



The findings included in this report stem from the Professional Development (PD) attendee evaluations provided during Flex day and In-Service days for the Spring 2022 term in January. 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 87 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. Additionally, the anonymity of the evaluation and the possibility to attend and evaluate multiple workshops makes it difficult to ascertain the total number of unique respondents.

Table I demonstrates the number of evaluations submitted for each workshop offered. There was a total of 24 workshops offered during Flex day and In-Service days for the Spring 2022 term. Evaluations were submitted for 17 of the workshops offered.

**Table I. Number of Evaluations Submitted for Each Workshop**

<b>Workshop Title</b>	<b># of evaluations</b>
<b>Flex Day Wednesday, January 12<sup>th</sup></b>	
Coffee, Conversation, and Collaboration: Writing Welcome Letters to Our Students	3
Culturally Responsive Assignments, Interventions, and Activities	0
DE Micro Courses (with badges at completion)	1
Effective Oral Presentations	0
Estate Planning: Creating a Will & Living Trust	14
Event Planning 101	0
Great Teachers Seminar: Best Practices	5
Neurographica Art	4
New Faculty Orientation	9
Retirement Planning Options	10
Student Disability Services: How to Identify and Refer Students	0
Taking the Given: Classroom Improv	0
Tea with Doctors: Health Questions Discussed	5
<b>In-Service Day Thursday, January 13<sup>th</sup></b>	
Benefits of Self-Care; Beyond Our Self	1
Building Core Leadership Skills	6
Caring Campus	1
Starfish & Cranium Café Updates	0
Zero Cost Textbook (ZCT) Project	2
<b>In-Service Day Friday, January 14<sup>th</sup></b>	
Culturally Responsive Assignments, Activities, and Interventions	3
Managing the Emotional Impact of Returning to Work	6
PPR 2-Year Plan Tips & Tricks – Come work on your 2-Year Plan! 9:00 am -10:15 am and 10:30 am – 11:45 am	0
Safe Space Ally Training	1
When & How to Identify and Refer Students: Eligibility and Services Provided by DSPS and EOPS	3
When Life Gives You *hit: Make fertilizer!	13
<b>Total number of evaluations submitted</b>	<b>87</b>

Table 2 illustrates the number of evaluations and the response rate per employee group by respondents' self-identified primary function at CHC. Faculty represent 78% of the overall responses. Classified and confidential staff made up 22% of the responses.

**Table 2. Self -Reported Employee Function**

What is your primary function at CHC?	#	%
Full-Time Faculty	57	65.5
Classified/Confidential Staff	19	21.8
Part-Time Faculty	11	12.6
Manager/Administrator	0	0.0
<b>Total</b>	<b>87</b>	<b>100.0</b>

Table 3 represents the overall evaluation of all workshops. Ninety-seven percent of responses provided indicated agreement or strong agreement with the following statements:

- The topic was relevant.
- The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented.

**Table 3. Overall Evaluation of Workshops**

Please rate your level of agreement with the following statements:	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
	#	%	#	%	#	%	#	%	
The topic was relevant.	71	82.6	12	14.0	3	3.5	0	0.0	86
The presenter(s) knowledge of the subject was excellent.	65	75.6	21	24.4	0	0.0	0	0.0	86
The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented.	65	75.6	18	20.9	3	3.5	0	0.0	86
The information presented was useful for my <b>professional</b> development.	56	65.1	20	23.3	9	10.5	1	1.2	86
The information presented was useful for my <b>personal</b> development.	60	69.0	21	24.1	5	5.7	1	1.1	87
I would recommend this workshop to my colleagues.	63	73.3	19	22.1	3	3.5	1	1.2	86

Table 4 illustrates the overall responses on whether the evaluated workshops should be offered in the future. Ninety-three percent of responses indicated the workshops should be offered again in the future.

**Table 4. Future Workshop Offerings**

Should this workshop(s) be offered in the future?	#	%
Yes	81	93.1
No	6	6.9
<b>Total</b>	<b>87</b>	<b>100.0</b>

Furthermore, the six workshops that responses indicated should not be offered in the future are included below as well as the reason provided:

- Workshop Title: New Faculty Orientation
  - Reasoning: "I think it could build on faculty expertise rather than used to lecture them. There's a great deal of knowledge in the room and I think the faculty in the room were hired for that reason. This session felt like a lecture that didn't encompass meaningful discussion."
- Workshop Title: Tea with Doctors: Health Questions Discussed

- Reasoning: None provided.
- Workshop Title: Building Core Leadership Skills
  - Reasoning: None provided.
- Workshop Title: Zero Cost Textbook (ZCT) Project
  - Reasoning: “The topic is important. The presenters did a poor job of making themselves understood.”
- Workshop Title: Culturally Responsive Assignments, Interventions, and Activities
  - Reasoning: “I was in a group with another manager and classified professionals and we were all lost. We thought it was because we started in the wrong zoom room, but I don't think that was the issue. Here are some of the points we discussed during our confusion:
    - 1) The content was confusing. The paragraph we were told to read was like a foreign language because the terminology is not something we use everyday in our roles on campus. Also, the content was not easily applicable to our roles on campus.
    - 2) While trying to understand the paragraph we were assigned to read, the form kept moving as others were editing the page, making it even more frustrating to participate.
    - 3) We couldn't figure out how this relates to each of our roles. We felt like there were references to webinars and meetings that we have not been involved in so it was difficult to understand and follow along. We initially assumed we missed something in the first 15 minutes of the meeting, but there were references made during the full session that indicate this is an ongoing discussion or project that faculty are working on that we have not been a part of, outside of the fact that it is an equity discussion.
    - 4) The questions and topics appeared to be faculty and classroom focused and were difficult to relate to.
    - 5) I'd like to suggest a structured workshop where Student Services and other departments on campus can benefit more directly with contributing to the equity gaps on our campus. Maybe start by taking a look at who is being helped vs our student population. If the unsuccessful students haven't been checking in with various support services, we may work together to figure out new ways that all service areas are indeed welcoming to all students and find ways to make sure the unsuccessful know how to get the help they need.”
- Workshop Title: Managing the Emotional Impact of Returning to Work
  - Reasoning: “May not be relevant in the future.”

Table I includes 58 open-ended responses on how attendees' plan to use the information they learned in their classes/work environment, what attendees indicated can be improved, and on the topics/activities attendees would like to see offered for their professional development categorized by the workshops evaluated on Flex day, Wednesday, January 12<sup>th</sup>.

**Table I. Flex Day Wednesday, January 12<sup>th</sup>**

**Open-Ended Responses on Planned Application of Information Learned**

<b>How do you plan on using the information learned today in your classes/work environment? (n=23)</b>
<b>Coffee, Conversation, and Collaboration: Writing Welcome Letters to Our Students</b>
I plan to develop a welcome video for my students.
<b>Estate Planning: Creating a Will &amp; Living Trust</b>
Encouraging colleagues to look into estate planning
I can share the info with my students to help them plan for their futures
I will follow up with [name] regarding Trust and Will
Not really for classes but will make me comfortable with my retirement/trust creation.
Not sure how I can.
The blend of wellness with financial freedom. I like how she presented her slides (gave me ideas of organization for my Zoom classroom presentations!)
This will help me plan for my future.
<b>Great Teachers Seminar: Best Practices</b>
I am going to implement some of the ideas I learned into my Canvas courses
I like to try these ideas in my class
I received some really great ideas that I will try out in the classroom!
The ideas shared made me think about some new ideas and ways to connect with students
<b>Neurographica Art</b>
Better work through improved mental health
<b>New Faculty Orientation</b>
Be more concerned about data and how it can be used to improving education to disadvantaged students
I plan on participating in the data coaching program.
I plan to check my student's success rates by race to ensure there is no gap present.
The James Gray's example of intervention, particularly reaching out to the students to give them "preview videos" so students have the time to interact with the material they are about to learn before the instruction day- especially helpful for library one-shot instruction sessions and workshops.
To incorporate into my syllabus.
<b>Retirement Planning Options</b>
I will contact the person who hosted and set up my account
It's not applicable to my work environment, just personal retirement knowledge.
This workshop helped with planning. Also saw some great PowerPoint slides organized (I always look at that and how the presenter makes use of their time with each slide- huge help for class design!)
<b>Tea with Doctors: Health Questions Discussed</b>
Better diet and exercise will lead to more energy at work
Yes
<b>What in this workshop can be improved? (n=21)</b>
<b>Estate Planning: Creating a Will &amp; Living Trust</b>
Good workshop
I can't think of anything. Well done!
It was great, she clearly explained terms.
Maybe more on how to do wills yourself."
Nothing, everything was great!
Nothing. [name] was great!
To offer more statistics and examples of the difference it makes when you have a plan versus when you don't
<b>Great Teachers Seminar: Best Practices</b>

I think it needs more time. These would be great to hold once a month and allow faculty to share what is working in their classes
Oh gosh nothing
We ran out of time. Could be because we lost some time in the beginning due to technical difficulties, but I would also suggest maybe turning this into a 2 hour workshop to allow more time to come back together as a group and discuss what was shared in the breakout rooms.
<b>Neurographica Art</b>
Not sure, more time?
<b>New Faculty Orientation</b>
Center it on faculty expertise. Faculty were hired for their expertise and yet they were given barely 5% of the time.
I think it is already pretty good.
Less definition assignments
No improvements need to be made! Excellent workshop, I was able to engage with my peers and I learned so much that I took pages of notes with ideas I added that I can't wait to read and see if any ideas can be implemented!
<b>Retirement Planning Options</b>
Include link to understanding how to make changes to your existing account with SchoolsFirst. For example, how to increase or decrease your 403(b) contributions any time during the year.
It was very informative as it was
Not available.
Offer specifics on earnings to date on products offered.
The workshop was great
<b>Tea with Doctors: Health Questions Discussed</b>
Not sure
<b>What future topics/activities would you like to see offered for your professional development? (n=14)</b>
<b>Estate Planning: Creating a Will &amp; Living Trust</b>
Classroom technology integration
More about financial literacy, estate planning & mental health topics.
Similar to this content for budgeting, finances and setting up wills/trusts.
<b>Great Teachers Seminar: Best Practices</b>
All topics have been diverse, relevant, and valuable. Thank you!
These "Best Practices" workshops would be great to hold once a month as a series. Best practices... ice breakers, fostering connection between students, creating teacher immediacy in an online environment, activities to sustain engagement and learning, organizing your course, etc.
<b>Neurographica Art</b>
Not sure
<b>New Faculty Orientation</b>
I would love the New Faculty orientation program to continue. As a first-year, I am seeing workshops I can't wait to attend as a 3rd and 4th year, so I hope the program continues so that I can attend these workshops! Thank you so much!
I'd like to see faculty invited to share their knowledge and to openly discuss equity related issues.
Mental health intervention strategies for students in distress
More discussion/presentation on whiteness/racial literacy, please.
The similar "equity" based topics
<b>Retirement Planning Options</b>
Tech management
Unpacking CalPERS and STRS retirement options, especially for the rare faculty that are still in PERS. Would love to have more retirement planning guidance and if a faculty member is considering switching from PERS to STRS, is that possible and what are the benefits? Thank you for these workshop opportunities!
<b>Tea with Doctors: Health Questions Discussed</b>
Not sure

Table I Ends

Table 2 includes 10 open-ended responses on how attendees' plan to use the information they learned in their classes/work environment, what attendees indicated can be improved, and on the topics/activities attendees would like to see offered for their professional development categorized by the workshops evaluated on In-Service day, Thursday, January 13<sup>th</sup>.

### Table 2. In-Service Day Thursday, January 13<sup>th</sup>

#### Open-Ended Responses on Planned Application of Information Learned

How do you plan on using the information learned today in your classes/work environment? (n=5)
<b>Building Core Leadership Skills</b>
Based on what [name] shared, it made me realize that I have to be braver in attempting to lead - to strive for respect rather worrying about if I will be liked.
My interactions with students.
This workshop provided some helpful tools on how to become an effective leader. Since I work in administrative work, it's easy to become self-reliant but a good leader delegates work.
<b>Zero Cost Textbook (ZCT) Project</b>
I will definitely use OER in future courses.
Unknown
What in this workshop can be improved? (n=3)
<b>Building Core Leadership Skills</b>
I would like to see more sharing out being done by individuals attending the session.
<b>Zero Cost Textbook (ZCT) Project</b>
The presenters need to bullet some student learning outcomes for the workshop participants, and think about how to succinctly deliver the information needed.
Time management
What future topics/activities would you like to see offered for your professional development? (n=2)
<b>Building Core Leadership Skills</b>
A bit off topic, but it would be helpful if there was a PD workshop to show how instructors can submit grades. This is the most asked question I receive each year from new adjunct faculty.
<b>Zero Cost Textbook (ZCT) Project</b>
I would like to see more self-care workshops.

#### Table 2 Ends

Table 3 includes 36 open-ended responses on how attendees' plan to use the information they learned in their classes/work environment, what attendees indicated can be improved, and on the topics/activities attendees would like to see offered for their professional development categorized by the workshops evaluated on In-Service day, Friday, January 14<sup>th</sup>.

### Table 3. In-Service Day Friday, January 14<sup>th</sup>

#### Open-Ended Responses on Planned Application of Information Learned

How do you plan on using the information learned today in your classes/work environment? (n=16)
<b>Culturally Responsive Assignments, Interventions, and Activities</b>
Just being more conscious that everyone has a struggle going on, patience and grace
To incorporate the racial awareness into my classes
<b>Managing the Emotional Impact of Returning to Work</b>
A joyful heart is good medicine!
Emotionally prepare to return to office daily before the first day.
I plan to learn more about others, take a walk or break when needed and to be mindful of the impact that life has on others.
Instilling coping mechanisms and self considerations
To incorporate the information learned into my daily routine.
<b>Safe Space Ally Training</b>
Retraining myself in language use
<b>When &amp; How to Identify and Refer Students: Eligibility and Services Provided by DSPS and EOPS</b>

I hope now to better recognize students who may be eligible for, and who may benefit from, EOPS and DSPS. I will certainly encourage such students to speak with EOPS and/or DSPS.
Increased awareness of possible DSPS needs with registered students and referral of students in need to EOPS through counseling.
<b>When Life Gives You *hit: Make fertilizer!</b>
[name]'s information was excellent and can be practiced everyday. Good stuff here!
Daily
I'm going to use the Rule of 3!
In my every day activities.
Reword how I react to situations/environments
Using positive thinking, applying what was learned from the experience instead of focusing on the negative.
<b>What in this workshop can be improved? (n=12)</b>
<b>Culturally Responsive Assignments, Interventions, and Activities</b>
Lengthen it
<b>Managing the Emotional Impact of Returning to Work</b>
It is very good!
Not sure
Nothing
Record it next time!
<b>Safe Space Ally Training</b>
The workshop was one of the best.
<b>When &amp; How to Identify and Refer Students: Eligibility and Services Provided by DSPS and EOPS</b>
This workshop does not need an improvement. It was quite helpful to me.
<b>When Life Gives You *hit: Make fertilizer!</b>
It was amazing!
Make it longer, excellent information and could have been a workshop series.
Nothing
Nothing, [name] is very inspiring!
Workshop was perfectly presented
<b>What future topics/activities would you like to see offered for your professional development? (n=8)</b>
<b>Culturally Responsive Assignments, Interventions, and Activities</b>
The similar course
<b>Managing the Emotional Impact of Returning to Work</b>
Commonly used technology or software based activities which are typically provided during flex days.
Not sure
The similar ones.
<b>Safe Space Ally Training</b>
My thought is that the topic of SafeSpace needs to reach a wider audience than the individuals already invested enough to consider becoming a SafeSpace ally. So, regular offerings of a concise 1-hour workshop, maybe something like "Is the Gender Unicorn Welcome in your Class or Office?", starting with some eye-opening statistics about how likely it is that our students exist in the LGBTQ spectrum or have close friends and family.
<b>When &amp; How to Identify and Refer Students: Eligibility and Services Provided by DSPS and EOPS</b>
Already provided
Methods for enhancing student-to-student interactions in an online classroom.
<b>When Life Gives You *hit: Make fertilizer!</b>
How to handle outside stressors while working remotely

**Table 3 Ends**

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