

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 17 managers at Pasadena City College. Of these respondents, only 18.8% believe there is adequate professional learning at PCC which supports their need to grow (Figure 1).

(Respondents who filled out the survey had the option of skipping questions so some analyses may not reflect N=17. The results presented are intended to communicate general trends and no statistical tests were applied.)

Managers 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.

- Managers tend to have a positive outlook on their current position.
- Feelings of isolation are most prominent among new managers.
- Managers working at PCC for 11-15 years or 21+ years tend to feel the most overwhelmed.

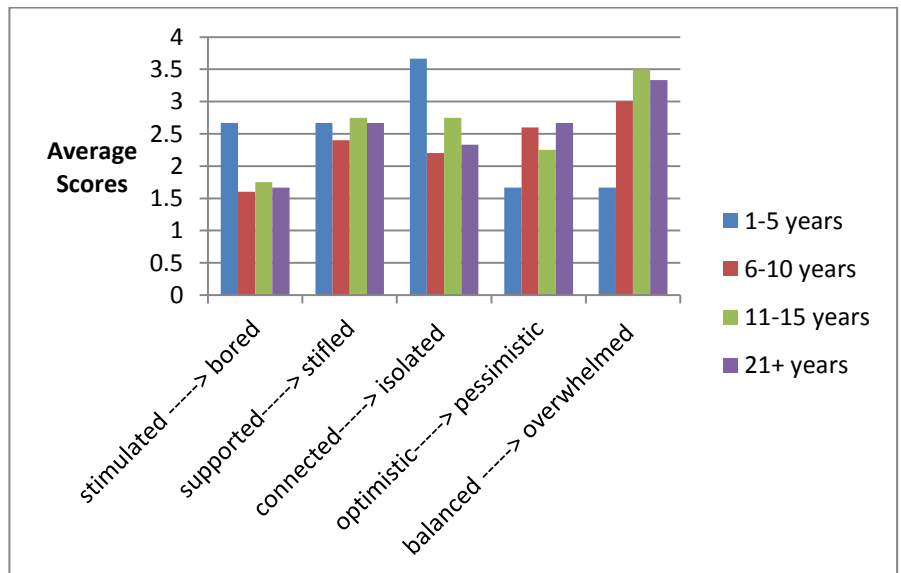


Figure 2: Scores (Scale 1-5; 1=positive feeling and 5=negative feeling) were averaged according to the number of years employees have been at PCC (1-5 yrs, N=3; 6-10 yrs, N=5; 11-15 yrs, N=4; 16-20 yrs, N=0; 21+ yrs, N=3).

Managers 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 18 topics had an above average “urgency score”.

Among managers, the most preferred format for professional learning topics is the 3-4 hour workshop. The 1-semester long course is the second most preferred format and the 2-day retreat is preferable for professional learning topics like strategic planning and problem based learning. There seems to be a difference in opinion over the best format for topics such as collaboration, best practices, first year students, tech-innovative pedagogy, meeting facilitation, and mindfulness.

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
Conflict management	1	1	0	6	0	1	0	0	1
Collaboration	2	1	1	2	1	0	0	0	2
Best practices	2	1	2	2	0	0	1	0	1
Program review	3	1	1	4	0	1	0	0	0
First year students	2	1	2	1	1	0	0	0	0
Financial planning	2	0	0	6	0	0	1	0	0
Industry changes	1	0	1	4	2	0	0	0	1
Strategic planning	2	0	3	4	0	0	0	0	0
Assessment	3	1	0	3	1	0	0	0	0
Diverse student populations	3	1	0	3	0	1	0	0	0
Interpersonal skills/Customer service	1	0	0	6	0	2	1	0	0
Leadership skills	3	0	2	4	0	0	0	0	0
Safe Zones	2	1	0	4	1	0	0	0	0
Tech-Innovative Pedagogy	2	1	0	3	0	2	0	0	1
Grant writing	3	0	1	4	0	0	0	0	0
Meeting facilitation	1	0	1	3	1	2	0	0	0
Problem-based learning	4	0	3	1	0	0	0	0	0
Mindfulness	2	0	1	1	3	0	1	0	0