

Porterville College

Faculty Engagement Survey

Fall 2008

Report on Survey Results

Introduction

The Porterville College Faculty Engagement Survey is conducted as a means of gathering information about methods of inter-faculty communication and participation in activities related to use of student learning outcomes at the course and program level. The survey was first conducted in the fall 2005 term and was done again in fall 2008. This report provides the results of the fall 2008 survey, with comparisons to the previous one.

The results of this survey will be distributed to the Porterville College campus, particularly to the Academic Senate, the College Learning Council, and the Student Learning Outcomes Committee. 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 continue to be repeated, hopefully every three years. The survey was identical in both years and is provided as Appendix C of this document, beginning on page 23.

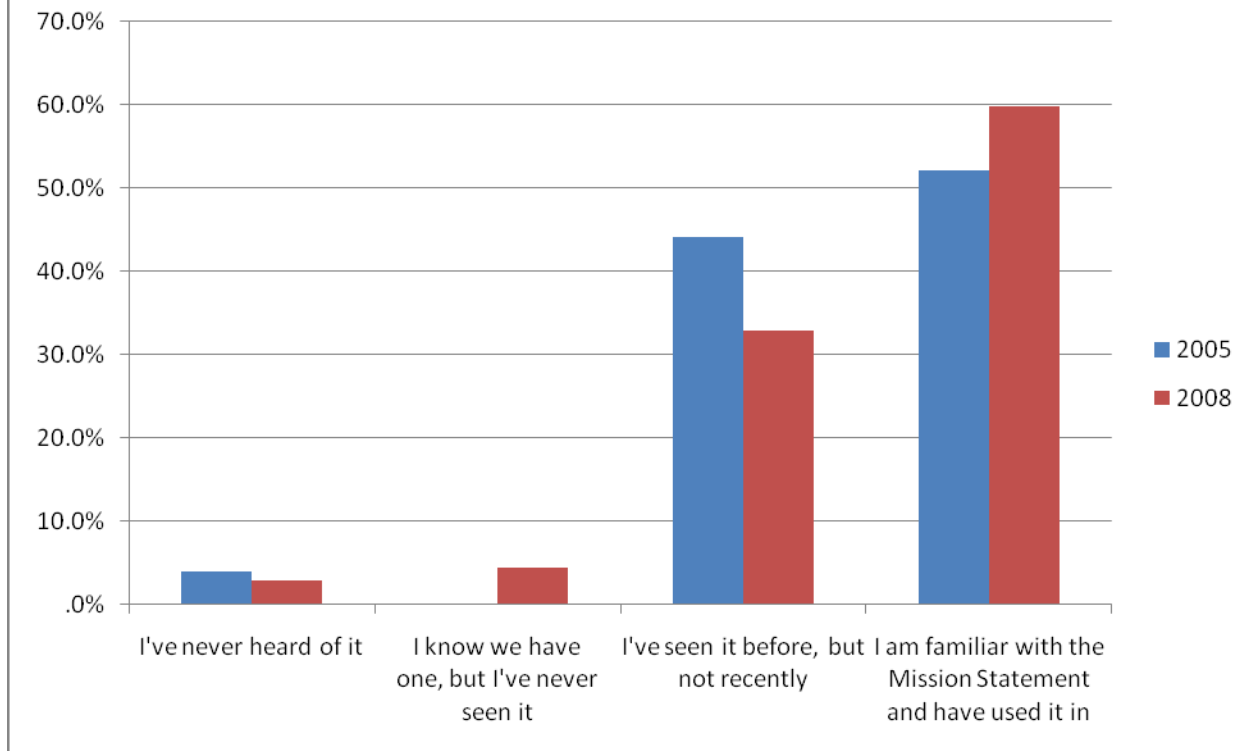
Response Rate and Weighting

In 2005, fifty people responded to the Faculty Engagement Survey, including 39 full-time Porterville College faculty members and 11 adjunct instructors. In the fall 2008 survey, we again had 39 responses from full-time faculty, but an improved response from adjuncts, totaling 29 adjunct responses, for a total of 68 surveys. Due to the difference in adjunct response rate, the results presented here include weights to match the data to the full-time to adjunct faculty ratios of each survey year. In 2005, data from the Chancellor's Office indicate that the college had 89.6 full-time equivalent (FTE) full-time faculty and 28.1 FTE adjunct faculty. This ratio was 81.2 to 31.4 in fall 2007, the most recent year for which data are available. Survey responses presented here weight the 2005 survey to match the 2005 ratio and the 2008 responses to match the 2007 ratio.

Survey Results

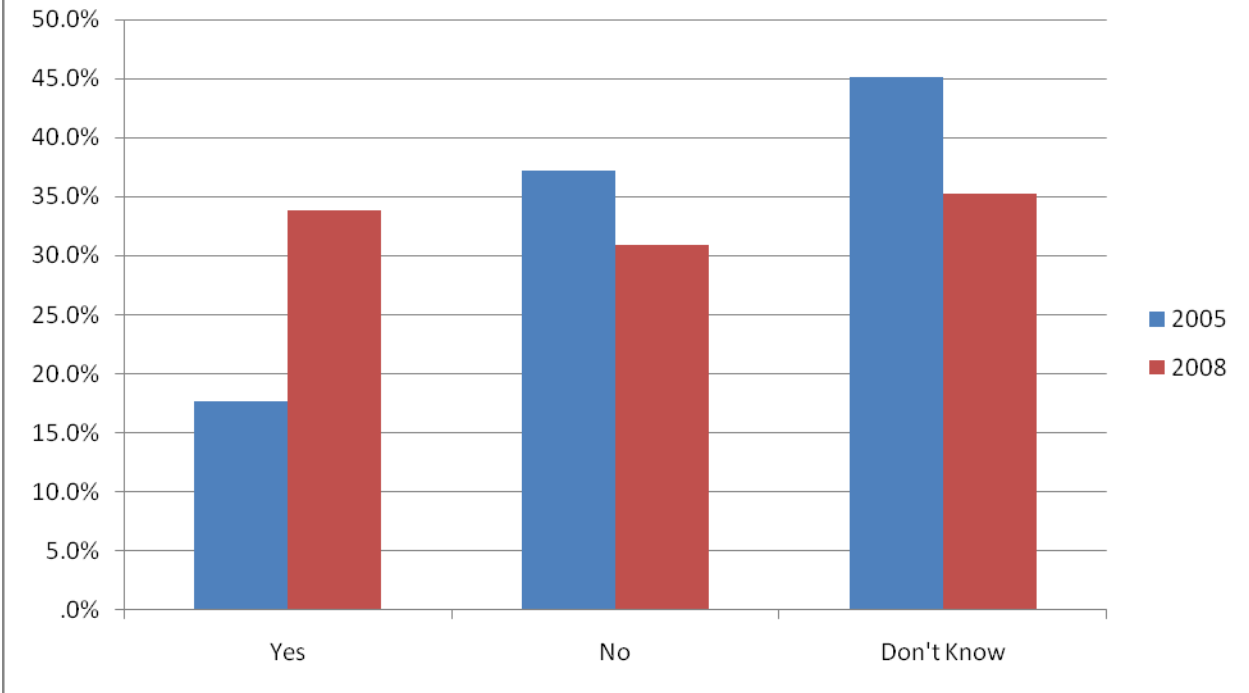
The first two questions on the survey were about mission statements. The first asked about the level of familiarity faculty members had with the Porterville College Mission Statement. As Chart 1 shows, there was an increase from 2005 (52%) to 2008 (60%) in faculty who are familiar with the Porterville College Mission Statement and have used it in some fashion in their work.

Chart 1: Familiarity With Porterville College Mission Statement



A second question asked whether the division, department or area in which the faculty member worked had its own Mission Statement. This showed an even bigger increase over the previous survey. In 2005, 18% of faculty reported working in an area with its own mission statement; that has increased to 34% in 2008. In 2005, 45% of respondents didn't know whether their area had a mission statement, compared with 35% in 2008. It should be noted however, that there is a difference between full-time and adjunct faculty on this point. Fully 100% of adjuncts answered "don't know" to this question in 2005 and 63% answered "don't know" in 2008.

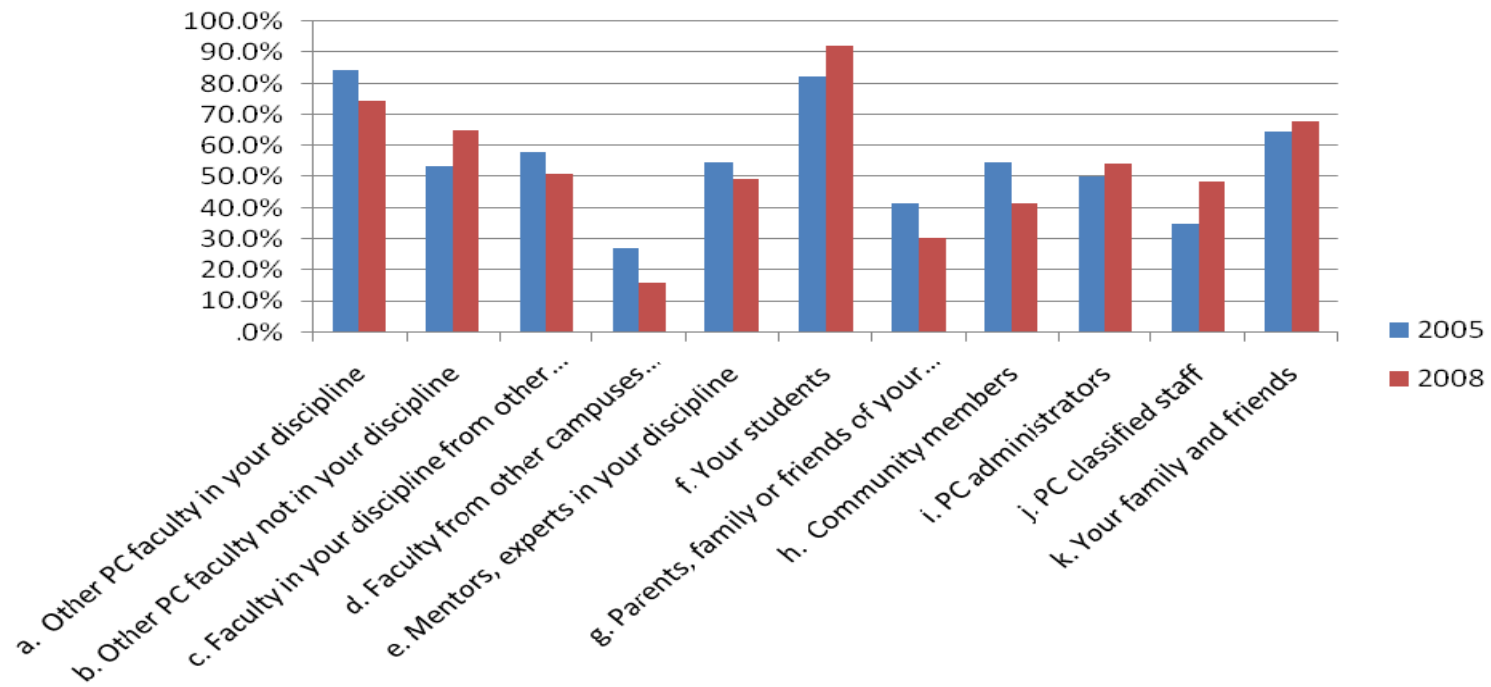
Chart 2: Percentage of Faculty Working In A Department Or Division With Its Own Mission Statement



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 consulted with people from eight of the eleven groups in 2005 and seven of them in 2008.

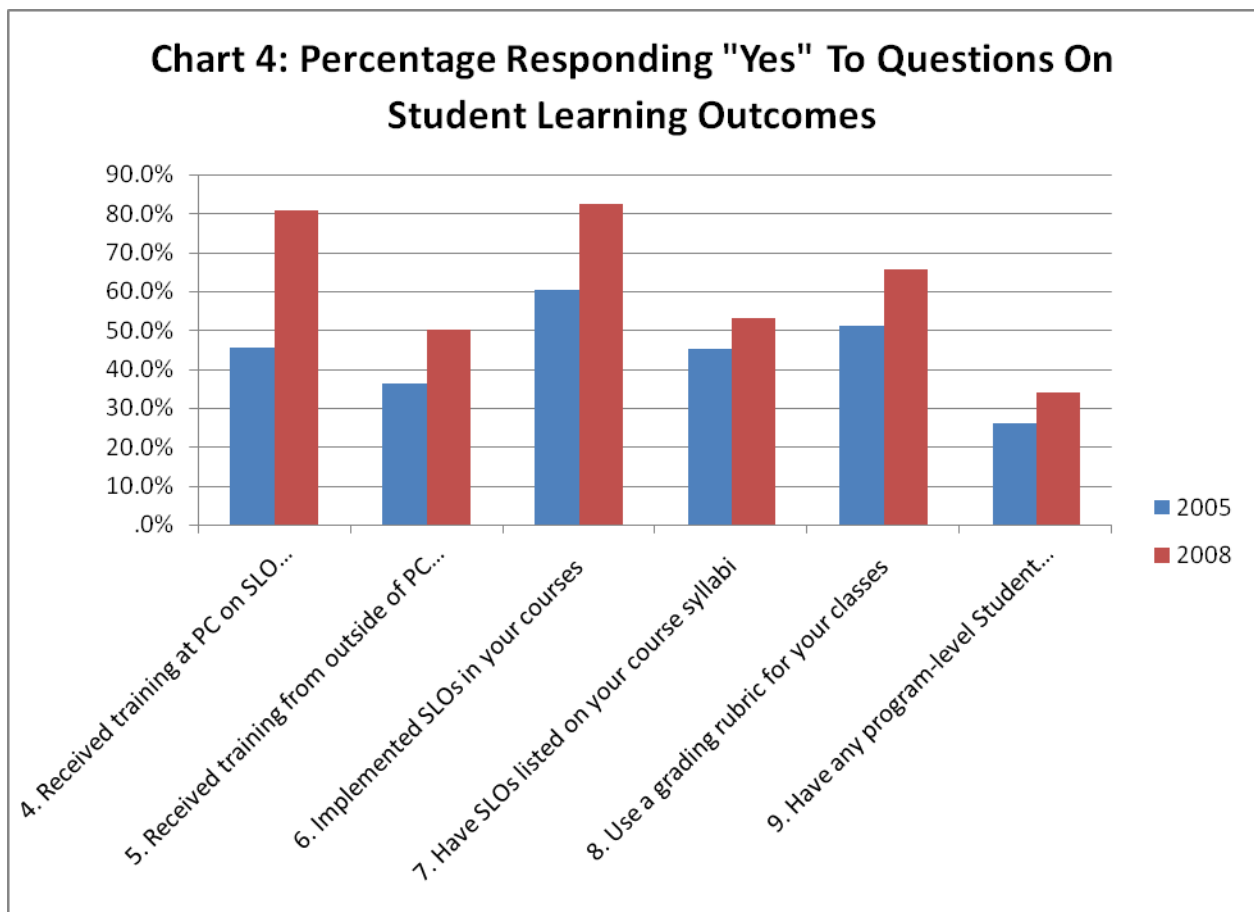
There were some differences between the 2005 and 2008 responses. Of these, the most prominent were that 84% of faculty consulted with Porterville College faculty in their area in 2005, compared with 75% in 2008, while consultation with PC faculty outside one’s discipline increased from 53% to 65%. Consultation with faculty from other campuses outside one’s discipline decreased from 27% to 16%; consultation with parents, family or friends of students decreased from 41% to 30% and consultation with other community members decreased from 54% to 41%. However, consultation with Porterville College classified staff increased from 35% to 48%. For more detailed results of this question, see the crosstabulation of survey responses by survey year included as Appendix B of this document, beginning on page 13.

Chart 3: Who Do Faculty Communicate With Regarding Their Teaching Techniques (percentage responding "regularly" or "occasionally" For Each Group



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. Faculty whose primary assignment was non-teaching did not respond to these questions.

For every one of these questions, the percentage of faculty responding “yes” increased from 2005 to 2008. Whereas 46% of faculty had received training at PC in SLO implementation in 2005, 81% had by 2008. Just over a third (36%) had received training from outside PC in 2005, but half had by 2008. SLO implementation in courses increased from 61% to 82%. Those including SLOs on their course syllabi increased from 45% to 53%. While 51% used a grading rubric in 2005, 66% were doing so in 2008. Implementation of program-level SLOs was lower, but still increasing, from 26% in 2005 to 34% in 2008.



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, it is difficult to analyze trends in these responses. However, there are a couple of trends that are prominent. First, a number of faculty requested specific examples of student learning outcomes and grading rubrics, and outcomes assessment that they could use to develop these in

their own work. Also, it is clear from the comments made that faculty are at a higher stage in the process than in the previous survey. The questions asked in the 2008 survey show a somewhat (though still limited) higher level of knowledge about the student learning outcomes process than those in the 2005 survey. However, it should be noted that there were still a few responses such as “what is a student learning outcome” or “what is a grading rubric” that show an ignorance of the process that needs to be addressed. Upon further examination, almost all comments of this type come from adjunct (part-time) respondents. One possible strategy in upcoming years may be to address the knowledge gap that seems to exist between full-time and adjunct faculty on these issues. The full text of these responses are presented in Appendix A, beginning on page 7. These responses will be considered by the appropriate college bodies to determine what steps can be taken for the future.

Lastly, two other appendices are presented in this document. Appendix B, which begins on page 13, provides a distribution of responses to all questions in the survey by survey year for those who may wish more detail. Appendix C, beginning on page 23, 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? (Please be specific and constructive. Limit 1,024 characters-approximately 150 or so words)

Respondent	Comment
2	the technical part of writing SLO's
3	Would be very helpful to have training on the process of implementing and developing effective learning outcomes.
6	We need to know what forms and processes PC will use to document the assessment of LOs.
7	A contact person to check them would be good. I would probably check with my chair, other faculty members, and my curriculum rep for our division.
16	I don't need any more training, I'm just waiting for the curriculum committee to approve all of the course modifications that I've submitted and then the SLO's will be included in my syllabi.
17	How to formally gather data on the effectiveness of the SLOs I use in my courses. I do it informally now.
19	I feel I'm on the right track, but would like something informal and not too time consuming to confirm that. Maybe something as simple as a journal article, a newsletter, or even a memo.
21	what is a student learning outcome? Sounds like a way for someone outside of the classroom to preempt a teacher's perogatives. What exactly is a grading rubric? A brick, made in the country?
24	None, my training has been thorough.
25	During Flex Days and a Saturday training in Bakersfield.
26	I have used my training as a high school teacher to incorporate student learning outcomes.
27	I need to work in a computer lab to implement Student Learning Outcomes. At present I teach Internet/Database research without computers. This compares to teaching swimming without a swimming pool. The key instrument for testing the SLOs is to have the students using a computer.
29	Need direction for evaluating the SLOs. The speaker at Flex day was good but what now? Do we do something individually, as a division or as a campus?
30	None. I attended an indepth week long seminar all about Student Learning Outcomes. Was great! Also, attended some conferences, etc. in connection with my full-time job as an English Teacher with Porterville High School.

Respondent	Comment
31	Perhaps I could begin attending the summer learning outcomes one-week training seminar. Other than that, if it would be possible to email a copy of the newly created learning outcomes from attendees of the summer one-week program, then I could study it on my own until summer arrives for the next training.
33	Time: even without any overload, my typical work week is 50-55 hours and I use my time effectively. Finding the time within this already demanding schedule is my primary challenge.
38	Training in basic skills techniques.
41	I have done work on the SLOs and need to review them with someone who knows exactly what is desired.
43	I guess I need to know what Rubric is. A cousin to the multi-colored cube?
44	It might be helpful to have a place on our website where examples of approved slo's can be studied.
46	Examples of SLO used by various instructors in a range of departments delivered to the teacher's boxes on a semester basis would be helpful.
47	I have taken a class on Etudes and it was very helpful. I have taken workshops by Sara Phinney which helped me alot.
48	How to use a grading rubric.
49	Program level definition, determination, SLO
52	none
53	None
56	Assessment portion
58	None
61	What is Student Learning Outcomes?
62	I am one person with 27 different courses. I do not have the time to write the revised course outlines with the SLO's.
63	Would like to see a workshop to include adjuncts and more communication regarding expectations in this area for adjunct faculty.
66	This input is regarding question #1. You need more options there. I am familiar with the mission statement, but I do not use it in some fashion in my work. Actually, most of these questions do not have enough options. For example, #4 is hard to answer because I've attended "talks" but I wouldn't call it training. This leaves me uncertain about whether I have "implemented SLOs in the classroom." Now, regarding #3a, there are no other faculty in my discipline. I am the only philosophy instructor on campus (so much for anonymous surveys). ---- Okay, now for #11: To implement SLOs in our classes we need EXAMPLES. So far, most training is too abstract to be useful. Not all, but much of it is. We need CLEAR EXAMPLES that we can use as MODELS to IMITATE. Lots of EXAMPLES. That will help a great deal. When you talk with colleagues there are lots of shoulder shrugs and "beats me" and "maybe I should just make something up." If that's what is expected, fine. But I want examples to help.

Question 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)

Respondent	Comment
2	Nothing. We have a good working environment here.
3	As a part-time professor, The only issue I've experienced has been difficulty in accessing certain offices due to hours of operation.
7	I (and other faculty) could use an extra chair in my office for students (only 1 chair). The science classrooms should have good stools for every student enrolled. There are good stools and bad stools. This sounds like a small deal, but students should not sit on a bad stool (one that has no back support) for 1.5 hrs. also, in question 1, this is a sort of loaded question. If you do not choose any of the first three options, presumably the 4th option works. I am familiar with the mission, however I don't recall that I have used it in some fashion in my work.
13	Provide in-service/workshops/conference travel,order journals that pertain to your area of teaching.
16	Stop putting so much emphasis on non-teaching aspects of the college and put the energy back into the classroom and students where it belongs. Period. We need resources for the classroom in order to improve our delivery of materials and information to students. Every dime spent on administration, data-gathering, and other clerical tasks is a dime spent on the wrong side of the 50% law. Also, just going along with the 16-week calendar because the District wanted us to do so was a very bad mistake and has compromised students' abilities to enroll in many of our classes. This has been reflected in a commensurate drop in enrollment in certain programs, which when coupled with a lack of fiscal support has diminished the delivery capacity of the college in terms of instruction.
17	1. Make more opportunities for faculty interaction inside and outside the classroom (such as in learning communities). 2. Keep the number of committees down at the college so as to limit the number of committees faculty need to serve on, such as a two or three. 3. Reduce the amount of clerical work faculty does.
19	I'd like to know how to access the computers in the classrooms. I'd like to know how to put a book on reserve in the library. I think an FAQ in our mailboxes at the beginning of the semester could clear up some of these mysteries.
20	Outlook class!

Respondent	Comment
21	Instead of blowing 18 million on a library, you might try providing some decent bathrooms, you know, with some privacy, and outside doors. The infrastructure at PC is falling apart, but the library is a symphony in cherry wood. Does the college president even know about the evening classes? I have never met her, she has never popped in my classes to see what is going on, nor has any other administrator. In fact, that has never happened to me, in many, many years. Why is that important? Think about it. Signing up for classes is a nightmare. The computer is totally arbitrary, and inflexible. I.E. no crns for lifelong learners etc.
22	Technology should be an important issue but it is not. We should be updated from chalk boards to Smart boards in the classrooms. Every room should have the most up-to-date electronics to prepare the students for the university.
25	More money and more flexibility from our administrators to run our programs
26	As an adjunct instructor. I felt lost when I first began teaching. No one ever explained the college teaching process to me. Maybe there should be a "boot camp" for new adjunct instructors where issues and expectations are addressed prior to beginning a teaching assignment. I feel fortunate that I have a strong k-12 background to assist me with student expectations and outcomes. I feel sorry for other adjuncts who do not have such experience.
27	I need a computer lab to teach Information Literacy which is growing state wide and is expected for accreditation. I was discussing the fact we did not have an available lab with Dr. Allen (staff development speaker) and she was shocked. She had never heard of any community college not having a growing Information Literacy program with a complete lab. I have to turn down teacher's requests due to lack of space and equipment.
29	I feel supported in my work and feel like my input is received.
30	Nothing at this time.
31	I have been invited and confirmed to attend the first of this year's departmental monthly meetings, and I am delighted to go. I imagine that my point of departure for any and all improvement will be precisely within the shared space of that conference room. I normally have no idea at all what is going on, on the campus, due to living in Tulare and attending Fresno State night classes. So this will be very good for me. If there are any Friday or Saturday faculty training seminars, I will be excited to attend them, as well.
32	Faculty members need time to collaborate and to exchange ideas. The 16-week calendar has squeezed out most such opportunities.
33	1. Provide space (perhaps with resources) for talking about teaching where food and drink is allowed. This would allow a place for faculty to meet and bring their lunch or take a break and talk casually about teaching. When I've had an opportunity to talk with colleagues in a casual setting like this, those discussions have been very helpful. 2. Offer 20% reassigned time once per year specifically used for updating and maintaining and assessing curricula.

Respondent	Comment
37	DRC is suffering from overcrowding this semester. We need more space for students taking tests in a distraction reduced setting. We also need an area where students can do their homework using computer technology. This will require another staff person or putting special programs in other computer labs. This is the major problem for DRC at this time.
38	My Dean could be a lot less police like and offer more support, advise and encouragement. He acts like PC is a police state and the women teachers in his area are subservient. If we do not cringe and bow at the sight of him, he is very displeased.
39	Change flex days to be flex activities like BC where we can get training etc. that we specifically want or need and count that, rather than come to a scheduled
41	I believe I do a fair job but maybe if someone would monitor my class they could come up with a more creative approach? I have observed other classes in my discipline and others and have picked up some good ideas but I believe if someone monitored my teaching techniques it would help a great deal.
43	Hire sufficient M/O staff to ensure clean and well maintained classrooms and restrooms. Get the weeds and spiders cleaned up, haul off the leftover furniture and junk that is piled everywhere. Future planning for construction should include the addition of staff to assist M/O with the extra work created. They are buried.
46	If there is a communication problem between a student and instructor, other staff who intervene at the request of the student, need to remain objective about the situation and listen to both perspectives rather than automatically take the student's side and then reprimand the instructor without talking about it to fully understand what occurred.
47	I think pre-planning of classes. This summer I did not find out until the last minute which classes I was scheduled to teach.
48	Student graders.
52	Nothing
53	Allow time in flex days to actually do something and not just listen to something. It would have been beneficial to write department/division SLOs
55	work with mentors
57	Provide faculty trainings on instructional techniques. Many of us who are newer to teaching search out our own training and information, but I have noticed that many instructors who have been teaching many many years do not seem to appreciate the need for updated teaching methods and strategies.
58	More faculty development opportunities.
62	Hire a replacement for the faculty member lost. The program has grown not gone down in size.

Respondent	Comment
66	<p>Dialogue and activities that concerned teaching. Currently, all you hear about is enrollment numbers and that's it. There is no acknowledgment of innovative teaching or resources to foster it. If enrollment is an institutional goal then we should state it. Otherwise, let's hear authentic feedback on the nature and quality of our teaching. This can start with authentic feedback for faculty reviews: WHAT IS YOUR TEACHING PHILOSOPHY AND HOW DO YOU MANIFEST IT? A library of useful resources would be good (does Bennett's library still exist?) Also, promote innovative teaching and do not put ENROLLMENT NUMBERS out as the primary concern. Flex day activities should focus on issues on best practices in teaching. And not just general, "what do you do?" But specifics: how to design an effective syllabus; how to create problem-based learning experiences; how to write essay questions; the meaning of grades; how to stimulate balanced class discussions; how to incorporate service-based learning; how to design presentation assignments; how to encourage reading; how to get beyond the habit of lecturing; etc.</p>
68	Find competent admisinstration who do not discriminate against women.

Appendix B: Distribution of Survey Responses By Year

1. How familiar are you with the Porterville College Mission Statement? * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
1. How familiar are you with the Porterville College Mission Statement?	I've never heard of it	Count	2	2	4
		% within Survey Year	4.0%	3.0%	3.4%
	I know we have one, but I've never seen it	Count	0	3	3
		% within Survey Year	.0%	4.5%	2.6%
	I've seen it before, but not recently	Count	22	22	44
		% within Survey Year	44.0%	32.8%	37.6%
	I am familiar with the Mission Statement and have used it in	Count	26	40	66
		% within Survey Year	52.0%	59.7%	56.4%
Total	Count	50	67	117	
	% within Survey Year	100.0%	100.0%	100.0%	

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

Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
2. Does your division, department, or the area where you work most have its own Mission Statement?	Yes	Count	9	23	32
		% within Survey Year	17.6%	33.8%	26.9%
	No	Count	19	21	40
		% within Survey Year	37.3%	30.9%	33.6%
	Don't Know	Count	23	24	47
		% within Survey Year	45.1%	35.3%	39.5%
Total	Count	51	68	119	
	% within Survey Year	100.0%	100.0%	100.0%	

3a. Other PC faculty in your discipline * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
a. Other PC faculty in your discipline	Regularly	Count	24	28	52
		% within Survey Year	53.3%	45.9%	49.1%
	Occasionally	Count	14	17	31
		% within Survey Year	31.1%	27.9%	29.2%
	Rarely	Count	5	12	17
		% within Survey Year	11.1%	19.7%	16.0%
	Never	Count	2	4	6
		% within Survey Year	4.4%	6.6%	5.7%
Total	Count	45	61	106	
	% within Survey Year	100.0%	100.0%	100.0%	

3b. Other PC faculty not in your discipline * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
b. Other PC faculty not in your discipline	Regularly	Count	6	17	23
		% within Survey Year	13.3%	27.0%	21.3%
	Occasionally	Count	18	24	42
		% within Survey Year	40.0%	38.1%	38.9%
	Rarely	Count	15	13	28
		% within Survey Year	33.3%	20.6%	25.9%
	Never	Count	6	9	15
		% within Survey Year	13.3%	14.3%	13.9%
Total	Count	45	63	108	
	% within Survey Year	100.0%	100.0%	100.0%	

3c. Faculty in your discipline from other campuses * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
c. Faculty in your discipline from other campuses	Regularly	Count	9	11	20
		% within Survey Year	20.0%	17.5%	18.5%
	Occasionally	Count	17	21	38
		% within Survey Year	37.8%	33.3%	35.2%
	Rarely	Count	12	22	34
		% within Survey Year	26.7%	34.9%	31.5%
	Never	Count	7	9	16
		% within Survey Year	15.6%	14.3%	14.8%
Total	Count	45	63	108	
	% within Survey Year	100.0%	100.0%	100.0%	

3d. Faculty from other campuses outside your discipline * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
d. Faculty from other campuses outside your discipline	Regularly	Count	3	2	5
		% within Survey Year	6.7%	3.1%	4.6%
	Occasionally	Count	9	8	17
		% within Survey Year	20.0%	12.5%	15.6%
	Rarely	Count	15	31	46
		% within Survey Year	33.3%	48.4%	42.2%
	Never	Count	18	23	41
		% within Survey Year	40.0%	35.9%	37.6%
Total	Count	45	64	109	
	% within Survey Year	100.0%	100.0%	100.0%	

3e. Mentors, experts in your discipline * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
e. Mentors, experts in your discipline	Regularly	Count	11	8	19
		% within Survey Year	23.9%	12.7%	17.4%
	Occasionally	Count	14	23	37
		% within Survey Year	30.4%	36.5%	33.9%
	Rarely	Count	14	21	35
		% within Survey Year	30.4%	33.3%	32.1%
	Never	Count	7	11	18
		% within Survey Year	15.2%	17.5%	16.5%
Total	Count	46	63	109	
	% within Survey Year	100.0%	100.0%	100.0%	

3f. Your students * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
f. Your students	Regularly	Count	28	35	63
		% within Survey Year	62.2%	54.7%	57.8%
	Occasionally	Count	9	24	33
		% within Survey Year	20.0%	37.5%	30.3%
	Rarely	Count	7	4	11
		% within Survey Year	15.6%	6.3%	10.1%
	Never	Count	1	1	2
		% within Survey Year	2.2%	1.6%	1.8%
Total	Count	45	64	109	
	% within Survey Year	100.0%	100.0%	100.0%	

3g. Parents, family or friends of your students * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
g. Parents, family or friends of your students	Regularly	Count	7	4	11
		% within Survey Year	15.2%	6.3%	10.1%
	Occasionally	Count	12	15	27
		% within Survey Year	26.1%	23.8%	24.8%
	Rarely	Count	10	23	33
		% within Survey Year	21.7%	36.5%	30.3%
	Never	Count	17	21	38
		% within Survey Year	37.0%	33.3%	34.9%
Total	Count	46	63	109	
	% within Survey Year	100.0%	100.0%	100.0%	

3h. Community members * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
h. Community members	Regularly	Count	6	10	16
		% within Survey Year	13.0%	15.9%	14.7%
	Occasionally	Count	19	16	35
		% within Survey Year	41.3%	25.4%	32.1%
	Rarely	Count	8	21	29
		% within Survey Year	17.4%	33.3%	26.6%
	Never	Count	13	16	29
		% within Survey Year	28.3%	25.4%	26.6%
Total	Count	46	63	109	
	% within Survey Year	100.0%	100.0%	100.0%	

3i. PC administrators * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
i. PC administrators	Regularly	Count	8	11	19
		% within Survey Year	17.4%	17.5%	17.4%
	Occasionally	Count	15	23	38
		% within Survey Year	32.6%	36.5%	34.9%
	Rarely	Count	11	17	28
		% within Survey Year	23.9%	27.0%	25.7%
	Never	Count	12	12	24
		% within Survey Year	26.1%	19.0%	22.0%
Total		Count	46	63	109
		% within Survey Year	100.0%	100.0%	100.0%

j. PC classified staff * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
j. PC classified staff	Regularly	Count	8	7	15
		% within Survey Year	17.4%	11.3%	13.9%
	Occasionally	Count	8	23	31
		% within Survey Year	17.4%	37.1%	28.7%
	Rarely	Count	17	15	32
		% within Survey Year	37.0%	24.2%	29.6%
	Never	Count	13	17	30
		% within Survey Year	28.3%	27.4%	27.8%
Total		Count	46	62	108
		% within Survey Year	100.0%	100.0%	100.0%

3k. Your family and friends * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
k. Your family and friends	Regularly	Count	17	21	38
		% within Survey Year	37.8%	33.3%	35.2%
	Occasionally	Count	12	21	33
		% within Survey Year	26.7%	33.3%	30.6%
	Rarely	Count	8	10	18
		% within Survey Year	17.8%	15.9%	16.7%
	Never	Count	8	11	19
		% within Survey Year	17.8%	17.5%	17.6%
Total	Count		45	63	108
	% within Survey Year		100.0%	100.0%	100.0%

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

			Survey Year		Total
			2005	2008	
4. Have you received any training here at PC regarding the implementation of Student Learning Outcomes in your classes?	Yes	Count	20	50	70
		% within Survey Year	45.5%	80.6%	66.0%
	No	Count	24	12	36
		% within Survey Year	54.5%	19.4%	34.0%
Total	Count		44	62	106
	% within Survey Year		100.0%	100.0%	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? * Survey Year

Crosstabulation

			Survey Year		Total
			2005	2008	
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?	Yes	Count	16	32	48
		% within Survey Year	36.4%	50.0%	44.4%
	No	Count	28	32	60
		% within Survey Year	63.6%	50.0%	55.6%
Total	Count	44	64	108	
	% within Survey Year	100.0%	100.0%	100.0%	

6. Have you implemented Student Learning Outcomes into your courses? * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
6. Have you implemented Student Learning Outcomes into your courses?	Yes	Count	26	51	77
		% within Survey Year	60.5%	82.3%	73.3%
	No	Count	17	11	28
		% within Survey Year	39.5%	17.7%	26.7%
Total	Count	43	62	105	
	% within Survey Year	100.0%	100.0%	100.0%	

7. Do you have Student Learning Outcomes listed on your course syllabi? * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
7. Do you have Student Learning Outcomes listed on your course syllabi?	Yes	Count	19	33	52
		% within Survey Year	45.2%	53.2%	50.0%
	No	Count	23	29	52
		% within Survey Year	54.8%	46.8%	50.0%
Total		Count	42	62	104
		% within Survey Year	100.0%	100.0%	100.0%

8. Do you use a grading rubric for your classes? * Survey Year Crosstabulation

			Survey Year		Total
			2005	2008	
8. Do you use a grading rubric for your classes?	Yes	Count	21	40	61
		% within Survey Year	51.2%	65.6%	59.8%
	No	Count	20	21	41
		% within Survey Year	48.8%	34.4%	40.2%
Total		Count	41	61	102
		% within Survey Year	100.0%	100.0%	100.0%

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

			Survey Year		Total
			2005	2008	
9. Does your department/division/program have any program-level Student Learning Outcomes in place?	Yes	Count	11	21	32
		% within Survey Year	26.2%	33.9%	30.8%
	No	Count	31	41	72
		% within Survey Year	73.8%	66.1%	69.2%
Total		Count	42	62	104

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

*** Survey Year Crosstabulation**

			Survey Year		Total
			2005	2008	
9. Does your department/division/program have any program-level Student Learning Outcomes in place?	Yes	Count	11	21	32
		% within Survey Year	26.2%	33.9%	30.8%
	No	Count	31	41	72
		% within Survey Year	73.8%	66.1%	69.2%
Total		Count	42	62	104
		% within Survey Year	100.0%	100.0%	100.0%

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

			Survey Year		Total
			2005	2008	
10. Are you a full-time or part-time (adjunct) faculty member?	Full-time	Count	38	49	87
		% within Survey Year	76.0%	72.1%	73.7%
	Part-time (adjunct)	Count	12	19	31
		% within Survey Year	24.0%	27.9%	26.3%
Total		Count	50	68	118
		% within Survey Year	100.0%	100.0%	100.0%

Appendix C: Survey Instrument

Porterville College Fall 2008 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)**

