

Porterville College

Faculty Engagement Survey

Fall 2005

Report on Survey Results

Introduction

The fall 2005 Porterville College Faculty Engagement Survey was conducted as a means of gathering information about methods of inter-faculty communication and baseline data on faculty participation in activities related to the introduction of student learning outcomes at the course and program level.

The results of this survey will be distributed to the Porterville College campus, particularly to the Academic Senate, the College Learning Council and the various co-chairs of the Accreditation work groups. These groups will have the opportunity to review the results and discuss proposals for changes in curriculum, budgeting, and other college planning efforts. Should resources permit, this survey will be repeated, hopefully every three years.

Fifty people responded to the Faculty Engagement Survey, including 39 full-time Porterville College faculty members and 11 adjunct instructors. The 39 full-time faculty represent a response rate of 48% of the 81 people currently teaching full-time at PC. The adjunct response rate was not calculated as the survey notice was sent out via email and many adjuncts do not have an email address. The survey instrument itself is provided as Appendix C to this document, beginning on page 13.

Survey Results

The first two questions on the survey were about mission statements. The first asked about the level of familiarity faculty members had with the Porterville College Mission Statement. Four percent of respondents stated that they had never heard of the PC Mission Statement. Another response option was "I know we have one, but I've never seen it"; no one responded using that option. Forty-four percent of respondents stated that they had seen the Mission Statement before, but not recently, while 52 percent stated that they were familiar with the Porterville College Mission Statement and had used it in some fashion in their work.

A second question asked whether the division, department or area in which the faculty member worked had its own Mission Statement. Eighteen percent of respondents worked in an area with its own Mission Statement, while 38 percent did not. An additional 44 percent did not know whether or not their area had a Mission Statement. Charts 1 and 2 show the results of the first two questions.

Chart 1: Percentage of Faculty by Level of Familiarity with Porterville College Mission Statement

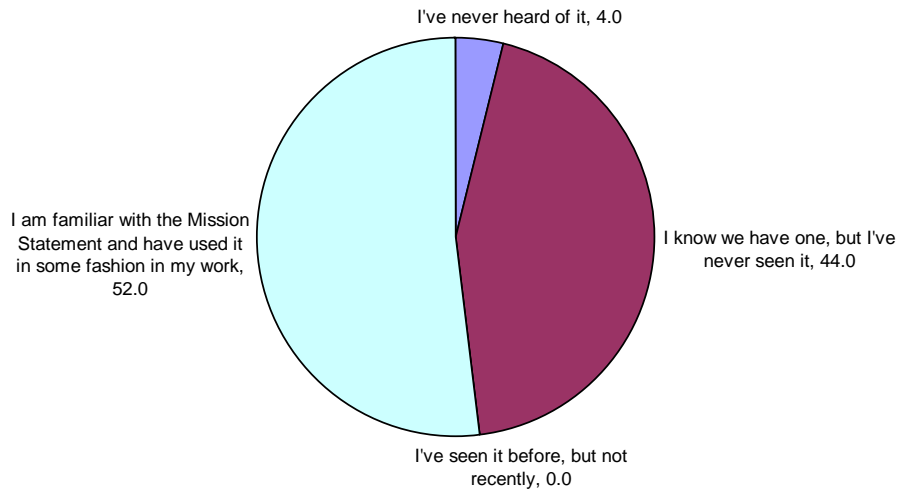
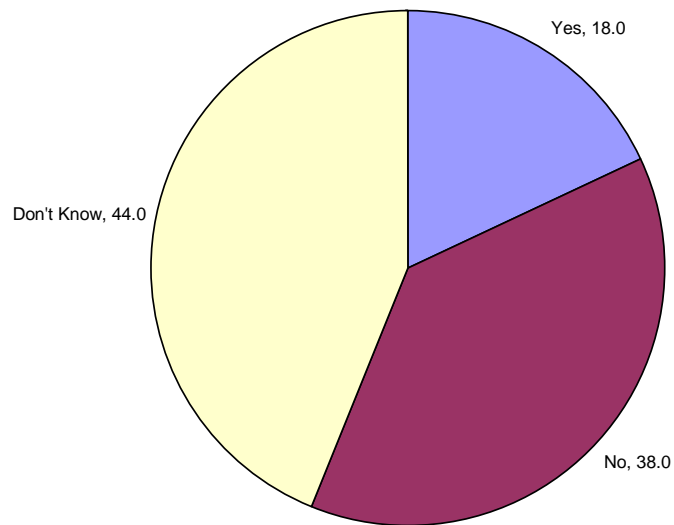
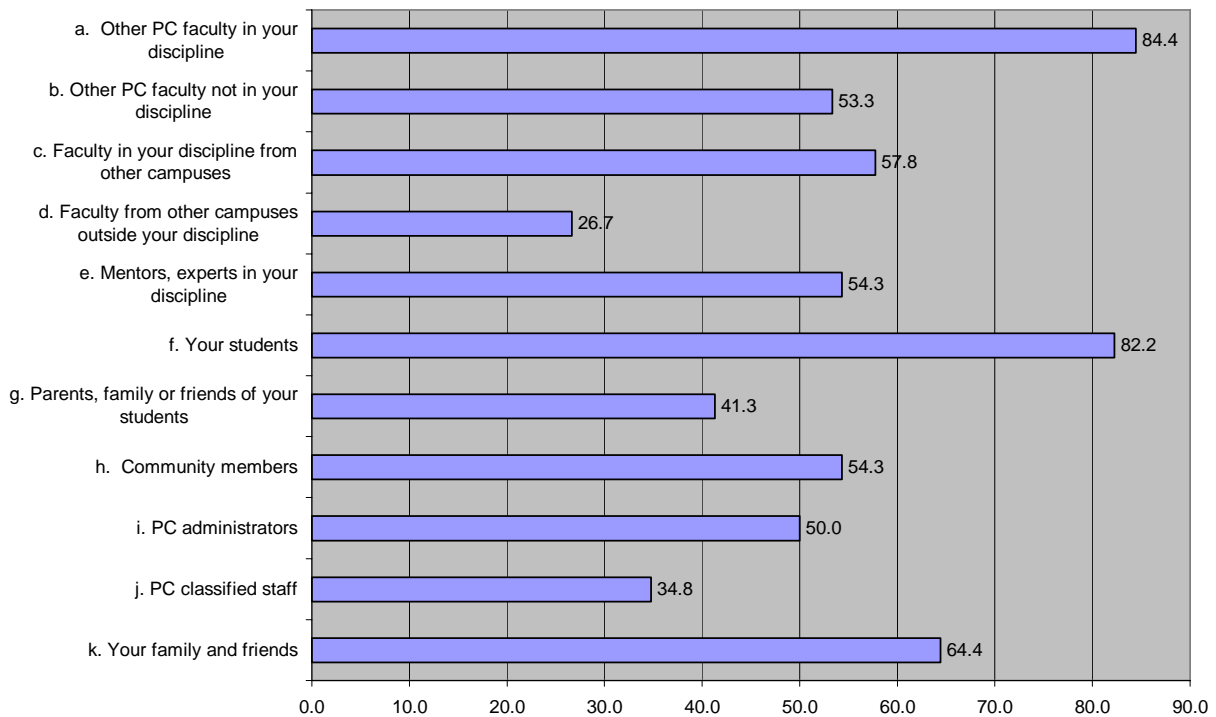


Chart 2: Percentage of faculty whose division, department or area has its own Mission Statement



The next two sets of questions each revolved around a theme. The first set addressed faculty communication and how faculty gather information. It asked each faculty member “how often do you consult with each of the following groups regarding your teaching techniques?”. Chart 3 summarizes the results of this question. This chart lists the percentage of faculty who consult with each group either ‘regularly’ or ‘occasionally’. As can be seen in this chart, the two groups faculty consult with most often about teaching techniques are other Porterville College faculty in their own discipline and their students. However, half or more faculty often consult with people from eight of the eleven groups. For more detailed results of this question, see the frequency distribution of survey responses included as Appendix B of this document, beginning on page 7.

Chart 3: Who do faculty consult with regarding their teaching techniques (percentage of faculty who consult with each group "regularly" or "occasionally")

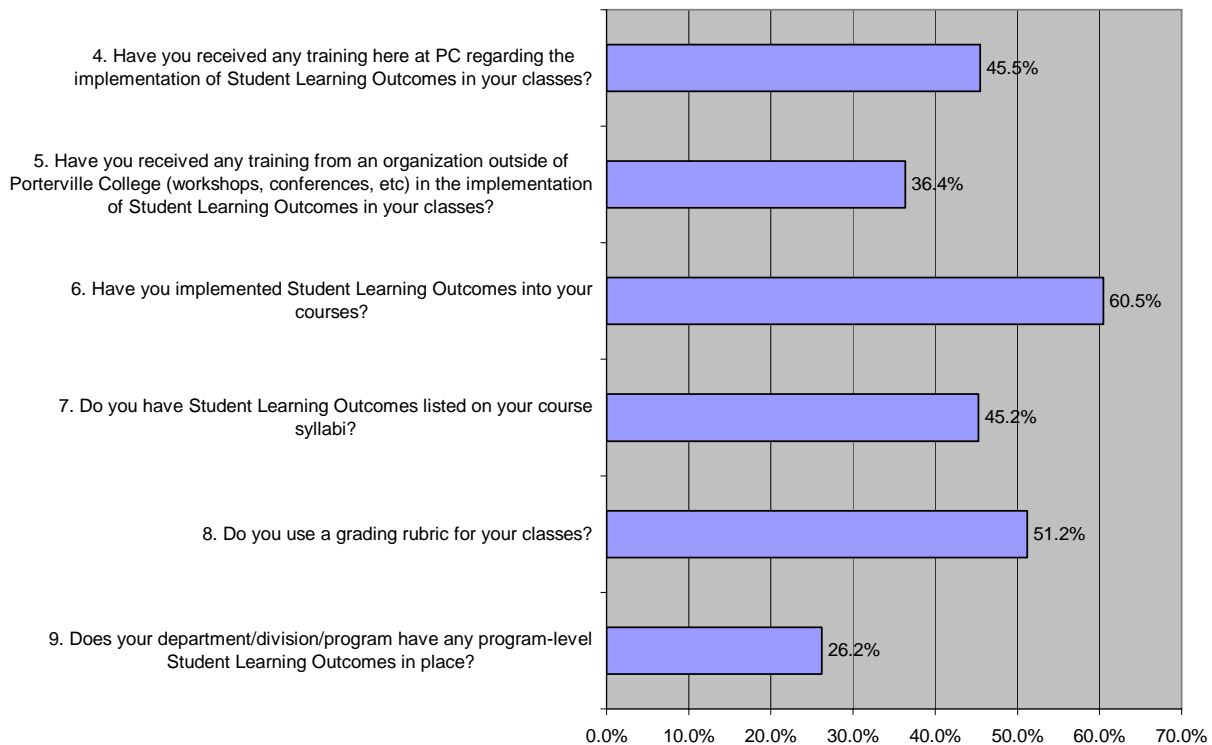


The next set of questions (see Chart 4 below) assessed the level of knowledge, training and implementation of student learning outcomes (SLOs) at both the course and program-level at Porterville College. These measures will serve as a baseline and the data compared to later measurements for progress updates. Faculty whose primary assignment was non-teaching did not respond to these questions.

Note that almost half of the Porterville College faculty (45.5%) report having received some training in student learning outcomes at PC, while more than one third (36.4%) have received training elsewhere. More than 3 in 5 faculty report having implemented student learning outcomes in their coursework and almost half (45.2%) have them listed on the course syllabi.

More than half (51.2%) use a grading rubric for their classes. Program-level student learning outcomes have not had the same level of progress at PC, with only 26.2% of faculty reporting that their programs have implemented them.

Chart 4: Percentage Responding "Yes" to Questions Regarding Student Learning Outcomes



The final two questions were open ended. Question 10 asked faculty what training or resources they needed to implement student learning outcomes in their classes and question 11 asked what the college could do to help improve their teaching or other work. Because of the small sample size, no analysis is being done as to patterns for the responses to these questions. The results are presented in Appendix A, beginning on page 5. These responses will be considered by the appropriate college bodies to determine what steps can be taken for the future.

In addition, two other appendices are presented in this document. Appendix B, which begins on page 7, provides a frequency distribution of responses to all questions in the survey for those who may wish more detail. Appendix C, beginning on page 13, provides the survey instrument itself.

Appendix A: Responses to Open-ended Questions

Question 11. What training or resources do you need to learn more about in your efforts to implement Student Learning Outcomes in your classes?

ID	Comment
10	I would like to have other Student Learning Outcomes samples from other similar courses.
19	I need to take the class as a first step.
20	Some information and training about Student Learning outcomes as applied to student services would be very beneficial.
24	I'm not sure, but perhaps some on-campus short training courses or department meetings on the subject with learning material handouts.
25	We may be doing outcomes but I just don't know it by that name.
29	Specific usage in course assignments and follow-up for remediation and/or additional assignments for improvement in student performance.
32	Need training for categorical programs.
35	Student learning outcomes are very evident in my classes. Just ask someone who has taken the class. I give them their moneys-worth.
41	I need a computer lab with multimedia equipment that is dedicated to my discipline.
43	I would be interested in anything that is available.
47	on-line coursework
49	We need a clear flex day type training session to illustrate effectively how to implement this type of approach, but not a preachy or insulting session.
50	I need to know what they are and how they relate to the class that I teach.

Question 12. What could Porterville College do to help improve your teaching or other work?

ID	Comment
3	Have weekly or monthly workshops? As a new instructor the PC workshops did not meet my needs due to class conflicts, maybe a website? Although time is the problem and I don't foresee anyone lightening up the workload. I have always stated I need to take classes on teaching. Unfortunately, I would have to let something go to fit the class into my busy schedule, due to classes.
6	Provide money for professional development travel and conferences.
10	Most of the time PC resources have been readily available for improvement. I would recommend a scheduled review of course(s) with feedback to the instructor.
12	A question that relates to my answer: Can our computers at work be used to take training/classes/online workshops? If the ans. is "Yes", then more info. on online workshops/training/classes relating to teaching/technology in the classroom. Thanks

13	More appropriate and more conducive learning environments; (ex: health careers modular buildings) temperature regulation, noisy air/heat units, thin walls that allow noise from next classroom in, cleaner facilities, (entire area around buildings is dirty, trash cans/ashtrays filthy, weeds over-grown, bathrooms dirty) up-to-date technology, faster (or some) response to maintenance and tech services requests.
14	It would be helpful if an someone with administrative authority would be available on campus in the evening to assist with issues that come up during that time period.
17	Upgrade the classroom computers to enable PowerPoint presentations. The system needs to be user friendly with written instructions on how to operate. Also, the requirement to check out the remote control for the classroom DVD player is cumbersome and time consuming.
19	We need more support people to assist faculty and staff. There is just more work then there is people.
20	Provide more training. Make sure that information about curriculum and program changes reach the counselors.
24	In the past, communication between the department and adjunct was poor. However, the past year has shown significant improvement of communication and supplemental teaching materials.
25	Conferences are very helpful.
29	Enabling atmosphere for faculty to share frequently with other interested colleagues via person-to-person contact or videotape. A form of staff development.
31	Place greater emphasis on teaching/learning and the actual classroom environment, less emphasis on all of the ancillary support services
32	More finance reporting training in order to complete the mandated reports.
34	An evening administrator who visited classes, and mentored teachers would help.
35	Smaller classes would be a start in the right direction.
41	The campus needs to understand and implement "information literacy" throughout its courses and support this concept as an element of life long,educational success.
43	Training for student learning outcomes. A compendium of strategies for engaging this student population. Give me a clearer picture of this student population.
47	offer more trainings
49	PC is for the most part a supportive work environment, but I think we need to consider the need for classrooms that are appropriate for particular subjects. With the room shortages, many professors find themselves teaching in rooms that are too small or too big and that do not include the appropriate or necessary technology.
50	I think that it is my responsibility to reach out and ask for help/support when I need it.

Appendix B: Frequency Distribution of Survey Responses

1. How familiar are you with the Porterville College Mission Statement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	I've never heard of it	2	4.0	4.0	4.0
	I've seen it before, but not recently	22	44.0	44.0	48.0
	I am familiar with the Mission Statement and have used it in	26	52.0	52.0	100.0
	Total	50	100.0	100.0	

2. Does your division, department, or the area where you work most have its own Mission Statement?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	9	18.0	18.0	18.0
	No	19	38.0	38.0	56.0
	Don't Know	22	44.0	44.0	100.0
	Total	50	100.0	100.0	

a. Other PC faculty in your discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	24	48.0	53.3	53.3
	Occasionally	14	28.0	31.1	84.4
	Rarely	5	10.0	11.1	95.6
	Never	2	4.0	4.4	100.0
	Total	45	90.0	100.0	
Missing	Not applicable/non-teaching	5	10.0		
Total		50	100.0		

b. Other PC faculty not in your discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	6	12.0	13.3	13.3
	Occasionally	18	36.0	40.0	53.3
	Rarely	15	30.0	33.3	86.7
	Never	6	12.0	13.3	100.0
	Total	45	90.0	100.0	
Missing	Not applicable/non-teaching	5	10.0		
Total		50	100.0		

c. Faculty in your discipline from other campuses

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	9	18.0	20.0	20.0
	Occasionally	17	34.0	37.8	57.8
	Rarely	12	24.0	26.7	84.4
	Never	7	14.0	15.6	100.0
	Total	45	90.0	100.0	
Missing	Not applicable/non-teaching	5	10.0		
Total		50	100.0		

d. Faculty from other campuses outside your discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	3	6.0	6.7	6.7
	Occasionally	9	18.0	20.0	26.7
	Rarely	15	30.0	33.3	60.0
	Never	18	36.0	40.0	100.0
	Total	45	90.0	100.0	
Missing	Not applicable/non-teaching	5	10.0		
Total		50	100.0		

e. Mentors, experts in your discipline

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	11	22.0	23.9	23.9
	Occasionally	14	28.0	30.4	54.3
	Rarely	14	28.0	30.4	84.8
	Never	7	14.0	15.2	100.0
	Total	46	92.0	100.0	
Missing	Not applicable/non-teaching	4	8.0		
Total		50	100.0		

f. Your students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	28	56.0	62.2	62.2
	Occasionally	9	18.0	20.0	82.2
	Rarely	7	14.0	15.6	97.8
	Never	1	2.0	2.2	100.0
	Total	45	90.0	100.0	
Missing	Not applicable/non-teaching System	4	8.0		
	Total	1	2.0		
Total		50	100.0		

g. Parents, family or friends of your students

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	7	14.0	15.2	15.2
	Occasionally	12	24.0	26.1	41.3
	Rarely	10	20.0	21.7	63.0
	Never	17	34.0	37.0	100.0
	Total	46	92.0	100.0	
Missing	Not applicable/non-teaching	4	8.0		
Total		50	100.0		

h. Community members

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	6	12.0	13.0	13.0
	Occasionally	19	38.0	41.3	54.3
	Rarely	8	16.0	17.4	71.7
	Never	13	26.0	28.3	100.0
	Total	46	92.0	100.0	
Missing	Not applicable/non-teaching	4	8.0		
Total		50	100.0		

i. PC administrators

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	8	16.0	17.4	17.4
	Occasionally	15	30.0	32.6	50.0
	Rarely	11	22.0	23.9	73.9
	Never	12	24.0	26.1	100.0
	Total	46	92.0	100.0	
Missing	Not applicable/non-teaching	4	8.0		
Total		50	100.0		

j. PC classified staff

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	8	16.0	17.4	17.4
	Occasionally	8	16.0	17.4	34.8
	Rarely	17	34.0	37.0	71.7
	Never	13	26.0	28.3	100.0
	Total	46	92.0	100.0	
Missing	Not applicable/non-teaching	4	8.0		
Total		50	100.0		

k. Your family and friends

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Regularly	17	34.0	37.8	37.8
	Occasionally	12	24.0	26.7	64.4
	Rarely	8	16.0	17.8	82.2
	Never	8	16.0	17.8	100.0
	Total	45	90.0	100.0	
Missing	Not applicable/non-teaching	5	10.0		
Total		50	100.0		

4. Have you received any training here at PC regarding the implementation of Student Learning Outcomes in your classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	20	40.0	45.5	45.5
	No	24	48.0	54.5	100.0
	Total	44	88.0	100.0	
Missing	My primary assignment is non-teaching	6	12.0		
Total		50	100.0		

5. Have you received any training from an organization outside of Porterville College (workshops, conferences, etc) in the implementation of Student Learning Outcomes in your classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	16	32.0	36.4	36.4
	No	28	56.0	63.6	100.0
	Total	44	88.0	100.0	
Missing	My primary assignment is non-teaching	6	12.0		
Total		50	100.0		

6. Have you implemented Student Learning Outcomes into your courses?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	26	52.0	60.5	60.5
	No	17	34.0	39.5	100.0
	Total	43	86.0	100.0	
Missing	My primary assignment is non-teaching	7	14.0		
Total		50	100.0		

7. Do you have Student Learning Outcomes listed on your course syllabi?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	19	38.0	45.2	45.2
	No	23	46.0	54.8	100.0
	Total	42	84.0	100.0	
Missing	My primary assignment is non-teaching	8	16.0		
Total		50	100.0		

8. Do you use a grading rubric for your classes?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	21	42.0	51.2	51.2
	No	20	40.0	48.8	100.0
	Total	41	82.0	100.0	
Missing	My primary assignment is non-teaching	8	16.0		
	System	1	2.0		
	Total	9	18.0		
Total		50	100.0		

9. Does your department/division/program have any program-level Student Learning Outcomes in place?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	11	22.0	26.2	26.2
	No	31	62.0	73.8	100.0
	Total	42	84.0	100.0	
Missing	My primary assignment is non-teaching	7	14.0		
	System	1	2.0		
	Total	8	16.0		
Total		50	100.0		

10. Are you a full-time or part-time (adjunct) faculty member?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Full-time	39	78.0	78.0	78.0
	Part-time (adjunct)	11	22.0	22.0	100.0
	Total	50	100.0	100.0	

Appendix C: Survey Instrument

Porterville College Fall 2005 Faculty Engagement Survey

Please take a few minutes and answer the questions below. This survey is entirely anonymous.

1. How familiar are you with the Porterville College Mission Statement?

- I've never heard of it
- I know we have one, but I've never seen it
- I've seen it before, but not recently
- I am familiar with the Mission Statement and have used it in some fashion in my work

2. Does your division, department, or the area where you work most have its own Mission Statement?

- Yes
- No
- Don't know

3. How often do you consult with the following groups regarding your teaching techniques?

	Regularly	Occasionally	Rarely	Never	Not applicable/non-teaching faculty
a. Other PC faculty in your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Other PC faculty not in your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Faculty in your discipline from other campuses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Faculty from other campuses outside your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Mentors, experts in your discipline	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Parents, family or friends of your students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

h. Community members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i. PC administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j. PC classified staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k. Your family and friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	My Primary Assignment is non-teaching
4. Have you received any training here at PC regarding the implementation of Student Learning Outcomes in your classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Have you received any training from an organization outside of Porterville College (workshops, conferences, etc) in the implementation of Student Learning Outcomes in your classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Have you implemented Student Learning Outcomes into your courses?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you have Student Learning Outcomes listed on your course syllabi?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you use a grading rubric for your classes?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Does your department/division/program have any program-level Student Learning Outcomes in place?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

10. Are you a full-time or part-time (adjunct) faculty member?

Full-time

Part-time (adjunct)

11. What training or resources do you need to learn more about in your efforts to implement Student Learning Outcomes in your classes? (Please be specific and constructive. Limit 1,024 characters--approximately 150 or so words)

**12. What could Porterville College do to help improve your teaching or other work?
(Please be specific and constructive. Limit 1,024 characters--approximately 150 or so words)**

