

An online survey was created by APL and implemented in spring 2013 to assess the professional learning needs of the campus. This is a summary of the responses given by 46 adjunct faculty at Pasadena City College. Of these respondents, 50% feel that there is professional learning that supports their need to grow at PCC and 28.3% are unsure if professional learning opportunities currently exist (Figure 1).

(Respondents who filled out the survey had the option of skipping questions so some analyses may not reflect N=46. The results presented are intended to communicate general trends)

Figure 1: Do you feel there is currently professional learning at PCC that provides you with the support you need to grow in your position?

Adjunct faculty were asked to rate their feelings about their overall outlook on their current position for 5 different categories (Figure 2). Average scores below three represent feelings that are more positive than average scores above three. As expected, sample sizes for adjuncts working at PCC for 6+ years were low compared to the adjuncts working 1-5 years.

- Most feelings tend to be positive among adjunct faculty.
- Feelings of being stifled or isolated seem to occur among adjuncts who have been working at PCC for 6-15 years.

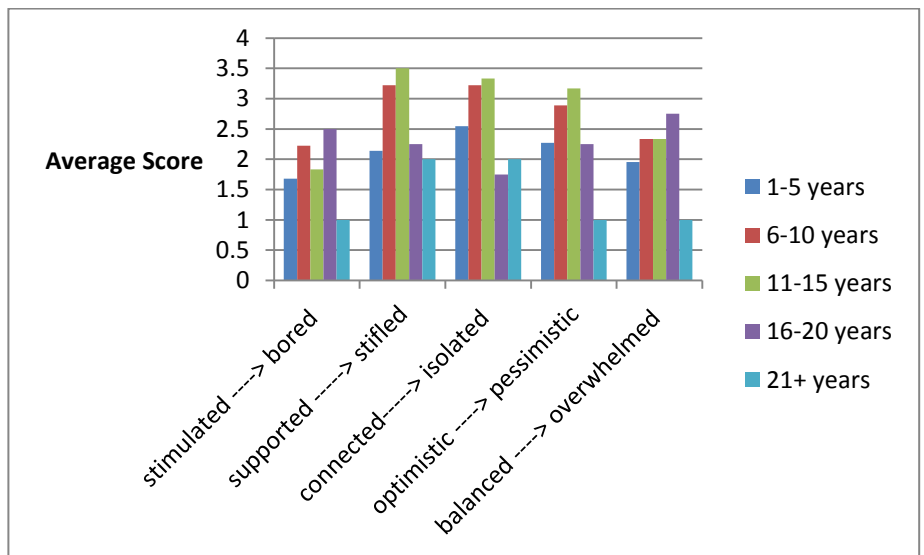


Figure 2: Scores (Scale 1-5; 1=positive feeling and 5=negative feeling) were averaged according to the number of years employees have been at PCC (1-5 yrs, N=22; 6-10 yrs, N=9; 11-15 yrs, N=6; 16-20 yrs, N=4; 21+ yrs, N=1).

Adjunct faculty were asked to rate their urgency to learn 28 topics and specify their preferred format for learning each topic (Table 1). A general “urgency score” was calculated for each topic and 14 topics had an above average “urgency score”.

Among adjunct faculty, the most preferred format for professional learning topics is the 3-4 hour workshop. The 1-hour seminar and video tutorials are the second most preferred formats. The convenience of 1-hour seminars and accessibility of video tutorials are understandably appealing to faculty who do not spend a lot of time on campus.

Table 1: Professional learning topics, listed in order of decreasing urgency score, and the preferred formats for learning them. Green numbers indicate the format with the highest counts and bolded black numbers indicate the format with the second highest counts.

Professional Learning Topic	1-semester course	2-semester course	2-day retreat	3-4 hour workshop	1 hour seminar	video tutorial	lunch break discussions	book/ journal club	outside speaker
Tech-Innovative Pedagogy	8	2	4	11	7	9	2	2	4
Diverse student populations	2	1	1	11	8	6	3	1	2
Problem-based learning	4	2	2	12	9	4	2	1	3
Best practices	2	2	4	12	7	7	2	0	3
Collaboration	0	1	3	8	10	6	2	0	5
Course development	4	2	1	13	6	5	0	1	2
Curriculum redesign	8	2	3	8	5	6	1	1	2
Leadership skills	5	2	3	11	8	5	1	2	4
Course facilitation	4	2	2	10	7	7	0	1	3
First year students	0	1	0	11	9	6	3	2	1
Assessment	3	2	2	11	7	9	2	1	3
Pathway Development	1	1	1	9	9	4	2	1	3
Safe Zones	0	1	0	6	5	9	0	0	1
Mindfulness	0	1	2	9	7	7	2	0	1