Professional Learning Survey Results: Full-time Faculty

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 72 full-time faculty at Pasadena City College. Of these respondents, only 19.4% feel that there is 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=72. The results presented are intended to communicate general trends and no statistical tests were applied.)

Full-time 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.

- All feelings tend to be positive among new faculty.
- Faculty working at PCC for 11+ years tend to feel as connected as new faculty.
- Faculty tend to feel stimulated during their entire tenure at PCC.
- Faculty working at PCC for 6-10 years seem to hit a slump as they report more negative feelings for all categories relative to faculty with different tenure.
- Faculty working at PCC for 16+ years show a slight tendency to be stifled and overwhelmed.
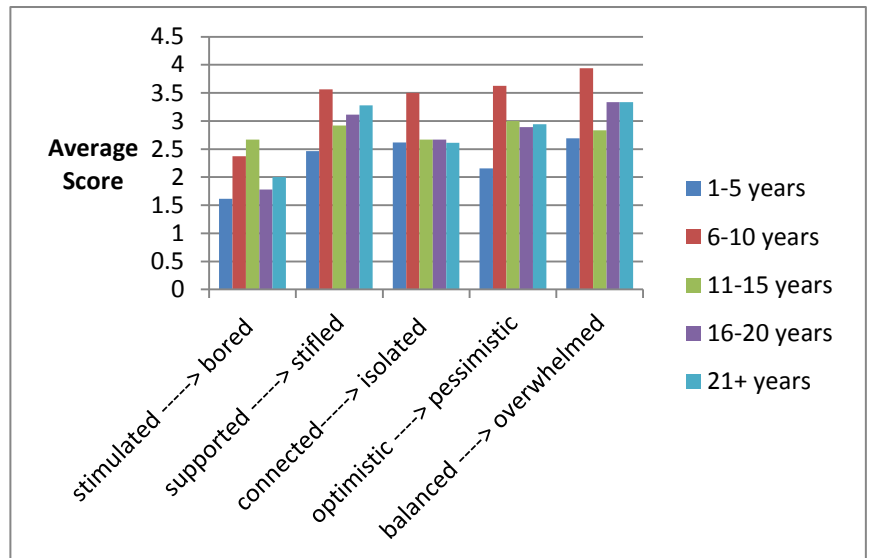

Figure 2: Scores (Scale 1-5; 1=positive feeling and 5=negative feeling) were averaged according to the number of years employees have been at PCC (1-5 yrs, N=13; 6-10 yrs, N=16; 11-15 yrs, N=12; 16-20 yrs, N=9; 21+ yrs, N=18).

Full-time 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 12 topics had an above average "urgency score".

For all topics, except 1st-year students, the 3-4 hour workshop is most preferred. The 1-hour seminar is the next preferred format for the majority of topics. For topics like best practices, course development, and curriculum redesign a 2-day retreat was a close second and for problem-based learning and pathway development a 1-semester course was considered appropriate as well. The popularity of longer formats suggests that faculty value hands-on professional learning opportunities.

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
Assessment	7	1	4	18	9	5	7	1	0
Best practices	4	0	10	18	7	4	8	2	5
Course development	9	2	10	16	6	2	4	2	2
Curriculum redesign	10	1	12	12	9	4	6	2	4
Tech-Innovative Pedagogy	6	2	7	12	8	4	5	2	4
Program review	4	1	7	13	11	4	1	0	1
First year students	2	0	2	14	19	3	8	0	3
Problem-based learning	10	2	9	12	10	6	5	2	4
Pathway Development	7	1	4	19	7	2	2	1	1
Collaboration	2	0	6	12	11	3	4	1	2
Diverse student populations	3	0	5	14	14	3	7	2	5
Course facilitation	4	0	8	13	10	4	2	0	2