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**Flex Day Workshop Evaluation Fall 2012 for Tom Brown's Morning Workshops:  
Pathways to Persistence: A Persistence Simulation and  
Diversity, Inclusivity, and Civility: Creating Unum from the Pluribus**

**Overview:** On October 23, 2012, Crafton Hills College faculty, staff, and administrators participated in two Flex Day workshops led by Tom Brown. The workshops were "Pathways to Persistence: A Persistence Simulation," from 9:00 AM to approximately 10:45 AM, and "Diversity, Inclusivity, and Civility: Creating Unum from the Pluribus," from 11:00 AM to 12:15 PM.

**Methodology:** Following the two morning workshops, 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?

A total of 53 CHC employees completed surveys.

**Sample:** As seen in Table 1, almost half of the respondents were classified or confidential staff (45%), while 21 percent were full-time faculty, 19 percent were managers or administrators, and 11 percent were part-time faculty. No other demographic data were collected.

**Table 1: Role at CHC.**

| Role at CHC                   | N  | %     |
|-------------------------------|----|-------|
| Classified/Confidential Staff | 24 | 45.3  |
| Full-Time Faculty             | 11 | 20.8  |
| Manager/Administrator         | 10 | 18.9  |
| Part-Time Faculty             | 6  | 11.3  |
| Unknown                       | 2  | 3.8   |
| Total                         | 53 | 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 (i.e., “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 = 3.74). In addition, almost all respondents agreed or strongly agreed that they would recommend the workshop to their co-workers and that the topic was relevant and timely (mean = 3.69). Respondents also agreed that the handouts and materials were useful (mean = 3.60) and that the information presented was useful for their personal and professional development (means = 3.58 and 3.56).

**Table 2: Satisfaction with Workshop.**

| <b>Please rate your level of agreement with the following statements:</b>                                  | <b>N</b> | <b>Min</b> | <b>Max</b> | <b>Mean</b> | <b>SD</b> |
|--|----------|------------|------------|-------------|-----------|
| The presenter’s knowledge of the subject was excellent.  | 53       | 3          | 4          | 3.89        | .32       |
| The presentation style and techniques used by the presenter were appropriate for the topic being presented | 53       | 3          | 4          | 3.74        | .45       |
| I would recommend this workshop to my co-workers   | 53       | 1          | 4          | 3.70        | .61       |
| The topic was relevant and timely  | 52       | 2          | 4          | 3.69        | .51       |
| The handouts and materials were useful   | 52       | 2          | 4          | 3.60        | .63       |
| The information presented was useful for my personal development   | 53       | 1          | 4          | 3.58        | .66       |
| The information presented was useful for my professional development                                       | 52       | 1          | 4          | 3.56        | .64       |

In the first open-ended question, participants were asked what they learned as a result of participating in the workshop. The following is a complete list of responses, divided into four groups: understanding and interacting with students, diversity, comments about the presenter or method of presentation, 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

### **Presenter/Method of Presentation**

- Tom Brown 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!
- Tom is a great presenter, very polished and interesting.
- Presentation style and information

### **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

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.

**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 (2 respondents)
- Something similar
- More from Tom Brown!
- Looking forward to the follow-up
- 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