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Research Briefs from Crafton Hills Office of Research and Planning

## **Professional Development Workshop Evaluation Fall 2009**

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**Overview:** In fall of 2009, Crafton Hills College (CHC) Administrators, Faculty, and Staff voluntarily participated in personal and professional growth opportunities intended to increase skills and enhance the lives of CHC employees. Events, trainings, workshops and other social activities were offered through the Professional Development Committee (PDC) and facilitated by committee members, CHC faculty, CHC classified staff, San Bernardino Community College District (SBCCD) personnel, and other outside contractors. Various days, times, locations, and durations were offered to encourage participation of and availability to all employees who wished to participate. The purpose of professional development workshops are to better serve students at CHC, improve job performance and interaction among CHC employees, and cultivate a sense of campus community. The purpose of this report is to disseminate findings of the sixty-one participants who completed this evaluation.

**Methodology:** At the beginning of each event, attendees were asked to write their name and email address on a sign-in sheet, and at the conclusion of each event, the attendees were asked to complete an evaluation. Although every participant was asked to sign-in and were given the opportunity to complete the questionnaire, they didn't necessarily choose to do so. There were eighty-six participants who signed-in, indicating a response rate of 71%. However, there is evidence to suggest that not all of the attendees signed in which is discussed in the sample section. The survey included eight questions using a five point Likert scale with choices ranging from *Strongly Agree* to *Strongly Disagree*. There were three open ended questions which asked the participants what they liked best about the workshop, suggestions for improvement of future events and ideas for additional presentations or activities. Finally, there were four demographic questions to ensure these activities draw a diverse group of participants. It is recommended that future professional development workshop sessions continue to be evaluated for further analysis. Table 1 includes the name of each activity and the number of surveys collected.

**Sample:** As seen in Table 1, there is a disconnect between the number of surveys collected and the number of participants who listed their names on the sign-in sheets. For instance, the Excel 2007 workshops produced thirteen surveys while sign-in sheets indicated only seven participants.

Table 1 Professional Development Activity:	Completed Survey	Signed-In
On Course	22	28
Excel 2007	13	7
Blackboard	8	15
Word 2007	8	13
Google	3	3
Budget 101	2	2
Datatel	2	8
Financial 2000	2	0
Windows 7	1	0
EduStream	0	1
Reading Group	0	9
<b>Total</b>	<b>61</b>	<b>86</b>

**Demographics:** Overall, the respondents were more likely female (67%), between the ages of 50 to 59 (28%), and Caucasian (73%). In addition, 71% of the respondents were faculty members, 43% were full-time and 28% were part-time faculty.

Table 2 Gender:	Male	Female	Total
	18	36	54
	33%	67%	100%

\*Seven respondents did not answer this question

Table 3 Age:	Under 30	30 - 39	40 - 49	50 - 59	60 +	Total
	1	10	14	15	13	53
	1%	20%	26%	28%	25%	100%

\*Eight respondents did not answer this question

Table 4 Ethnicity:	African American/Black (Non-Hispanic)	2	4%
	American Indian/Native Alaskan (Non-Hispanic)	1	1%
	Asian/Filipino/Pacific Islander (Non-Hispanic)	4	8%
	Caucasian/White (Non-Hispanic)	37	73%
	Hispanic/Latino (any/all races)	4	8%
	Other non-White/Multiracial	3	6%
	<b>Total</b>	<b>51</b>	<b>100%</b>

\*Ten respondents did not answer this question

Table 5 Job Classification:	Administrator/Manager/Supervisor	4	6%
	Classified Staff	14	23%
	Full-time Faculty	26	43%
	Substitute/Short-term hourly Classified Staff	0	0%
	Part-time Faculty	17	28%
	Student	0	0%
	<b>Total</b>	<b>61</b>	<b>100%</b>

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## Results

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**Findings:** Overall, the personal and professional workshops and presenters received positive feedback. Specifically, 92% of respondents *Agreed* or *Strongly Agreed* that they were satisfied with the presentation/activity, and 77% of respondents *Strongly Agreed* that the presenter(s) showed a broad knowledge of the subject. Conversely, 10% of the respondents would not choose to participate in the presentation/activity again. Finally, 8.2% of the respondents *Disagreed* or *Strongly Disagreed* that the information provided will be useful for personal development, while 84% *Agreed* or *Strongly Agreed* that they received information that will help them in their professional development.

Table 6	<i>Strongly Agree</i>		<i>Agree</i>		<i>Undecided</i>		<i>Disagree</i>		<i>Strongly Disagree</i>		Total
1. Overall, I am satisfied with today's presentation/activity	67.2%	41	24.6%	15	3.3%	2	1.6%	1	1.6%	1	60
2. This was a high quality presentation/activity.	70.5%	43	19.7%	12	4.9%	3	1.6%	1	1.6%	1	60
3. The presenter(s) showed a broad knowledge of the subject.	77.0%	47	16.4%	10	4.9%	3	1.6%	1	0.0%	0	61
4. I feel that this presentation/activity met my needs.	60.7%	37	24.6%	15	6.6%	4	4.9%	3	1.6%	1	60
5. The information I received from this presentation/activity will help me in my everyday work.	59.0%	36	24.6%	15	8.2%	5	6.6%	4	0.0%	0	60
6. The information provided will be highly useful for my <i>personal</i> development.	59.0%	36	23.0%	14	9.8%	6	1.6%	1	6.6%	4	61
7. I would recommend this presentation/activity to a friend or colleague.	70.5%	43	19.7%	12	4.9%	3	0.0%	0	4.9%	3	61
8. If I had to do it over, I would choose to participate in this presentation/activity again.	67.2%	41	19.7%	12	3.3%	2	4.9%	3	4.9%	3	61

**Open Ended Questions:** Collectively, there were a total of 84 comments provided by the respondents in reply to the three open ended questions. The comments, concerns, and suggestions provide feedback that may help to improve future CHC professional development opportunities. Although each participant had the opportunity to leave a completely unique answer, themes were identified and grouped

together in Tables 7, 8 and 9. Where appropriate the name of the specific activity the comment is referring to was included in italics.

Table 7 illustrates participant responses to the following question: “What did you like best about the presentation/activity?” Overall the respondents were pleased with the knowledge gained (21%), enjoyed the presentations (19%), specifically the presenter’s patience and willingness to help, and appreciated the ability to actively participate both individually or as part of a group (24%).

Table 7 What did you like best about this presentation/activity?	
Information Received (9)	Mostly geared towards social sciences ( <i>On-Course</i> )
Presenter (8)	No pressure for the right or wrong answer ( <i>On-Course</i> )
Hands on (6)	The jigsaw ( <i>On-Course</i> )
Group participation (4)	Learning what was available from Google (2)
Practical application (3)	Small number of people ( <i>Blackboard</i> )
Materials (3)	Personal attention ( <i>Blackboard</i> )
Location/free lunch (2) ( <i>On-Course</i> )	Really, all of it ( <i>Word</i> )

Common themes identified from the inquiry requesting suggestions for improvement of future events are illustrated in Table 8. The majority of suggestions for improvement, 37% (n=9) respectively, originated from the On Course workshop, while one hundred percent (n=2) of the evaluators felt the Datatel workshop could have used more preparation. There were nine proposals offered for improvement of the On Course workshop. As an illustration, one respondent suggested that the OnCourse workshops need to be directed towards other sciences.

Table 8 What suggestions would you make to improve this presentation/activity?	
No improvement needed (4)	Better organization, more time ( <i>Excel</i> )
Shorter (3) ( <i>On-Course</i> (2) ( <i>Word</i> (1)	Second series for working with formulas ( <i>Excel</i> )
Preparation (2) ( <i>Datatel</i> )	More of it! ( <i>On Course</i> )
More Time ( <i>Blackboard Orientation</i> )	Gear it towards other sciences ( <i>On Course</i> )
More info on access, maybe walk through ( <i>Budget</i> )	Have people return to their seats after group activities ( <i>On-Course</i> )
Room is very cold ( <i>Word</i> )	Packet, Page 17: Add descriptions of all activities ( <i>On Course</i> )
Earlier in the semester ( <i>Word</i> )	An on-course community of practice, to provide support for implementing ( <i>On Course</i> )
More breaks, maybe ( <i>Word</i> )	Would like more variety; we covered many during think pair share and repeated the same ones later ( <i>On Course</i> )
To go slower ( <i>Excel</i> )	The opening seemed a bit unprepared and slow. Start off with considerable more energy ( <i>On Course</i> )

Next, participants were asked to provide suggestions for future activities they would like to see offered through professional development. Table 9 illustrates the 18 suggestions. The most frequent suggestion was to offer discipline specific training.

Table 9 What other activities would you like to see offered through professional development?	
Discipline specific training (4)	Dealing with co-workers
Power Point (3)	Flex time where faculty can share successful ideas, instructional methods, and assignments (2)
Excel- different levels (2)	I would like to see: take a real professor, real course, real problems & brainstorm
More of the same (2)	More pedagogy related seminars! Anything that will help me become a more effective teacher!
Beer Garden!	Dealing with emotionally disturbed/challenged students/customers