This report includes Crafton Hills College faculty, staff, and administrator attendee evaluation responses provided during our campuswide In-Service day on Tuesday, April 12th, 2022. To meet ongoing efforts for Professional Development (PD) needs and increase the quality of workshops during In-Service days provided to all faculty, staff, and administrators at Crafton Hills College, an online survey link was provided to attendees. A total of 132 valid online survey evaluations were received and analyzed. Limitations include overall low response rates from classified/confidential staff as well as part-time faculty members. 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 survey evaluation and the possibility to attend and evaluate multiple workshops makes it difficult to ascertain the total number of unique respondents.

Table 1 illustrates the number of evaluations and the response rate per employee group by respondents' self-identified primary function at CHC. Both full-time and part-time faculty represented 92% of the overall responses. Classified and confidential staff made up approximately 8% of the responses.

**Table 1. Self-Reported Employee Function**

| What is your primary function at CHC? | # | % |
|---|---|---|
| Full-Time Faculty | 104 | 78.8% |
| Classified/Confidential Staff | 10 | 7.6% |
| Part-Time Faculty | 18 | 13.6% |
| Manager/Administrator | 0 | 0.0 |
| **Total** | **132** | **100.0** |

Table 2 shows the number of evaluations submitted for each workshop offered. There was a total of 16 workshops offered during the April 12th In-service Day for the Spring 2022 term. Evaluations were submitted for all 16 of the workshops offered.

**Table 2. Number of Evaluations Submitted for Each Workshop**

| Workshop Title | # of evaluations |
|---|---|
| **In-Service Day Tuesday, April 12th 2022** | |
| Canvas New Quizzes: Basics, Benefits, and What's New | 7 |
| Crafton Hills College Sustainability Tour – A Study of Sustainability at Crafton Hills College | 1 |
| Creating Fillable Forms in Word, Excel, PDF, and Google Docs | 6 |
| CurrIQunet Demonstration | 16 |
| Equity Work in the Classroom: The Case for Using Data and Reading Apprenticeship Strategies to Address Equity Gaps | 7 |
| Examining Learning and the Student Experience: Outcomes Work in Action | 24 |
| Exploring the World of Woo Woo | 9 |
| First-aid & CPR Certification Training | 4 |
| Getting Linked, Staying Linked! (Linked-in that is) | 6 |
| Grading Variations & Assessments | 4 |
| Helping Students Develop Motivation and Resilience | 10 |
| Make It to the End of the Semester - Trivia Game | 6 |
| Meet your Wild CHC Neighbors | 1 |
| Multilingual Learner Panel | 9 |
| Neurographic Art Therapy | 11 |
| Student Success and Wellness | 11 |
| **Total number of evaluations submitted** | **132** |

Table 3 represents the overall evaluation of all workshops. Over ninety percent of responses indicated that they either agree or strongly agree with the following statements:

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

Approximately 87% of respondents either agree or strongly agree that the information presented was useful for their *personal* development. Out of 132 total respondents to the survey, 2 of them did not respond to whether the topic was relevant, one person did not respond about presenters' knowledge of the subject and about presentation style; and three respondents did not answer the question with regards to whether information presented was useful for professional development and personal development. With regards to whether the survey respondents would recommend the workshop to other colleagues, 3 attendees did not answer this question.

**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. | 96 | 73.8 | 31 | 23.8 | 3 | 2.3 | 0 | 0.0 | 130 |
| The presenter(s) knowledge of the subject was excellent. | 103 | 78.6 | 26 | 19.8 | 1 | 0.7 | 1 | 0.7 | 131 |
| The presentation style and techniques used by the presenter(s) were appropriate for the topic being presented. | 96 | 73.6 | 30 | 22.9 | 5 | 3.8 | 0 | 0.0 | 131 |
| The information presented was useful for my **professional** development. | 80 | 62.0 | 40 | 31.0 | 9 | 6.9 | 0 | 0.0 | 129 |
| The information presented was useful for my **personal** development. | 73 | 56.5 | 39 | 30.2 | 11 | 8.5 | 6 | 4.6 | 129 |
| I would recommend this workshop to my colleagues. | 93 | 72.1 | 29 | 22.5 | 6 | 4.6 | 1 | 0.7 | 129 |

Table 4 illustrates the overall responses on whether the evaluated workshops should be offered in the future. Ninety-seven percent of responses indicated the workshops should be offered again in the future. Out of 132 that submitted the survey, one of the attendees did not submit a response whether the workshop should be offered again in the future.

**Table 4. Future Workshop Offerings**

| Should this workshop(s) be offered in the future? | # | % |
|---|---|---|
| Yes | 127 | 96.9 |
| No | 4 | 3.1 |
| Total | 131 | 100.0 |

Out of the 4 respondents that mentioned that a particular workshop should not be offered in the future, three attended the workshop titled: "Examining Learning and the Student Experience: Outcomes Work in Action" and one person attended the workshop titled: "Neurographic Art Therapy." Particular reasons as to why the respondent felt that the workshop should not be offered are shown below

- Workshop Title: Examining Learning and the Student Experience: Outcomes Work in Action
  - Reasoning: "Unless you are directly responsible for the PPR, the wasn't much to do in this area. Also, if the person who received the email from [Name] wasn't present, there wasn't much work to be done."
  - Reasoning: "Most of us already do this individually, in department meetings and for PPR."
  - Reasoning: "N/A"
- Workshop Title: Neurographic Art Therapy
  - Reasoning: "While it was interesting information, I did not see any relevance to what I do. However, it was relaxing to have an hour to draw and meditate on goals. [Name] did a great job explaining the process and rules to us."

Table 5 includes 93 open ended responses how attendees' plan to use the information they learned in their classes/work environment categorized by the workshops evaluated on April 12th In-Service day. There were responses across all 16 workshops that were offered during In-Service day.

**Table 5. Open-Ended Responses on Application of Information Learned**

| How do you plan on using the information learned today in your classes/work environment? (n=93) |
| --- |
| **Canvas New Quizzes: Basics, Benefits, and What's New (n=6)** |
| Learned so much already and feeling more confident to start using the New Quiz going forward.  Learned of new features that will be perfect for my course in ASL! |
| I feel more comfortable with Canvas quizzes even though I didn't really learn anything new. Most of their presentation can be figured out by playing in the tool. |
| To test-drive, I will have to try and see what I can do. Also, see how many of the existing old quizzes can be transferred without needing any adjustments. |
| I will be using for my classes since classic quizzes will be phased out |
| I would like to use this but will need more hands-on time with how to incorporate the New Quizzes into my course |
| Start playing around with it to see how I need to adjust my use of it in the future. |
| **Crafton Hills College Sustainability Tour "A Study of Sustainability at Crafton Hills College" (n=1)** |
| pass on the info on sustainability |
| **Creating Fillable Forms in Word, Excel, PDF, and Google Docs (n=1)** |
| A better way to collect the Transfer Center Biographies with photos as well as collecting transfer information from students |
| **CurrIQunet Demonstration (n=12)** |
| I am a member of the Curriculum committee and I have several classes that require knowledge of the Curriqunet |
| I will need to apply these skills with inputting curriculum changes starting in June. We should have these trainings and/or open lab style trainings to help us walk through these new changes. |
| will use for course modifications and new courses |
| Yes, I will be using the information for future course publishing for the college |
| For review and building of curriculum. |
| "While I will be retiring at the end of June, I will not be using this information.  However, the presentation was excellent!!!!!, [Names] did an amazing job walking us through the demonstration of this new program.  I have always dreaded having to create or modify courses in Curricunet, but this seems like it is so much more user friendly. Thank you, thank you, thank you!" |
| I'll use it in my daily work. |
| As a result of this workshop, I am looking forward to working with the new curriculum software system -- rather than dreading the change. |
| This will help with curriculum development, revisions, and addendums. |
| Revise and update CORs |
| updating course outlines |
| We will have to use for our curriculum! |
| **Equity Work in the Classroom: The Case for Using Data and Reading Apprenticeship Strategies to Address Equity Gaps (n=3)** |
| This information and workshop are valuable for the classwork of any type of class, it brings to the forefront the value of involving students to learn their work and shows ways to open the classroom involving all students. |
| trying to be more equity mindedness in my teaching |
| focus on readability of assignments |

| **Examining Learning and the Student Experience: Outcomes Work in Action (n=17)** |
|---|
| For SAO planning. |
| We need to make our SLO reporting process more clear and better supported in terms of the information we are looking for in the "comment box." Right now, much of what we see is useless. |
| use some of the ideas listed in the planned actions |
| Continue work with my SLOs |
| incorporate some of the suggested proposals for my classes |
| increase engagement with students and apply SLO and improvements on proposed actions to my own classes |
| What was most useful from this workshop was that my group saw how so many of the SLO comments were less about student success for the particular ILO or GEO and more about questions of how SLOs are assessed, suggesting the presence of confusion about SLO reporting among our faculty. |
| Unsure |
| Make SAO's more appropriate for our area |
| We need to meet as a department and update excel SAO sheet. |
| PPO's and SAO's |
| to complete my SAO and SLOs |
| We plan on using the SAO to improve services in our department. |
| I will refer back to the information given as I work on SOA/SLOS |
| I won't use this information learned today as it proved we need new and updated SLO assessments |
| Not applicable to my classes right now but the potential of improving for my future classes are there. |
| This workshop helped me identify that the outcomes we submit for our courses aren't consistent and we can improve how we submit outcomes in the future. From my perspective, a lot of work needs to be done. Perhaps samples of outcomes can be offered for faculty so they have an idea on what information to provide that is useful for everyone. I feel as if we need to revise outcome instructions so that we can gather more consistent data. |
| **Exploring the World of Woo Woo (n=6)** |
| I plan to try some meditation for well being |
| I already practice many of the topics [Name] provided. I'd like to spend more time with her sharing more information on the topics. |
| Nice to be reminded that there are many other ways of self-care and one is having a strong belief of something that will help sustain me through some challenges or to stabilize myself, etc. |
| As I am getting ready to retire, I have been searching for areas that I would like to learn more about...this is definitely going to be one of them. |
| I will not use it |
| Stress management |
| **First-aid & CPR Certification Training (n=4)** |
| I am planning to use it on 3 peaks hikes and for classroom emergencies. |
| Safety/first aid |
| Any students/staff that are in need of help, this course gave a great knowledge of how to care for any individual in need of help. |
| In emergency situations. |
| **Getting Linked, Staying Linked! (Linked-in that is) (n=5)** |
| I had never heard of the availability of this resource, so I plan on promoting this to students in the library who ask questions about social media job sites. I now have a direction to point them to with this wonderful resource! |
| I'm not sure yet |
| educating students to how use linked in properly, using learning modules, and virtual badges |
| I not only learned tips for my students on using Linked In, I also learned some things I could use personally to revamp my Linked In page.  [Name] was very knowledgeable and made everything understandable. |
| Passing the info on to students |
| **Grading Variations & Assessments (n=3)** |
| Will continue to evaluate and improve my assessment process. |
| Brainstorm new customized assessments for particular students |

| |
|---|
| I think that holding free-talk sessions with others provides a lot of ideas being tossed around and a clear perception of what is desired. |

| **Helping Students Develop Motivation and Resilience (n=7)** |
|---|
| Using the knowledge I had gained, I will incorporate it in my course and when I reach out to (esp. struggling) students |
| Information share during the workshop allows to reflect on how student are adapting and moving forward during the pandemic. |
| I will take what I learned today to continue to be present and here for students. To encourage, motivate and help meet their needs as best I can. |
| I will use the student's perspectives as references when I am dealing with some of the situations that they brought up. It was so wonderful to hear from them what works and doesn't work. |
| What an amazing idea to have a student panel as part of the PD session!  I think I might explore the idea of incorporating student panels in any future events I plan.  I think this idea can also be included in a classroom to ask a question (as an icebreaker or learning experience), put the students in groups and have each group answer the question. |
| Very motivational for me as an instructor to hear directly from the students.  They were very open with their personal and academic experiences. |
| This information will help me in working with student in counseling.  The students helped me remember how important it is to slow down and really get to know them and their stories. |

| **Make It to the End of the Semester - Trivia Game (n=3)** |
|---|
| Bring joy and laughter back to college. It helps with camaraderie and mental health. College should NOT be where humor and fun goes to die. |
| This was a fun activity where I learned more about what matters more in hearing culture such as music, songs and singers that are somewhat meaningless in my culture being Deaf. |
| The trivia game was excellent!  Van did an amazing job tying in the trivia questions to a board game created to emulate what faculty and staff endure as the semester comes to a close i.e. long meetings.  The group was entertained and highly engaged throughout the hour.   This would be an amazing all-campus activity. |

| **Meet your Wild CHC Neighbors (n=1)** |
|---|
| It's nice to make small talk with students about what plants and animals we are seeing so they can take a mental break from coursework and enrollment stress. |

| **Multilingual Learner Panel (n=8)** |
|---|
| I learned so much from this panel. [Name] did an amazing job introducing the different â€œlabelsâ€•  : ESL, ESLN and multilingual. Based on the student voices from their experiences, I will look into many different ways to collaborate with [Name] and the taskforce. I am also taking an inspirational quote away from the chat: someone said "we look forward to learning from you today." This was a faculty member and a wonderful reminder we learn so much from our students. |
| Be more patient, give more time, and allow many opportunities for practice. |
| Be mindful of multilingual students and the learning environment. |
| This is part of equity work and I plan to bring issues raised by students in other spaces (e.g., SEA committee). |
| I plan to use the information learned today to make recommendations to my department and to specific faculty. |
| I will implement the suggestions and resources shared in my courses to help multilingual students learn biology |
| continue to improve the work with ESL/multilingual students |
| [Name] and the panel of students did great.  As a result of today's workshop, I hope we're able to continue expanding our ESL program and the service offered to students in the ESL classes. |

| **Neurographic Art Therapy (n=7)** |
|---|
| Good for mental health and art |
| I probably will not. |
| probably if the need arises. |
| This is the perfect example of being creative, we need to add more tactile activities for our students. |
| I am very interested in using this technique in a counseling workshop as a stress management tool. |
| Relaxation technique, on my breaks |

| |
|---|
| [Name] offered tools to help relieve stress and for creating a positive future. I highly recommend this course for all staff, faculty, and administrators. I hope she is allowed to share the link of her presentation for everyone. |
| **Student Success and Wellness (n=9)** |
| I will use this information to be more effective with giving my students quizzes |
| Students reminded me of my strengths of being supportive and where I can remember to do better. |
| Share with students and faculties in department |
| Assisting students with Appropriate resources |
| Getting my students more help |
| I plan to use this information with my students.  Also, I think knowing the criteria about student tutoring employment will help me identify potential future tutors. |
| connect with VRC to collaborate with library |
| I am going to encourage even more of my students to visit the tutoring center. They are really working hard to make it easy on the students. |
| Informative workshop on the basic services offered from these areas.  Good knowledge/resources to have when working with students. |

**Table 5 Ends**

Table 6 includes 74 open-ended responses regarding how the workshops from In-Service day could be improved. These are categorized by the workshops evaluated on April 12th In-Service day.

**Table 6. Open-Ended Responses on how Workshops Could be Improved**

| **What in this workshop can be improved? (n=74)** |
|---|
| **Canvas New Quizzes: Basics, Benefits, and What's New (n=5)** |
| Speaker needs to slow down and check in to make sure all of us are following as they were speaking as if we all are familiar with them and been using them. Not so in my case. |
| On my end, the slide on shared screen was sometimes delayed. |
| The presentation was confusing with not enough explanation of what they were doing. the presenters seemed to know what to do, but did not explain what they were doing as they were doing it |
| I would suggest doing this PD as a hands-on workshop where the presenters do more facilitating than showing while the attendees watch. |
| More time on items |
| **Crafton Hills College Sustainability Tour "A Study of Sustainability at Crafton Hills College" (n=1)** |
| pass on the info on sustainability |
| **Creating Fillable Forms in Word, Excel, PDF, and Google Docs (n=1)** |
| A little less information but expanded a bit more on those more limited topics. |
| **CurrIQunet Demonstration (n=10)** |
| Please provide the videos as mentioned in the presentation |
| Nothing it was great! |
| it was great as it was |
| The workshop is good within the time provided. |
| This is a new system so I am unsure. |
| It was excellent! |
| Nothing - I thought the presenters did a great job, with lots of info and responsiveness to the participants |
| Add a hands-on component.  Not possible yet since CurriQunet is not live until June 2022. |
| It was perfect |
| Make the workshop 3 hours longer |
| **Equity Work in the Classroom: The Case for Using Data and Reading Apprenticeship Strategies to Address Equity Gaps (n=2)** |
| It could be expanded over two semesters, so that the first semester of learning, is actually completely implemented, and then tested again in a second semester and the data is completely transparent. |
| Nothing, it was great. |

| Examining Learning and the Student Experience: Outcomes Work in Action (n=12) |
|---|
| No improvements need to be made. It was perfect! |
| In person :) |
| Give a few more guided instructions |
| it was good as is |
| organization of links or having the ability to use the "back" button instead of scrolling through the whole paper |
| "I liked the format of this workshop and wouldn't suggest any changes to it; I especially liked that our tasks could be completed on our own or with a group (I chose to work with my group--we had a robust discussion and submitted one survey together). However, it seems that before this workshop is offered again, we could really use more trainings on HOW to use SLOs to assess student success and then HOW to report SLOs at the end of each semester. These kinds of trainings could be offered during the adjunct orientation of flex day, as well as during in-service for full-time faculty. Or, rather than having such trainings at the college level, it might be even more useful if each department were expected to do a ""SLO review"" workshop every one or two years." |
| There was confusion about how to use the documents. Once in the primary document, scrolling through the long (150 ppp+?) document was a time waster and I often had to backtrack because I wasn't sure what section I was in. When I attempted the feedback document, my click didn't open it. Later, in a group, another faculty member had success. Making the documents more user-friendly for review would be awesome! |
| Not too much. It was well thought out and informative. |
| [Name] did an excellent job of breaking down the SAOs and giving examples. It was very clear, considering I had very little knowledge on SAOs. |
| I really can't think of anything. Everything was clear and relevant. |
| We need guidance |
| Wud be great if someone can lead and steer the discussion or provide background info as to where we need to understand to better position where we want to go. |
| **Exploring the World of Woo Woo (n=6)** |
| it was great |
| The workshop was perfect! |
| A bit more activities to get us involved and sharing our thoughts or experience. Hard to sit thru and hour and half with no break or activities. |
| Either less information or more time. I would suggest it be set up as two (2) separate presentations, one with more mainstream topics and the second with more WooWoo! |
| More time |
| Tre workshop was SUPER interesting!!! |
| **First-aid & CPR Certification Training (n=2)** |
| Nothing, it was absolutely great. |
| Was a great refresher for CPR. |
| **Getting Linked, Staying Linked! (Linked-in that is) (n=5)** |
| I can't think of any improvements that need to be made. I liked how the presenter kept the attendees engaged and asked questions. |
| Make it 3 hours next time |
| more discussion |
| A lot of time was spent on rhetorical questions and general questions to the group with not enough time spent on the Linked-in platform. Perhaps a deeper dive into Linked-in would be more helpful. |
| It was perfect as is. |
| **Grading Variations & Assessments (n=3)** |
| Nothing wrong with the workshop, but I would have liked to see more people. Maybe this could be achieved by offering this workshop at a different time. It would have been great to hear more discussion from others. |
| Not sure |
| More of them. |
| **Helping Students Develop Motivation and Resilience (n=5)** |
| Nothing. It was great to hear from real students! |
| No attendees asked questions. To get them to engage, try asking them a few questions. |

| |
|---|
| Overall the workshop structure was good.  Maybe additional time for workshop, for participant feedback and/or questions to ask the students. |
| I can't think of anything. |
| The audio was cutting out on one of the panelists. Totally not her fault, but would have loved to hear everything and I might have missed a sentence or two.  Excellent workshop! |
| **Make It to the End of the Semester - Trivia Game (n=4)** |
| Absolutely nothing. It was great. |
| It was FUN and a learning experience. |
| This was a blast. |
| I wouldn't change a thing. |
| **Meet your Wild CHC Neighbors (n=1)** |
| It was fun with just me and Ruth, but having more people show up would be nice. |
| **Multilingual Learner Panel (n=7)** |
| Nothing I can think of. Loved that the questions for the panel were shown before the panel started. |
| I would like to know more about how instructors other than [Discipline] can support our ESL population, i.e. Biology, Chemistry Math, Computer Science, etc |
| The workshop was great as it. It would have been nice to have more members of our campus attend. |
| It would be great if it could be a little longer to go more in depth |
| more structured questions |
| No improvements needed. |
| Nothing |
| **Neurographic Art Therapy (n=6)** |
| Nothing.  Love her workshops.  I did the last one as well and really enjoyed them both. |
| Nothing. |
| Very good, no need for improvement. |
| None, just the perfect amount of time to be creative, relax and enjoy the session! |
| Provided a list of needed material prior to the workshop. |
| Perfect, as is. |
| **Student Success and Wellness (n=4)** |
| I thought is was perfect |
| It was perfect. |
| Next time having the mental health presenters available at the workshop.  I know they were not present but was advertised as if they were going to.  Maybe looking at a BIT member as a substitute in case the main presenter cannot be present. |
| Nothing....okay, maybe a bit longer. |

**Table 6 Ends**

Table 7 includes 51 open-ended responses on what future topics & activities attendees' would like to see offered for professional development. These are categorized by 13 workshops evaluated on April 12th In-Service day.

**Table 7. Open-Ended Responses on Future Topics/Activities**

| What future topics/activities would you like to see offered for professional development? (n=51) |
|---|
| **Canvas New Quizzes: Basics, Benefits, and What's New (n=2)** |
| Professional dev time for fac to be trained on how to use outcomes in New Quizzes. |
| Proctorio and Respondus. |
| **CurrIQunet Demonstration (n=8)** |
| CurrIQunet open labs. |
| similar topic. |
| Build an app! |
| How to embed equity and diversity and culturally relevant instruction goals into the course outline of record |
| Proper flossing = ). |
| More like this that help ease the overwhelming burden of systems faculty have to navigate. |
| More workshops on curriculum |
| More arts and crafts! |
| **Equity Work in the Classroom: The Case for Using Data and Reading Apprenticeship Strategies to Address Equity Gaps (n=3)** |
| How to get the class filled and required. How to have a more welcoming campus for everyone, not just some. |
| I did not attend -- as there were multiple awesome choices all at the same time in the schedule.  But, I'm very interested in the concrete outcomes and ideas from the Reading Apprenticeship program and research that we should be implementing across the curriculum.  Important topic! |
| online PD |
| **Examining Learning and the Student Experience: Outcomes Work in Action (n=10)** |
| Yes |
| duplicate workshops on different time slots, so that we can have more options with the schedule |
| "improve online development" |
| Using fillable documents.  Instructors being able to create and deploy fillable documents for students in classrooms. |
| More ways to engage with other faculty outside of my area. How to move up to management (Dean, VP, etc.). Resources to return to school for Ed.D, PhD, PsycD, etc. |
| advanced instruction on SAOs and SLOs as we get data and want to improve or try something different. |
| Possibly emotional support animals for students |
| "How to manage stress and Self-Help " |
| More discussion on this topic and training on how to use SLO in Canvas typing them up to assignments, assessments and quizzes. |
| Topics that focus on faculty/staff needs instead of administrative ones. |
| **Exploring the World of Woo Woo (n=3)** |
| Things like this is awesome |
| WE WANT PALM READING FROM [Name]! |
| The series of workshops on palm reading |
| **First-aid & CPR Certification Training (n=1)** |
| Mental first aid. |
| **Getting Linked, Staying Linked! (Linked-in that is) (n=3)** |
| More like this with career tools that we can offer and promote to our students. |
| SLO and Curriculum development |
| discuss how to help staff continue to improve personal linked in accounts |
| **Grading Variations & Assessments (n=2)** |
| No matter the topic, a conversational approach is always my preferred approach. |
| "Teaching experiences and how to handle them.  Grading, attendance, participation, excuses, flexibility...etc." |

| **Helping Students Develop Motivation and Resilience (n=4)** |
| --- |
| We should try having a similar forum/ workshop post pandemic, to learn and adjust to the needs of our students. It is important we continue to be student centered in all our service areas. |
| student/teacher communication |
| More student panels across different topics, literally meeting students where they are at! |
| We should have student panels on different topics at each in-service.  I would love to hear more from our veteran students, LGBTQ+ students, students with disabilities, students who are parents, adult learners, etc. |
| **Make It to the End of the Semester - Trivia Game (n=3)** |
| Anything fun. :-) |
| I'd love to see more focus on how to utilize tools in Canvas such as SLO being tied to specific assessments/quizzes, etc. |
| We should have more fun activities such as this that allow the employees to engage and connect to each other and laugh about our situations.  More fun! |
| **Multilingual Learner Panel (n=2)** |
| More like this, where students on the margins communicate their needs and concerns. |
| We should continue offering workshops that allow students to share their voices with the faculty/staff/management.  Maybe include some breakout sessions that allow a smaller environment to find out student needs. |
| **Neurographic Art Therapy (n=5)** |
| I love art and spiritual wellness workshops |
| something similar. |
| Yes, more arts and crafts! |
| More therapeutic techniques for employee stress relief and well-being. |
| "There were many workshops I would like to go to that were offered today, but I can't been in two or three places at once.  This is not a complaint -- the abundance of riches is awesome and allows for choice. I'd like to see the First Aid/CPR again.  And other emergency preparedness training.  I'd love to see a campus CERT. I want to learn about the Canvas New Quizzes.  And I wanted to go on the Sustainability walk, but the windy conditions tilted my decision to an indoor workshop." |
| **Student Success and Wellness (n=5)** |
| continued Collaboration with colleagues to improve student outcomes |
| More of the same anything to do with student success and well-being is wonderful |
| A workshop on helping students get to your services and others.  How to suggest EPOS/etc., counseling services, mental health, etc. |
| more time for program review work, policy manual updates, social media plans |
| Nothing I can think of at the moment |

**Table 7 Ends**


For questions, please contact Research Analyst Taichi Murata at [tmurata@craftonhills.edu](mailto:tmurata@craftonhills.edu).