



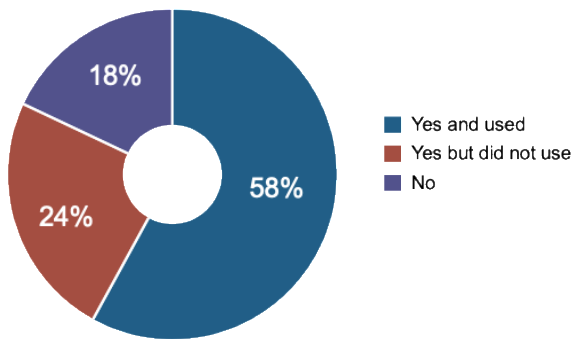
Bay View Analytics®

THE IMPACT OF PROFESSIONAL DEVELOPMENT ON COURSE QUALITY

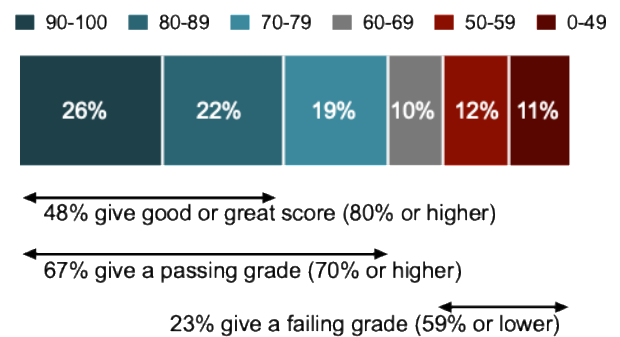
As part of our ongoing research on the evolution of education in the U.S., Bay View Analytics surveyed higher education faculty about their experiences with institutional provided or sponsored professional development (PD) opportunities.

The majority of faculty said they had access to PD opportunities, though not all participated. For those who did, 67% gave a passing grade to their experience. However, almost a quarter gave a failing grade.

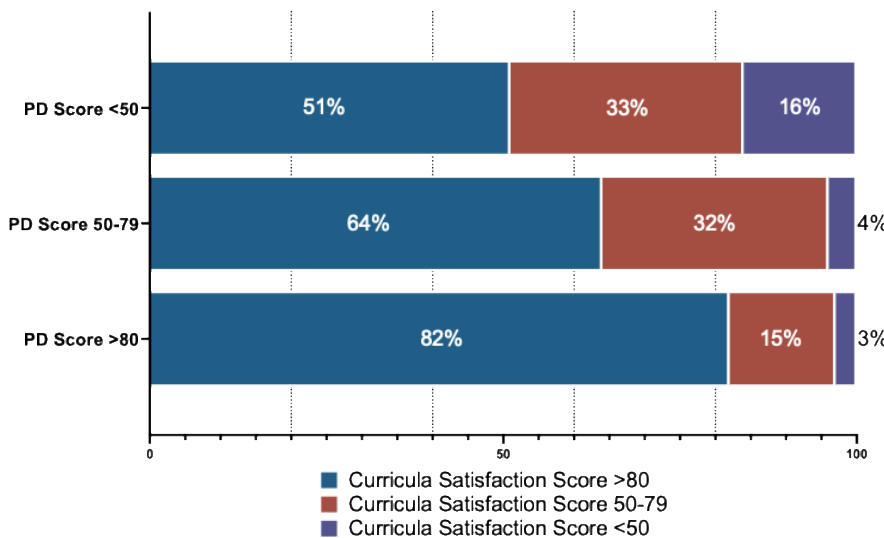
Faculty access to PD through or sponsored by their institution for 2023-24



Faculty scores for PD attended



Faculty rating for their PD is highly correlated to their rating for their curricula satisfaction.



PD scores vary by discipline and tend to be lower from STEM teachers; there is **no difference** in scores by **modality** (online/in-person) or **course level** (intro/advanced).

Faculty who gave failing PD scores cited **lack of relevance** to their courses, **scheduling issues**, and **lack of tangible suggestions**.

“The person doing the professional development is ALWAYS the factor between terrible & useless and inventive & interesting.”

Bay View Analytics, with support from the Hewlett Foundation, conducts annual, national surveys of faculty and administrators on topics related to curricula adoption, and tracking awareness levels of Open Educational Resources (OER) — [learn more here](#).