**

Q41: What recommendations would you have for improving online education for CCC students? Note: this may be in the classroom, at the college, and/or at the state level. (Open-Ended)

Theme	Response #	Response %
Calls for online orientation or prep courses for students	4	17%
Clearer policies and institutional support for AI use, cheating, and bots	4	17%
Better technology access and infrastructure for students	3	13%
Support for reducing online class size and improving instructor workload	3	13%
Professional development for online teaching, including RSI and pedagogy	3	13%
Requests to eliminate or significantly reduce online education	2	8%
Need for improved Canvas functionality or alternative LMS tools	2	8%
More administrator engagement with faculty and online learning realities	1	4%
Suggestions for increasing instructor collaboration and peer support	1	4%
Requests for equity-focused practices, OER, and support for ESL students	1	4%
Grand Total	**24**	**100%**

Section 9: Faculty Characteristics

Q47: Please mark the race/ethnicity with which you identify. (Mark all that apply)

	Response #	Response %
White	34	49%
Prefer not to disclose	17	25%
Asian	11	16%
Hispanic or Latine	8	12%
African/African American/Black	4	6%
American Indian or Alaskan Native	2	3%
Native Hawaiian or Pacific Islander	1	1%
Middle Eastern, Arab, or Arab American	1	1%
Not listed (please specify)	2	3%
South Asian (1)		
Distinct Total	**69**	**100%**

Continued - Q47: Race category open-ended responses.

	Response #	Response %
White - Open-ended responses	**5**	**100%**
Assyrian	1	20%
Irish/Austrian/Croatian	1	20%
Irish/Jewish	1	20%
Italian American/ Anglic and French Canadian	1	20%
Middle Eastern	1	20%
Asian- Open-ended responses	**2**	**100%**
Chinese American	1	50%
Vietnamese American	1	50%
Hispanic/Latine- Open-ended responses	**2**	**100%**
Latina	1	50%
Puerto Rican	1	50%
Distinct Total	**9**	

Q48: What best describes your gender identity?

	Response #	Response %
Woman	31	44%
Man	25	36%
Prefer not to disclose	13	19%
An identity not listed: please specify	1	1%
Distinct Total	**70**	**100%**

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Q49: Do you have any disabilities (either physical or cognitive)?

	Response #	Response %
Yes	8	11%
No	46	66%
Prefer not to disclose	16	23%
Distinct Total	**70**	**100%**

Q50: Please tell us your age.

	Response #	Response %
26-35	2	3%
36-45	8	11%
46-55	17	24%
56-65	15	21%
Above 65	13	19%
Prefer not to disclose	15	21%
Distinct Total	**70**	**100%**