

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?

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 56 Classified and Staff at Pasadena City College. Of these respondents, 71.4% feel that there is no professional learning that supports their need to grow at PCC (Figure 1).

(Respondents who filled out the survey had the option of skipping questions so some analyses may not reflect N=56. The results presented are intended to communicate general trends and no statistical tests were applied.)

Classified 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.

- Feelings tend to be positive among Classified who are new and have been at PCC for 21+ years.
- Classified tend to feel stimulated during their entire tenure at PCC.
- Classified working at PCC for 6-20 years tend to feel less supported, less connected, and less optimistic.
- Classified working 6-10 years and 16-20 years tend to feel less balanced.

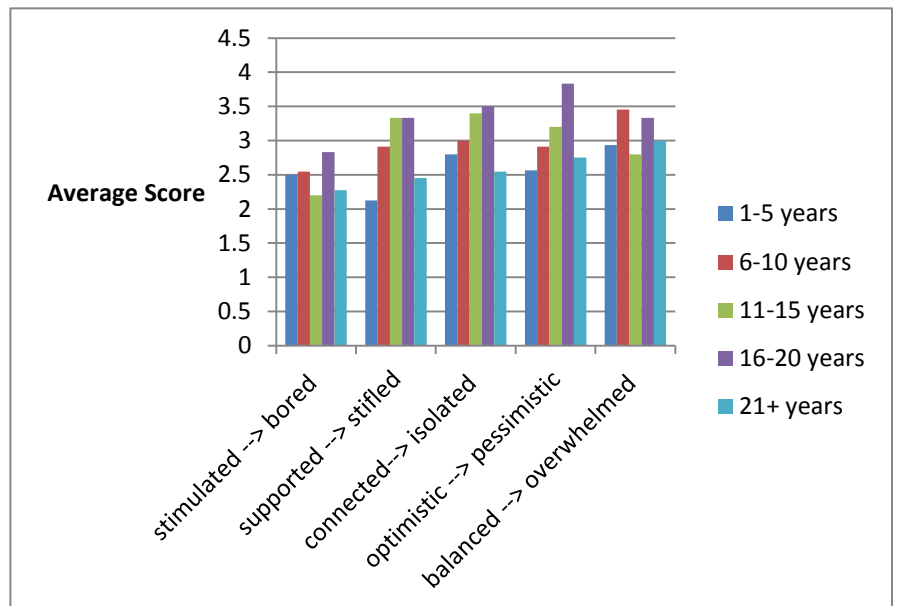


Figure 2: Scores (Scale 1-5; 1=positive feeling and 5=negative feeling) were averaged according to the number of years employees have been at PCC (1-5 yrs, N=16; 6-10 yrs, N=11; 11-15 yrs, N=6; 16-20 yrs, N=6; 21+ yrs, N=12).

Classified 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 13 topics had an above average “urgency score”. The highest rated topics are unsurprisingly applicable to the wide range of duties Classified perform for the college. However, there is also a desire to learn more about the student population that attends PCC.

For all topics, the 3-4 hour workshop is most preferred followed by the 1-hour seminar, 1-semester course, and 2-day retreat. Classified desire multiple formats for learning best practices and do not express strong interest in video tutorials or book/journal clubs for any topic.

Table 1: Urgent professional learning topics 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 discussion	book/journal club	outside speaker
Leadership skills	8	2	10	12	5	0	3	0	5
Best practices	6	0	6	15	6	2	2	0	6
Tech - Word/Excel/Powerpoint/Outlook/Email	8	4	6	12	4	2	3	0	1
Organizational skills (time management)	5	1	4	17	6	3	2	1	2
Collaboration	7	1	5	10	6	0	1	0	3
Conflict management	5	2	7	11	9	0	3	0	3
Interpersonal skills/Customer service	4	3	5	13	7	1	3	0	3
Problem-based learning	6	3	7	12	3	2	1	0	2
Tech-Innovative Pedagogy	7	4	2	8	5	1	1	0	2
Safe Zones	4	1	3	11	5	3	0	1	0
Mindfulness	2	2	4	10	8	2	3	2	4
First year students	6	1	1	8	5	2	5	0	1
Diverse student populations	7	1	4	9	7	1	3	1	2
Total Count	75	25	64	148	76	19	30	5	34