



the Research & Planning Group
for California Community Colleges

Institutional Effectiveness Partnership Initiative (IEPI) Student Support (Re)defined in Action Workshops

Fall 2015

Participant Survey Summary

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www.rpgroup.org

Table of Contents

Table of Contents	2
Introduction	3
Reader's Guide	4
Methodology	4
Identifying Workshop Attendees	4
Workshop Location	4
Participants' Role and Area of Work at the College	5
Use of Institutional Effectiveness Indicators and Targets for Decision-Making and Improvement	6
Assessing Workshop Facilitation and Organization	7
Facilitators' Achievement of Workshop Objectives.....	7
Facilitator Quality.....	8
Workshop Coordination.....	9
Workshop Length.....	10
Utility of Workshop Content	11
Action Based on Workshop Learning.....	11
Informative Aspects of Workshop	12
Future Workshops	13
Recommended Changes to Workshop Content and Format.....	13
Additional Topics for Future IEPI Professional Development.....	14
Additional Comments	15
Conclusion	16
Appendix A: Original and Revised Survey Instruments	17

Introduction

The Institutional Effectiveness Partnership Initiative (IEPI) is a collaborative effort to advance the effectiveness of California Community Colleges, reduce accreditation sanctions and audit issues, and enhance our colleges' ability to serve students effectively.¹ A key component of this effort is providing evidenced-based professional development. As an initiative partner, the Research and Planning Group for California Community Colleges (RP Group) conducted a pair of workshops in spring 2015 on applying research-based support strategies to boost student success. These strategies drew specifically on findings from the Student Support (Re)defined study performed by the RP Group between 2012 and 2014. A report produced by the RP Group, *Student Support (Re)defined in Action Workshops Survey Summary, Spring 2015*, summarizing feedback surveys from participants at these workshops indicated that these workshops were useful in helping participants identify and apply new approaches and practices related to the six student success factors. Based on the positive participant feedback for these two sessions, seven additional workshops were offered in fall 2015 and this report summarizes feedback from the fall 2015 workshop participants.

The nationwide push to increase community college completions and California's own Student Success Act has many practitioners seeking the most effective ways to help students achieve their educational goals. Student Support (Re)defined aimed to understand how community colleges can feasibly deliver support both inside and outside the classroom to improve success for all students. The study identified six “success factors” based on what students reported they need to achieve their educational goals:

- **Directed:** Students have a goal and know how to achieve it
- **Focused:** Students stay on track—keeping their eyes on the prize
- **Nurtured:** Students feel somebody wants and helps them to succeed
- **Engaged:** Students actively participate in class and extracurricular activities
- **Connected:** Students feel like they are part of the college community
- **Valued:** Students' skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated

To help colleges understand these factors and other research findings and to support implementation of student success initiatives at their local campuses, the RP Group held seven “Student Support (Re)defined in Action” workshops at the following host colleges:

- Cañada College, September 4
- San Diego Mesa College, September 4
- San Bernardino Valley College, September 11

¹ <http://www3.canyons.edu/Offices/IEPI/about.html>

- Shasta College, September 11
- Allan Hancock College, October 30
- Clovis Community College (Herndon Campus), November 6
- Golden West College, December 4

Reader's Guide

This report provides results from an evaluation of the Student Support (Re)defined in Action workshops, collected by the RP Group through a participant feedback survey. The purpose of this report is to analyze the responses to the survey in order to guide the direction of future workshops. The RP Group designed this document for analysis of strengths and weaknesses identified by survey respondents in order to design additional workshops in the most effective manner. The report begins with a high-level summary of the evaluation methodology. It then steps readers through a synopsis and analysis of each question included in the survey by topic area, including a description of survey respondents, their feedback on workshop facilitation and organization, their input on the utility of workshop content, and ideas about future workshop delivery. We offer both narrative and visual summaries of the data. The report concludes with a statement of high-level takeaways from the survey results.

Methodology

The RP Group emailed workshop attendees from each of the seven locations an invitation to participate in an online survey approximately one week after attending the workshop via SurveyMonkey (see Appendix A for survey instrument). The first few survey items focused on identifying which workshop respondents attended, their role at their home institution, and other background information. The remaining items on the survey were designed to analyze the overall satisfaction of workshop attendees with a variety of factors, including general knowledge gained and logistics of the workshops themselves. The survey concludes with open-ended questions that allowed attendees to express their personal thoughts regarding the workshops. Since the RP Group collected feedback via SurveyMonkey, respondents were able to anonymously evaluate the workshop that they attended.

Identifying Workshop Attendees

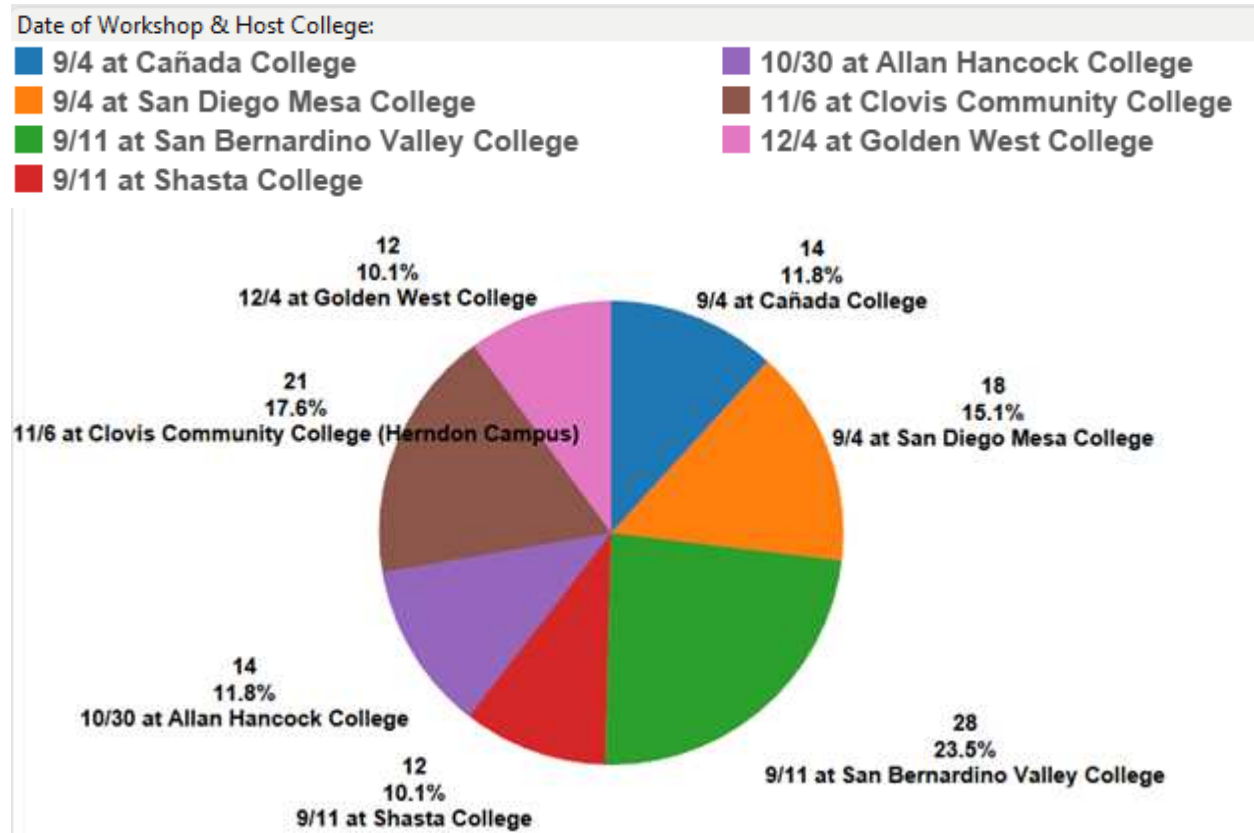
Workshop Location

The first survey item reports on which workshop the survey respondents attended. This question was the only one requiring an answer; the remaining survey items were optional.

Overall, 119 of the 679 participants (16.3%) who attended one of the seven Student Support (Re)defined in Action workshops completed a survey. Golden West and Allan Hancock Colleges were not initially scheduled to be part of the fall series of workshops, but were added at the colleges' administrators' request. The most survey respondents came from the workshop hosted at San Bernardino Valley College.

Chart 1 below presents the number and percentage of respondents from each of the workshop locations.

Chart 1. Number and Percentage of Survey Respondents by Workshop Location

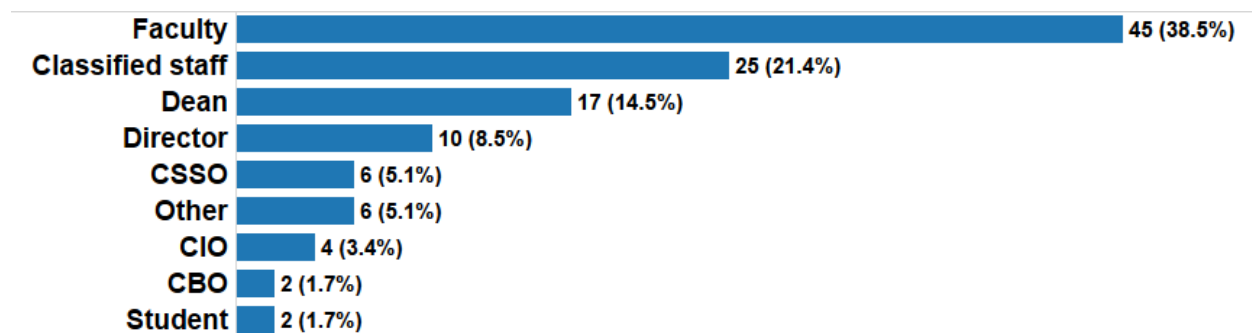


Participants' Role and Area of Work at the College

The second survey item determined what role each respondent plays at his or her local institution. "Faculty" made up the largest proportion of respondents followed by "Classified Staff."

Respondents who selected "Other" had the ability to self-report their roles; roles listed included: "Basic Skills Coordinator," "Counseling," "Administrator," "Associate Vice Chancellor," and "Division Chair." Chart 2 below shows the breakdown of workshop attendees who completed the survey by their role.

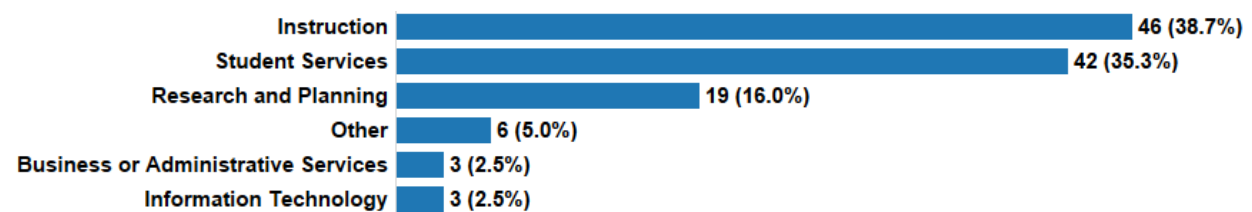
Chart 2. Survey Respondents by Role at the College



The third survey question allowed respondents to report on what area(s) of work they are involved in at their home college. The largest proportion of survey respondents indicated they are engaged in “Instruction” followed by “Student Services.”

Respondents who selected “Other” had the ability to self-report their areas of work; areas reported included: Campus Manager, Academic Learning Assistance, District Support Services, Academic Support-Learning Resources, Library, Tutoring, Distance Learning, Basic Skills, Professional Development, Articulation Officer, and Student Faculty Coordinator of Learning Center. Chart 3 below presents the number and percentage of survey respondents by their area of work.

Chart 3. Survey Respondents by Area of Work at the College



Use of Institutional Effectiveness Indicators and Targets for Decision-Making and Improvement

The survey then proceeded to ask survey respondents, “How often would you say you review institutional effectiveness indicators and their related targets within your organization (college, department, or team) to make decisions and improve your practice?” Responses overwhelmingly showed that survey respondents do review these indicators and targets at their colleges. The overall results are as follows:

- “My organization *regularly* reviews indicators and targets related to institutional effectiveness,” 85 respondents (71.4%)
- “My organization *sometimes* reviews indicators and targets related to institutional effectiveness,” 40 respondents (33.6%)

- “My organization *never* reviews indicators and targets related to institutional effectiveness,” 2 respondents (1.6%)

Table 1 below shows the results of this question broken out by workshop location. The October 30th workshop at Allan Hancock College had the lowest percentage reporting that they “regularly” review institutional effectiveness indicators (42.9%); yet, when combined with respondents from that workshop responding that they “sometimes” review indicators (50%), the percentage of positive responses more than doubled (92.9%). two respondents answered “never” and two left the question blank.

Table 1. Frequency of Reviewing Institutional Effectiveness Indicators and Targets by Workshop Location

Date of Workshop & Host College	1. My college REGULARLY reviews how we could better support students both inside and outside the classroom to ensure their success.	2. My college SOMETIMES reviews how we could better support students both inside and outside the classroom to ensure their success.	3. My college NEVER reviews how we could better support students both inside and outside the classroom to ensure their success.
9/4 at Cañada College	12 (85.7%)	2 (14.3%)	
9/4 at San Diego Mesa College	10 (55.6%)	7 (38.9%)	1 (5.6%)
9/11 at San Bernardino Valley College	19 (70.4%)	8 (29.6%)	
9/11 at Shasta College	9 (75.0%)	3 (25.0%)	
10/30 at Allan Hancock College	6 (42.9%)	7 (50.0%)	1 (7.1%)
11/6 at Clovis Community College	10 (47.6%)	11 (52.4%)	
12/4 at Golden West College	10 (90.9%)	1 (9.1%)	

Assessing Workshop Facilitation and Organization

Facilitators’ Achievement of Workshop Objectives

The survey then asked respondents, “Please assess how well the workshop facilitators met the key objectives.” Key workshop objectives included giving attendees the following outcomes, as stated on the survey:

1. I am able to provide examples of how Student Support (Re)defined is being applied at other colleges.
2. I am able to identify how my college is already applying one or more of the six success factors at their college.

3. I am able to identify one or more new ideas for applying the six success factors at my own college.
4. I am able to describe how Student Support (Re)defined connects to the Institutional Effectiveness Partnership Initiative indicator framework.
5. I now have connections with others working in my region to implement activities and strategies related to the Student Support (Re)defined research findings.

This question was only asked on a revised version of the survey, available at three workshops (Allan Hancock, Clovis, and Golden West). This question provided respondents with a set of seven statements related to the facilitator’s ability to meet the workshop’s key objectives. Respondents were directed to rate their level of agreement with each statement using a four-point Likert scale, with a “Not Applicable” option (1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor, and 5 = Not Applicable). To simplify the visualization of the responses, we report a single aggregated value for each of the objectives. This value is a percentage of the “Good” or “Excellent” responses for each of the workshop locations with responses of “Not Applicable” being discarded.

Of the 47 individuals that took the revised version of the survey, only one individual skipped this question. Without exception, all activities received a marked majority of positive responses, with the lowest positive response ratio (80%) coming from the attendees at the Golden West workshop in reference to the student panel. Table 2 below shows the percentage of respondents from each workshop who responded positively, with the areas receiving lower percentages of positive responses being lighter in color.

Table 2. Percentage of Survey Respondents Who Positively Rated Key Agenda Items and Activities

	10/30 at Allan Hancock	11/6 at Clovis Community College (Herndon Campus)	12/4 at Golden West College	Total
1. IEPI Overview and Connection to Student Support (Re)defined	92.9%	90.0%	90.0%	90.9%
2. What is Student Support (Re)defined?	100.0%	90.0%	90.0%	93.2%
3. Student panel	100.0%	84.2%	80.0%	88.4%
4. College implementation panel	100.0%	83.3%	100.0%	96.4%
5. Small group activity with a mix of other college partners	92.3%	83.3%	100.0%	92.6%
6. Action planning with your college team members	100.0%	100.0%	100.0%	100.0%
7. Final report out	100.0%	100.0%	100.0%	100.0%

Facilitator Quality

The next question asked survey respondents to assess facilitator quality in six areas: preparation, knowledge, communication, helpfulness, responsiveness to questions, and overall. Respondents were directed to rate their level of agreement with each statement using a four-point Likert scale

with a “Not Applicable” option (1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor, and 5 = Not Applicable). Again, to simplify the visualization of the responses, a single aggregated value is being reported. This value is a percentage of the number of “Good” or “Excellent” responses for each of the workshop locations, with responses of “Not Applicable” being discarded.

Of the 119 survey respondents, 10 skipped this question. The responses across all workshop locations and areas assessed were overwhelming positive. Only two reporting areas received a “Good/Excellent” ratio less than 90%, with 81.8% responding positively for “Preparation” at Golden West College, and 83.3% for “Helpfulness” at San Bernardino Valley College. Table 3 below shows the percentage of respondents from each workshop who responded positively, with the areas receiving lower percentages of positive responses being lighter in color.

Table 3. Percentage of Survey Respondents Who Positively Rated the Facilitator by Area

	9/4 at Cañada College	9/4 at San Diego Mesa College	9/11 at San Bernardino Valley College	9/11 at Shasta College	10/30 at Allan Hancock College	11/6 at Clovis Community College	12/4 at Golden West College	Total
a. Preparation	100.0%	100.0%	92.0%	100.0%	100.0%	100.0%	81.8%	96.3%
b. Knowledge	100.0%	100.0%	100.0%	100.0%	100.0%	94.4%	90.9%	98.2%
c. Communication	100.0%	100.0%	92.0%	100.0%	100.0%	94.1%	90.9%	96.3%
d. Helpfulness	100.0%	100.0%	83.3%	100.0%	100.0%	94.1%	100.0%	95.3%
e. Responsiveness to Questions	100.0%	100.0%	91.7%	100.0%	100.0%	93.3%	100.0%	97.1%
f. Overall	100.0%	100.0%	91.7%	100.0%	100.0%	93.3%	90.9%	96.2%

Workshop Coordination

The survey also explored respondents’ satisfaction with five different elements of the workshop including organization, materials pacing, room set-up, and refreshments. Respondents were directed to rate their level of agreement with each related statement using a four-point Likert scale, with a not “Not Applicable” option (1 = Excellent, 2 = Good, 3 = Fair, 4 = Poor, and 5 = Not Applicable). Again, to simplify the visualization of the responses, we report a single value. This value is a percentage of “Good” or “Excellent” responses for each of the workshop locations, with responses of “Not Applicable” being discarded.

Of the 119 survey respondents, 10 elected to skip this question. Again, the majority of responses were overwhelmingly positive; all responses from the Shasta College workshop were positive. Room set-up received the lowest overall rating (78.6%), with the lowest among these ratings at Golden West College (63.6%). It is worth noting here that this workshop was held in a very large open room with a raised stage at the front that created a physical separation between the presenters and panels and the audience. Table 4 displays the breakdown of the data by workshop, with the areas receiving lower percentages of positive responses being lighter in color.

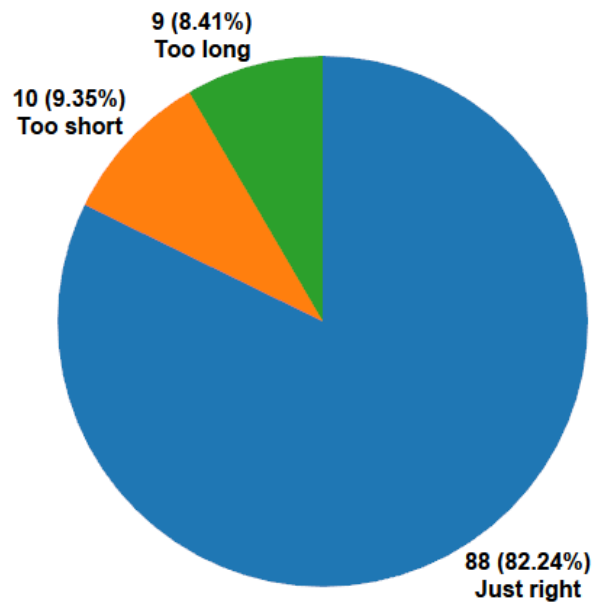
Table 4. Percentage of Respondents Who Rated Workshop Elements Positively

	9/4 at Cañada College	9/4 at San Diego Mesa College	9/11 at San Bernardino Valley College	9/11 at Shasta College	10/30 at Allan Hancock College	11/6 at Clovis Community College	12/4 at Golden West College	Total
a. Organization	100.0%	100.0%	87.5%	100.0%	100.0%	86.7%	90.9%	94.2%
b. Materials	84.6%	94.1%	83.3%	100.0%	100.0%	80.0%	81.8%	88.5%
c. Pacing	83.3%	88.2%	83.3%	100.0%	92.9%	73.3%	81.8%	85.4%
d. Room set-up	83.3%	76.5%	75.0%	100.0%	85.7%	73.3%	63.6%	78.6%
e. Refreshments	100.0%	88.2%	87.5%	100.0%	92.9%	86.7%	100.0%	92.2%

Workshop Length

The survey additionally asked respondents to rate the workshop’s length. There were 107 total responses to this question, with 12 (11.2%) of the respondents choosing to skip the question. Respondents overwhelmingly indicated that the length of the workshop was “just right” (n = 88, 82.2%), with 10 (9.3%) indicating it was “too short,” and nine (8.4%) reporting that the length was too long.

Chart 4. Satisfaction with Workshop Length

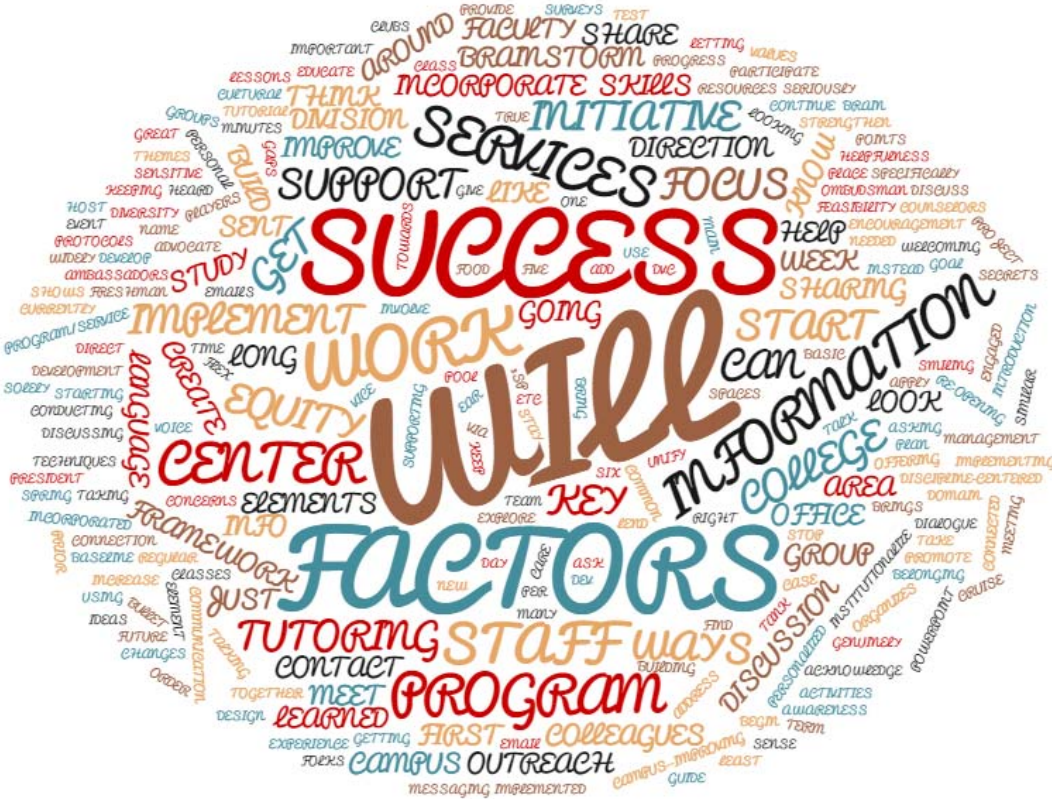


Utility of Workshop Content

Action Based on Workshop Learning

Seventy-one survey respondents answered a question asking them to describe one action they would take to support student success at their campus/district as a result of what they learned/heard at the workshop. Of those responses, there were two distinct actions reported; 36 (50%) indicated they would be sharing the content from the workshop with their colleagues, and 22 (30%) indicated they would be making improvements to student communication. Of respondents stating they would share this content, ten (14%) intended to pass it on to staff, 10 (14%) to faculty, and three (4%) to administration. Of the respondents who reported they intended to improve student communication, 10 (14%) said they would do so by putting new processes in place, and seven (10%) indicated they intended to improve their one-on-one personal interactions with students. Four (6%) respondents reported that they would be evaluating their practices to identify areas for improvement, and four (6%) reported that they would create focus groups to both identify areas for improvement and share content from this workshop. Figure 1 below offers a visual display of all responses to this question in the form of a “word cloud” where how frequently a word occurs in the survey responses corresponds to the size of the word in the cloud (i.e., the larger the size of the word, the more frequently the word was used by respondents in their answers).

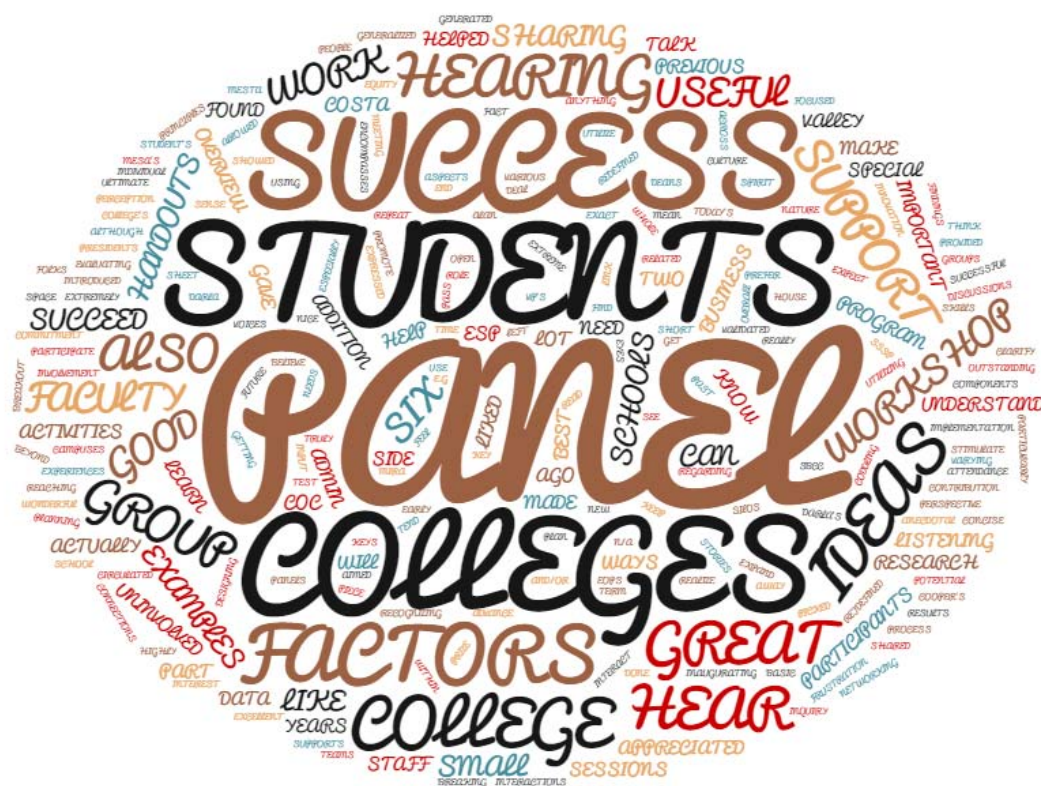
Figure 1. Word Cloud of Planned Action Based on Workshop Learning



Informative Aspects of Workshop

The survey also asked respondents to describe one aspect of the workshop that was particularly useful/informative. This item received 74 responses, 65 (88%) of which offered feedback on what about the workshop was particularly instructive and helpful, while the other nine contained comments such as “n/a”. Of these 65 responses, survey participants most commonly (n = 32, 43%) indicated they benefitted from the information shared by other colleges followed by the student panels (n = 26, 35%). Nine (12%) respondents indicated the presentation of the six success factor framework was informative. Figure 2 below presents a word cloud for all responses to this question where the larger the size of the word, the more frequently the word was used by respondents in their answers.

Figure 2. Word Cloud of Informative Aspects of Workshop

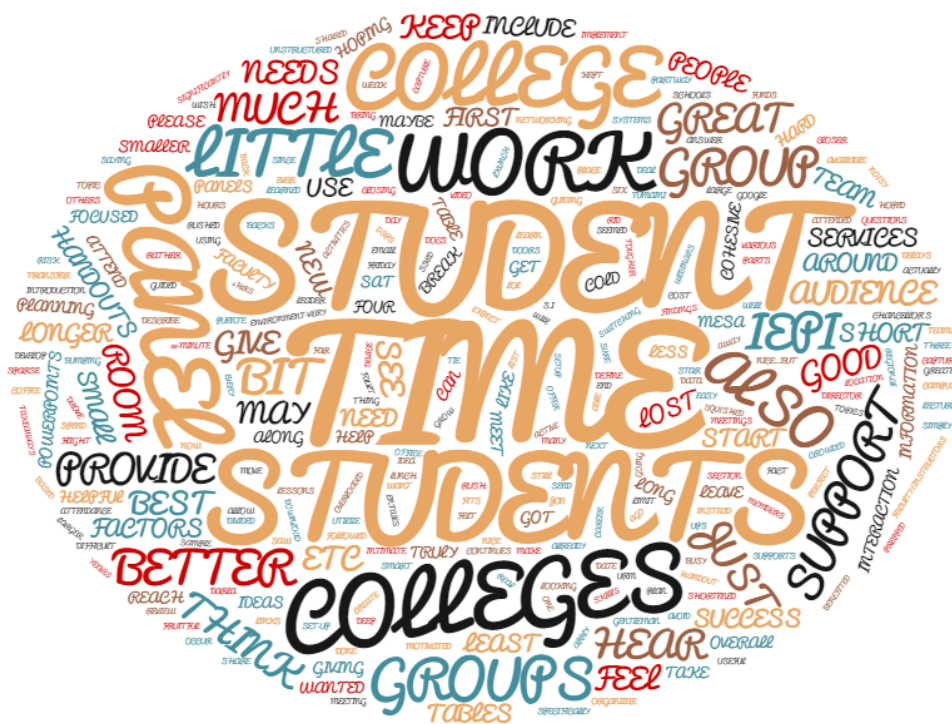


Future Workshops

Recommended Changes to Workshop Content and Format

The survey additionally asked respondents to offer suggestions for improvements to future workshops. While respondents offered a variety of ideas, three main areas for change emerged. Out of the 73 responses to this question, 18 (25%) said the content should be more directed to those attending the workshop. Of those 18, 12 (16%) responded that the content had been covered at a prior workshop; these individuals recommended spending less time on the higher-level framework of Student Support (Re)defined and more time presenting information related to implementation, including exchanging other colleges' experiences with the application of study results. Fourteen (19%) responded that they would like more group interaction time. Six (8%) said that there was a lot of new information, and they would like to have more detail about the higher-level framework and programs. Thirteen (18%) respondents commented on logistical items, with four of those responses indicating that the room and or table setup could have been modified to allow for better networking, three (4%) respondents expressed the desire to have more handouts and a way to capture and distribute work that was done during the workshop, and two (3%) people indicated the sound and microphone use was not optimal. Figure 3 below presents a word cloud for all responses to this question where the larger the size of the word, the more frequently the word was used by respondents in their answers.

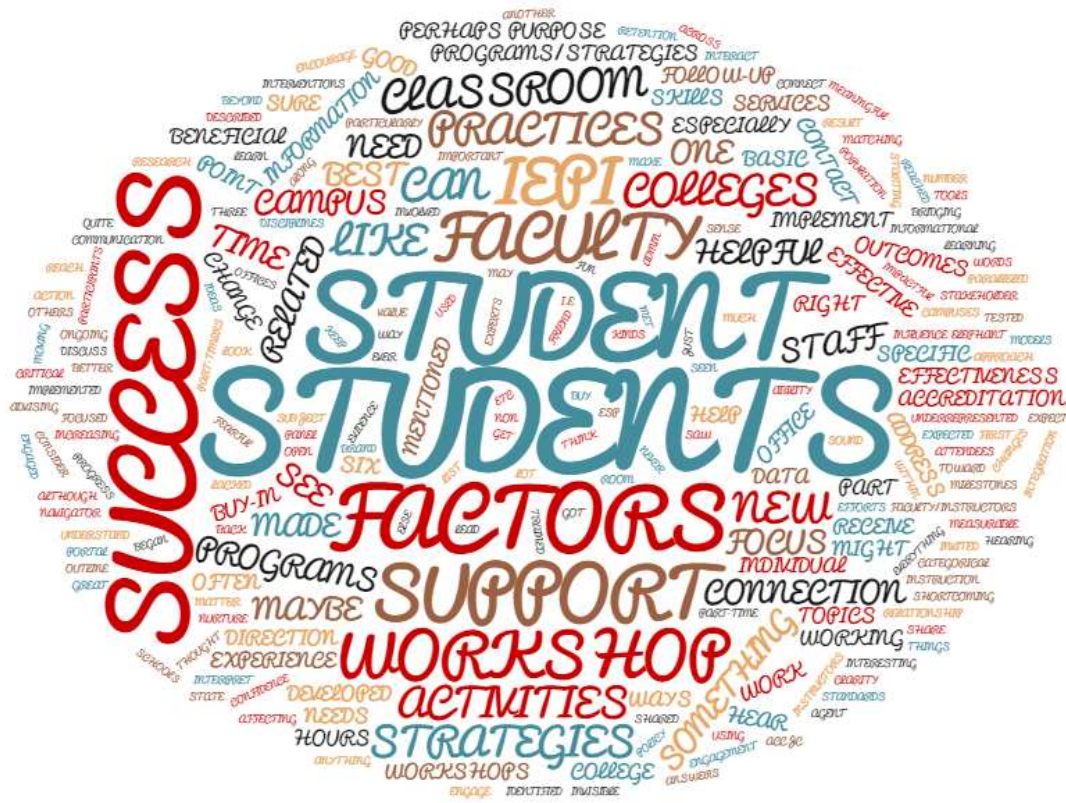
Figure 3. Word Cloud of Recommended Changes to Workshop Content and Format



Additional Topics for Future IEPI Professional Development

The survey solicited ideas from respondents about other topics to cover at future IEPI professional development workshops. While a wide variety of answers were given, four prevalent responses emerged. Out of the 45 responses to this question, 21 (47%) said that they want more information related to implementation strategies. Of those 21 respondents, 11 (24%) said that they would like to see specific strategies for addressing common problems, and 10 respondents (22%) indicated they would like to see the creation and distribution of best practices in support of implementing a campus framework for student support. Twelve respondents (27%) reported that they were not sure of any additional topics or responded with “none” or “n/a”. Seven respondents (16%) would like information on how to assess gaps in student support on their campus and/or how to assess the impact of support services. Three respondents (7%) indicated that they would like a one-year-later workshop or report from the attendants at their workshop. Figure 4 below presents a word cloud for all responses to this question where the larger the size of the word, the more frequently the word was used by respondents in their answers.

Figure 4. Word Cloud of Suggestions for Future IEPI Professional Development



Conclusion

Overall, respondents gave positive feedback regarding the fall Student Support (Re)defined in Action workshops, indicating that facilitators were able to meet the core outcomes, the workshop length was appropriate, and all logistic aspects were well planned and organized with the exception of room set-up at one workshop location. Sharing of information from other colleges and the student panels were shown to be particularly useful, while some respondents believed that the content of the workshop could have been more customized to workshop attendees and some of the content may have been covered in previous workshops.

Though the survey also showed that some participants would have liked more information related to implementation strategies, overall, the attendees thought that the workshops were very helpful and were a step in the right direction toward understanding and implementing research-based support strategies to boost student success.

Appendix A: Original and Revised Survey Instruments

IEPI Student Support (Re)defined in Action Fall 2015 Workshops

Thank you for your participation in the recent Institutional Effectiveness Partnership Initiative's (IEPI) Student Support (Re)defined in Action workshop. Receiving your feedback on your workshop experience is very important to the IEPI team. Please take 5-10 minutes to complete this anonymous survey. A summary of your feedback will be shared with the key IEPI partners to help them improve and strengthen future workshop content and activities.

Date of Workshop & Host College:

- 9/4 at San Diego Mesa College
- 9/4 at Cañada College
- 9/11 at Shasta College
- 9/11 at San Bernardino Valley College
- 10/30 at Allan Hancock College
- 11/6 at Clovis Community College (Herndon Campus)
- 12/4 at Golden West College

1) Please select the choice that best describes your role.

- Trustee
- CEO
- CIO
- CSSO
- CBO
- Faculty
- Classified staff
- Student
- Dean
- Director
- Other

Please specify other:

2) Please select the choice(s) that best describe(s) your area(s) of work.

- Instruction
- Student Services
- Research and Planning
- Information Technology
- Business or Administrative Services
- Other

Please specify other:

3) How often would you say your college assesses and reviews how to improve supports that could help to ensure your students' success?

- 1. My college regularly reviews how we could better support students both inside and outside the classroom to ensure their success.
- 2. My college sometimes reviews how we could better support students both inside and outside the classroom to ensure their success.
- 3. My college never reviews how we could better support students both inside and outside the classroom to ensure their success.

IEPI Student Support (Re)defined in Action Fall 2015 Workshops

4) Please assess how well the workshop facilitators met the key objectives.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable (NA)
1. I am able to provide examples of how Student Support (Re)defined is being applied at other colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am able to identify how my college is already applying one or more of the six success factors at their college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am able to identify one or more new ideas for applying the six success factors at my own college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am able to describe how Student Support (Re)defined connects to the Institutional Effectiveness Partnership Initiative indicator framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I now have connections with others working in my region to implement activities and strategies related to the Student Support (Re)defined research findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Please assess the quality of the facilitators in the following areas.

	Excellent	Good	Fair	Poor	Not applicable (N/A)
a. Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helpfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Responsiveness to Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Please assess the following elements related to the workshop.

	Excellent	Good	Fair	Poor	Not applicable (N/A)
a. Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Room set-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) The workshop length was...

- Too short
- Just right
- Too long

8) Please describe one action you will take to support student success at your campus/district as a result of what you learned / heard at this workshop?

9) Please describe one aspect of this workshop that was particularly useful / informative.

10) Please describe one change you would recommend to improve this workshop.

11) What additional topics should be covered as part of future IEPI professional development workshops?

12) Please share any additional comments or feedback.

Thank you for your participation in the recent Institutional Effectiveness Partnership Initiative's (IEPI) Student Support (Re)defined in Action workshop. Receiving your feedback on your workshop experience is very important to the IEPI team. Please take 5-10 minutes to complete this anonymous survey. A summary of your feedback will be shared with the key IEPI partners to help them improve and strengthen future workshop content and activities.

Date of Workshop & Host College:

- 10/30 at Allan Hancock College
- 11/6 at Clovis Community College (Herndon Campus)
- 12/4 at Golden West College

1) Please select the choice that best describes your role.

- Trustee
- CEO
- CIO
- CSSO
- CBO
- Faculty
- Classified staff
- Student
- Dean
- Director
- Other

Please specify other:

2) Please select the choice(s) that best describe(s) your area(s) of work.

- Instruction
- Student Services
- Research and Planning
- Information Technology
- Business or Administrative Services
- Other

Please specify other:

3) How often would you say your college assesses and reviews how to improve supports that could help to ensure your students' success?

- 1. My college regularly reviews how we could better support students both inside and outside the classroom to ensure their success.
- 2. My college sometimes reviews how we could better support students both inside and outside the classroom to ensure their success.
- 3. My college never reviews how we could better support students both inside and outside the classroom to ensure their success.

IEPI Student Support (Re)defined in Action Workshops Fall 2015 REV

4) Please assess the following activities of the Student Support (Re)defined in Action workshop.

	Excellent	Good	Poor	Fair	Not Applicable / No Opinion
1. IEPI Overview and Connection to Student Support (Re)defined	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. What is Student Support (Re)defined?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Student panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. College implementation panel	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Small group activity with a mix of other college partners	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Action planning with your college team members	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Final report out	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

5) Please assess how well the workshop facilitators met the key objectives.

	Strongly agree	Agree	Disagree	Strongly disagree	Not applicable (NA)
1. I am able to provide examples of how Student Support (Re)defined is being applied at other colleges.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am able to identify how my college is already applying one or more of the six success factors at their college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I am able to identify one or more new ideas for applying the six success factors at my own college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. I am able to describe how Student Support (Re)defined connects to the Institutional Effectiveness Partnership Initiative indicator framework.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. I now have connections with others working in my region to implement activities and strategies related to the Student Support (Re)defined research findings.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

6) Please assess the quality of the facilitators in the following areas.

	Excellent	Good	Fair	Poor	Not applicable (N/A)
a. Preparation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Knowledge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Helpfulness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Responsiveness to Questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Overall	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

7) Please assess the following elements related to the workshop.

	Excellent	Good	Fair	Poor	Not applicable (N/A)
a. Organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Pacing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Room set-up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Refreshments	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8) The workshop length was...

- Too short
- Just right
- Too long

9) Please describe one action you will take to support student success at your campus/district as a result of what you learned / heard at this workshop?

10) Please describe one aspect of this workshop that was particularly useful / informative.

11) Please describe one change you would recommend to improve this workshop.

12) What additional topics should be covered as part of future IEPI professional development workshops?

13) Please share any additional comments or feedback.

Research and Planning Group for California Community Colleges

The RP Group strengthens the ability of California community colleges to discover and undertake high-quality research, planning, and assessments that improve evidence-based decision-making, institutional effectiveness, and success for *all* students.

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