



The findings included in this report stem from the Professional Development (PD) attendee evaluations provided during the In-Service day in April for the Spring 2023 term. As part of an ongoing effort to meet the PD needs and increase the quality of PD workshops provided to all campus employees, an online evaluation was provided to attendees. A total of **47 valid online evaluations were received** and analyzed. A limitation to consider when reviewing these results is that completing an evaluation was optional for attendees, which may help to explain the low number of evaluations for some workshops.

Table I demonstrates the number of evaluations submitted for each workshop offered. There was a total of 17 workshops included in the evaluation. **Evaluations were submitted for 14 of the workshops** offered.

Table I. Number of Evaluations Submitted for Each Workshop

Workshop Title	# of evaluations
Asynchronous Workshops (n=5)	
Distance Education Micro Courses	2
Go2Knowledge On-Demand Webinars and Digital Library	0
Past Recorded Distance Education Workshops	2
Vision Resource Center	1
Synchronous Workshops (n=42)	
Canvas for Classified and Non-Instructional Faculty	4
Chair Yoga	0
Collegiality in Action	2
Communication and Engagement: The Pronto Way	1
Compassion Fatigue, Increasing Resiliency	4
Department work, training, and/or activities.	0
Emergency Preparedness	2
Everything Everywhere all at once at the Library: Faculty Librarian collaborations.	1
Friend not Foe: How to use AI at work and school.	3
How Conversational AI (like ChatGPT) is Changing the Workplace	4
Meditation for Mind, Body, and Soul Connection	8
Teaching in Honors: Who, What, and How	4
The Puente Equity Framework	9
Total number of evaluations submitted	47

Table 2 reflects the specified workshops attendees participated in through the asynchronous workshops option they selected. These specific workshops reflect **three** of the four asynchronous workshops that were available.

Table 2. Asynchronous - Specific Workshops

Specific Workshop Title
Distance Education Micro Courses (n=2)
Regular & Effective Contact: Announcements (in Canvas)
Canvas Design
Past Recorded Distance Education Workshops (n=2)
Equity-minded Student Services in the Online Environment
Past Recorded Distance Ed Workshops
Vision Resource Center (n=1)
Dealing with Microaggression as an Employee

Table 3.a illustrates the number of evaluations and the response rate per employee group by respondents' self-identified primary function at CHC. Faculty represent 85% of the overall responses. Classified and confidential staff made up 15% of the responses. Table 3.b illustrates the number of evaluations by worksite, Crafton Hills College was selected as the primary worksite for all submitted responses.

Table 3.a Self-Reported Employee Function

What is your primary function at CHC?	#	%
Part-Time Faculty	5	10.6
Full-Time Faculty	35	74.5
Classified/Confidential Staff	7	14.9
Manager/Administrator	0	0.0
Total	47	100.0

Table 3.b Self-Reported Worksite

Please select your worksite	#	%
Crafton Hills College	43	100.0
San Bernardino Valley College	0	0.0
District	0	0.0
Total	43	100.0

Table 4 reflects the evaluations for **three** of the four workshops presented on **Thursday, April 13th**: *Past Recorded Distance Education Workshops, Distance Education Micro Courses, and Vision Resource Center*. All respondents (n=5) indicated agreement or strong agreement with all of the statements below:

- The topic was relevant.
- The information presented was useful for my professional development.
- I would recommend this asynchronous workshop to my colleagues.

However, one faculty member (20.0%) disagreed with the statement that **the information presented was useful for my personal development**. The specified workshop was *Distance Education Micro Courses*.

Table 4. Overall Evaluation of Asynchronous Workshops

Please rate your level of agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The topic was relevant.	5	100.0	0	0.0	0	0.0	0	0.0	5
The information presented was useful for my professional development.	4	80.0	1	20.0	0	0.0	0	0.0	5
The information presented was useful for my personal development.	1	20.0	3	60.0	1	20.0	0	0.0	5
I would recommend this asynchronous workshop to my colleagues.	3	60.0	2	40.0	0	0.0	0	0.0	5

Table 5 reflects the evaluations for **eleven** of the thirteen workshops presented on **Thursday, April 13th**. All respondents (n=42) indicated agreement or strong agreement with all of the statements below:

- The topic was relevant.
- The presenter(s) knowledge of the subject was excellent.
- The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented.
- I would recommend this workshop to my colleagues.

However, one faculty member (2.4%) disagreed with the statement that the **information presented was useful for my professional development**. The specified workshop was *Meditation for Mind, Body, and Soul Connection*. Four faculty members (9.5%) strongly disagreed with the statement that **the information presented was useful for my personal development**. The specified workshops are *Collegiality in Action, Teaching in Honors: Who, What, and How, and The Puente Equity Framework*.

Table 5. Overall Evaluation of Synchronous Workshops

Please rate your level of agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The topic was relevant.	38	90.5	4	9.5	0	0.0	0	0.0	42
The presenter(s) knowledge of the subject was excellent.	41	97.6	1	2.4	0	0.0	0	0.0	42
The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented.	37	88.1	5	11.9	0	0.0	0	0.0	42
The information presented was useful for my professional development.	33	78.6	8	19.0	1	2.4	0	0.0	42
The information presented was useful for my personal development.	32	76.2	6	14.3	0	0.0	4	9.5	42

I would recommend this workshop to my colleagues.	33	80.5	8	19.5	0	0.0	0	0.0	41
---	----	------	---	------	---	-----	---	-----	----

Table 6 illustrates the overall responses on whether the evaluated workshops should be offered in the future. Ninety-eight percent of responses indicated workshops should be offered again in the future.

Table 6. Future Workshop Offerings

Should this workshop(s) be offered in the future?	#	%
Yes	46	97.9
No	1	2.1
Total	47	100.0

Furthermore, one workshop received a response indicating it should not be offered in the future, see workshop and comments provided below:

- Workshop: The Puente Equity Framework
 - Reasoning: CHC does not provide the resource so it is not helpful to learn about something like a resource if we can't provide it to where we are.

Table 7 includes responses provided to an open-ended question regarding how attendees' plan to use the information they learned in their classes/work environment categorized by the workshops.

Table 7. Open-Ended Responses

How do you plan on using the information learned today in your classes/work environment? (n=32)
Canvas for Classified and Non-Instructional Faculty
At the Office of Instruction, we receive many questions regarding Canvas access, problems, etc. This workshop was extremely useful and answered many of the FAQs we receive weekly.
To utilize the team more often.
Collegiality in Action
For my Senate work, the breakdown of the 10+1 was extremely helpful.
I learned a lot about the structure of governance in the community college system, and I can see this helping me understand how to serve on committees, act as a faculty lead and chair, and building relationships with my colleagues.
Compassion Fatigue. Increasing Resiliency
Allow myself grace and do not burn out. I need time for me
I am going to try to create boundaries and take more time to relax.
Distance Education Micro Courses
Improve and upgrade my interactions with students
Update a few key areas on the syllabus
Emergency Preparedness
I didn't realize how unprepared I was for emergency disaster planning until I took this workshop! The handouts were so helpful and [Name] was so knowledgeable on the topic!
Incorporate into professional develop and class week
Everything Everywhere all at once at the Library: Faculty Librarian collaborations.
As a host I would reach out to faculty in my liaison areas to let them know their peers are using the library in these various ways that lead to student success.
Friend not Foe: How to use AI at work and school.
Format reference letters and possibly promotional emails.
Not too sure just yet. Maybe to increase productivity.
How Conversational AI (like ChatGPT) is Changing the Workplace
Discussing the role of AI in academics and their future careers
Maybe to increase productivity.
To understand the usage of ChatGTP further in a classroom setting.

(Table 7 continues next page)

(Table 7 continues)

Meditation for Mind, Body, and Soul Connection
Personal health and integrating into my classes
Stress management
Take time out of my day to be present and mindful of me and to relax in states of stress. I can also use this to teach my students especially with public speaking and apprehension.
To destress at any time, any place. Loved it.
Past Recorded Distance Education Workshops
For Canvas Online Courses
To keep this "equity-minded" practices in my classes
Teaching in Honors: Who, What, and How
As someone who teaches honors courses from time to time, it was useful and inspiring to hear from students and others honors instructors about their experiences in the program and their creative ideas for honors assignments and projects.
Continue to reach out to other honors faculty and use their ideas for the project ideas and to meet with my honors students more often.
I will apply it to my honors class.
The Puente Equity Framework
Ask my students more often how they are
Checking in with our students to make sure we teach from a "Carino" viewpoint.
I'm going to bring some of the ideas to my department. In particular I want us to draft a statement on Linguistic Justice.
I really value hearing from [Name] and [Name] on the history, purpose, and successes of the overall project set forth by Puente. The workshop, which offered faculty the Puente framework (as we don't have a Puente program on campus, yet), helped me see how to better integrate Culturally Responsive Teaching in my classes , and I especially appreciated the discussion of language and linguistic justice for our writing students.
I would like to see a Puente Program implemented at CHC
The information was helpful in implementing a Puente Program.
Vision Resource Center
I plan on using the information to communicate better for the benefit of colleagues and myself.

Table 8 includes responses provided to an open-ended question regarding what attendees indicated can be improved categorized by the workshops.

Table 8. Open-ended Responses

What can be improved in this workshop? (n=19)
Canvas for Classified and Non-Instructional Faculty
More time for questions
Collegiality in Action
The venue. I love the theater but would love to see this ordered at Crafton hall where there are windows
While the presenters were animated and knowledgeable, the format could be improved in the future to include a bit more movement and time for smaller breakout discussion. I think two hours of sitting and listening to a presentation is a bit hard even on the most focused of individuals. More interactive work (aside from asking and answering questions) would have benefited the participants.
Compassion Fatigue, Increasing Resiliency
It was perfect!
I wish this was not a video rather an online workshop
Distance Education Micro Courses
Nothing.
Emergency Preparedness
More time
Nothing than I can think of. Maybe not an improvement but a suggestion to add to this workshop might be too add emergency preparedness for our office. What should we store in our work areas to prepare for emergencies?

(Table 8 continues next page)

(Table 8 continues)

Everything Everywhere all at once at the Library: Faculty Librarian collaborations.
Attendance. Would love to see more attendees.
Friend not Foe: How to use AI at work and school.
No suggestions.
Meditation for Mind, Body, and Soul Connection
I did wish it had been recorded. Such great info to hold onto.
I loved everything - the content, pacing, and how knowledgeable the presenter was on the topics covered. No improvement is needed.
It could be longer.
Nothing, it was great!
Past Recorded Distance Education Workshops
Good presentation
Teaching in Honors: Who, What, and How
Hard to say.
It was fantastic.
The Puente Equity Framework
Implement the program at CHC
Maybe more of a workshoppy aspect? Like coming up with ideas from the audience?

Table 9 includes responses provided to an open-ended question regarding the topics/activities attendees would like to see offered for their professional development categorized by the workshops.

Table 9. Open-ended Responses

What future topics/activities would you like to see offered for your professional development? (n=17)
Canvas for Classified and Non-Instructional Faculty
Tips and Tricks for building a canvas shell.
Collegiality in Action
This one for sure.
Compassion Fatigue, Increasing Resiliency
Self-talk
Distance Education Micro Courses
Autism, ADHD
Emergency Preparedness
This one and maybe add office preparedness
Everything Everywhere all at once at the Library: Faculty Librarian collaborations.
This one. The Library would love to continue to be on the in-service list of offerings and would be happy to change the topics as needed.
Friend not Foe: How to use AI at work and school.
Questica training, Oracle training, SARS training
How Conversational AI (like ChatGPT) is Changing the Workplace
This is important topic, should be included in all future in-service sessions.
Meditation for Mind, Body, and Soul Connection
Personal wellness
Stress management
Past Recorded Distance Education Workshops
Similar topics
Teaching in Honors: Who, What, and How
Building relationships at work.

(Table 9 continues next page)

(Table 9 continues)

I'd love to see honors program workshops during in-service (and flex day) more often (maybe once a year?)
The Puente Equity Framework
I'd like to see a Puente Program offered at CHC , or at least bringing it back to the table on a regular basis.
Implement the program
I would like to attend the Puente Professional Development training offered by [Name].
Mindfulness activities; How to avoid burnout