



Prepared by
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Flex Day Workshop Evaluation Fall 2012

Overview: On October 23, 2012, Crafton Hills College faculty, staff, and administrators participated in Flex Day workshops. The morning workshops, led by guest speaker Tom Brown, were “Pathways to Persistence: A Persistence Simulation” and “Diversity, Inclusivity, and Civility: Creating Unum from the Pluribus.” The afternoon workshops included “BARNGA: A Simulation of Cultural Clashes,” also led by Tom Brown, “Applying to CSU/UC System, What Happens After a Student Hits Submit?,” led by Mariana Moreno, CHC Transfer Center Coordinator, and “Statewide Travel Program,” led by Ben Gamboa, District Purchasing Agent.

Methodology: Following each workshop, participants were asked to complete a paper survey. Participants wrote the name of the session, the last name of the presenter, and the date. The next item asked respondents their primary function at CHC (full-time faculty, part-time faculty, classified or confidential staff, or manager/administrator). Respondents then rated on a four-point Likert scale (4 = Strongly Agree, 3 = Agree, 2 = Disagree, and 1 = Strongly Disagree) the degree to which they agreed or disagreed with the following statements:

- The topic was relevant and timely
- The presenter’s knowledge of the subject was excellent
- The handouts and materials were useful
- The presentation style and techniques used by the presenter were appropriate for the topic being presented
- The information presented was useful for my professional development
- The information presented was useful for my personal development
- I would recommend this workshop to my co-workers

Respondents then answered four open-ended questions:

- What did you learn as a result of participating in this workshop?
- What suggestions do you have, if any, to help make this workshop more productive?
- What other topics/activities would you like to see offered through Professional Development?
- What topics would you like to see offered on the next flex day?

Sample: A total of 84 surveys were completed and returned. As seen in Table 1, the largest number of surveys was completed by classified and confidential staff (37%). There were 23 surveys from managers/administrators (28%), 20 full-time faculty (24%) and 9 part-time faculty (11%). Two respondents did not answer the question. No other demographic data were collected.

Table 1: Role at CHC.

Role at CHC	N	%
Classified/Confidential Staff	30	36.6
Manager/Administrator	23	28.0
Full-time Faculty	20	24.4
Part-Time Faculty	9	11.0
Unknown	2	2.4
Total	84	100.0

Findings: Participants rated their satisfaction with the presenter, the materials, and other aspects of the workshop; these results are presented in Table 2. The first column lists the statements, the second column (“N”) shows the number of faculty and staff who responded to the item, the column entitled “Min” shows the lowest response on the scale, the column entitled “Max” shows the highest response on the scale, the column “Mean” shows the average rating, and the last column shows the standard deviation. Respondents rated whether or not they agreed with the statements on a four-point Likert scale as follows:

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Agree
- 4 = Strongly Agree

If the Min (i.e., lowest) score was a “3”, that means that none of the respondents disagreed or strongly disagreed with the statement. If the Max score was a “4”, that means that at least one respondent strongly agreed with the statement. As an illustration, if the mean score was 3.65, that would indicate that, on average, respondents either agreed or strongly agreed with the statement. The table is arranged by Mean score in descending order.

All respondents agreed or strongly agreed that the presenter’s knowledge of the subject was excellent (mean = 3.89), and that the presentation style and techniques were appropriate for the topic (mean = 3.75). Most respondents also agreed or strongly agreed that the topic was relevant and timely (mean = 3.75), that they would recommend the workshop to their co-workers (mean = 3.70), and that the information presented was helpful for their professional development (mean = 3.63). Furthermore, most participants agreed or strongly agreed that the handouts and materials were useful (mean = 3.62), and that the information presented was useful for their personal development (mean = 3.55).

Table 2: Satisfaction with Workshop.

Please rate your level of agreement with the following statements:	N	Min	Max	Mean	SD
The presenter’s knowledge of the subject was excellent.	84	3	4	3.89	.31
The presentation style and techniques used by the presenter were appropriate for the topic being presented	84	3	4	3.75	.44
The topic was relevant and timely	83	2	4	3.75	.46
I would recommend this workshop to my co-workers	82	1	4	3.70	.56
The information presented was useful for my professional development	83	1	4	3.63	.58
The handouts and materials were useful	79	2	4	3.62	.58
The information presented was useful for my personal development	82	1	4	3.55	.65

In the first open-ended question, participants were asked what they learned as a result of participating in the workshops. The following is a complete list of responses, divided into categories: understanding and interacting with students, diversity, comments about the presenter or method of presentation, transfer, using the travel program, and other comments. Some comments fit into more than one category; in that case, the comments are included in the first relevant category in the list.

Understanding and Interacting with Students

- What students are feeling when they come to our campus
- I learned that as a student you may have more obstacles to hold you back so we need to be supportive and understanding and helpful!
- How to encourage and support students to stay in college
- How to understand diversity and how to help students from different background be successful in college and make their experience a positive one.
- Learning how to see us and our institution through the eyes of students
- Students need support and guidance from all college staff and faculty.
- That we all need to approach our work from the perspective that we need to be helpful
- Be more involved in student retention and success.
- Retention Rates of CHC
- The importance of being conscious/aware/empathetic of each student's needs/concerns
- To be open to learning and communicating
- Be conscious of all of my interactions with students
- Diversity as a whole
- How to better relate to my students, be more inclusive

Diversity

- Equality in the workforce
- Diversity—what do we do with our uniqueness—stretch your comfort zone
- Learn to see things through different eyes
- Diversity
- More open minded about the diversity within diversity
- People are Bigots
- We are all different but the same.
- Very important to review our own biases
- The significance of opening diversity dialog in understanding diversity issues
- Look for other perspectives
- The message that we need to be flexible and helpful
- The exercise was helpful.
- Reinforced knowledge and feelings I already had

Presenter/Method of Presentation

- [Name] is a great speaker
- Loved the st. activity
- a good review of material that I know, but with a fresh approach. I am totally in awe of the CHC/San Bernardino data incorporated in this program. This man has really studied us!
- [Name] is a great presenter, very polished and interesting.
- Presentation style and information

Transfer

- That [Name] rocks! (Oh, and that it's getting more and more difficult to get into ALL universities)
- Transfer requirements for various universities
- What students can expect after applications submission
- In most cases, students must have a GPA (much) higher than minimum.
- Certain requirements for "local" vs. "non-local" student pertaining to transfer

- In depth transfer info
- Transfer requirements for CSU, UC and Redlands
- Updates on 4 yr. admission requirements and selection criteria
- What happens after transfer students submit their applications...specific to campuses
- Need for students to be aware and pro-active.
- The various perspectives were enlightening.
- Be more demanding in class.

Using the Travel Program

- How to access Concor to use the Statewide Travel Program
- This will help our travel budget go further
- I learned how to use the statewide travel program to make travel arrangements and save money
- All about the statewide travel program. I am new and haven't booked any travel previously, but it looks easy. :-)

Other comments

- We can save funds by persistence
- Perspective was enlightening
- The role community college plays in educating the community
- Everything counts in large amounts
- Made me think more/be more introspective
- This guy is amazing! Thank you PDC!

Next, participants were asked to give any suggestions they might have for making the workshop more productive. The following list includes all answers, separated into categories: Facility and Comfort, Presentation, and Other Comments. The most frequently expressed opinions were that the acoustics in the cafeteria were poor and that the participants would have liked more interactive components in the second part of the workshop (Diversity).

Facility/Comfort:

- We need to be in a more acoustic-friendly area.
- Bad location, cafeteria has bad acoustics.
- The echo was irritating and not clear understanding in the dining hall; perhaps a smaller place for meetings.
- The facility was not conducive for this presentation; poor acoustics. Voices lost in the cavernous room!
- Hold it in a location that is NOT the cafeteria. Bad acoustics.
- coffee, water

Presentation:

- The PowerPoint would be on p. 5 when the speaker was still on p. 4. It was annoying.
- An interactive activity for the diversity component
- It would be nice to have one additional brief activity.
- The topics and the presentation were good, but I would have loved more activities or exercises.
- I felt that the first part was very helpful, but would have liked more interaction during the Diversity portion
- More interactive (2 participants)

- Both parts of this workshop would have been better with more interactive activities.
- Bingo
- More interaction...less sitting.
- Give copy of questions to presenters ahead of time to help them stay focused. Allow them to introduce themselves and their institutions, then (unreadable) questions.
- More time (2 respondents)
- No suggestions—great sessions
- Stricter time limits on answering each question
- Very informative and relevant to me as a transfer advocate
- It was super.
- Add time to have participants log on and set up their accounts (for the Travel Program).
- It was excellent.

Other Comments:

- Thank you! This was a fantastic presentation!
- More!!
- Less white people

Respondents were then asked what other topics they would like to see in future Professional Development and Flex Day workshops. Although the questions were asked separately, for the sake of brevity all comments are included in one list. Several participants suggested more workshops relating to diversity and inclusivity. The following is a complete list of responses:

- More cultural inclusivity
- More diversity, inclusivity topics
- Diversity activity
- How to break down racism and nativism
- More on A challenge in Diverse training and Culture
- More like this
- Same (3 respondents)
- More from Tom Brown! (2 respondents)
- Organization, logical theory
- Customer service, how to communicate with people
- A more helpful and supportive staff and instructors toward students
- Budgeting Personal/Business
- Give the Teaching and Learning Style presentation again--I had to go to a different presentation at the same time.
- Actual Flexing
- Best Practices
- SLO's for dummies--start at the beginning w/out the jargon
- Someone with a practical approach (no offense, but not [person's name] or [person's name])
- How to increase student engagement
- What demands that are made in the classroom
- The reality of transfer
- Would like this workshop (BARNGA) offered to classified staff
- Beyond Basics of Excel and Word