2008 Convocation/Flex Activities Report

Provided by the Institutional Research Department

CR 2008 Convocation/Flex Activities Executive Summary
Table of Contents

Appendices

CR 2008 Convocation/Flex Activities Executive Summary

Introduction:

The convocation survey was developed to assess CR faculty, staff, management and administration views regarding convocation/flex activities held from August 18, 2008 through August 22, 2008. The survey was also meant as a means to better understand convocation participants' views regarding their convocation activity choice(s) and the benefit(s) it provided. Demographic data was collected with an emphasis on understanding the distribution among the district, the position participants hold at CR and the number of years they have been employed. This survey information may assist in measuring the satisfaction and dissatisfaction of convocation activities and improving CR professional growth activities in the future.

Convocation was held at the Eureka campus site although other convocation activities were held through out the week in other parts of the district. The Del Norte and Mendocino campuses each had one day convocation activities that provided an overview of district changes and specialization issues for their individual campuses.

Convocation/Flex Activities Background:

College of the Redwoods encourages all faculty members, full-time and associate, to commit to lifelong learning. Part of how faculty members reach this goal is through their participation in the "Flexible Calendar Program," which allows CR to replace a specific number of instructional days per year with opportunities for faculty participation in professional-growth activities.

The flexible calendar is the result of an attempt to reform the college calendar without reducing the work year. Time that would have been spent in classroom instruction under the traditional 175-day calendar is devoted to professional development and improvement of instruction. Flex provides a way for the State to fund activities designed to improve the quality of performance at both the individual and the institutional levels.

Although the academic year has been shortened by five days, both full-time and associate faculty are paid as though they were teaching on those five days. Faculty members, therefore, have the obligation to engage in activities designed to achieve instructional improvement, staff improvement, or student improvement.

Each year faculty are asked to state their professional growth goals; then they participate in workshops, seminars, conferences, teleconferences, and other activities to meet those annual goals.

Methods:

The survey was constructed by Roxanne Metz from the Title III department. The survey was designed to ascertain which activities were attended, which activities were deemed most interesting and/or useful, and which activities were least interesting and/or

useful. In addition to these basic convocation questions, the survey provided a question to determine why CR faculty, staff, management and administration did not attend convocation/flex activities. The survey also included basic demographics and a section for participants to offer additional comments regarding convocation/flex activities.

The survey was administered district wide through a website called "Freeonlinesurveys". Lynsey Parker from the Institutional Research department transferred the hard copy survey into an electronic format. Roxanne Metz then sent out a district wide email to all College of the Redwoods employees. The email contained a letter explaining the surveys importance and intent with a link to the convocation survey through the "Freeonlinesurveys" site. The survey was administered from August 28, 2008 to September 11, 2008, providing College of the Redwoods employees two weeks to complete the survey.

The survey mode for the convocation survey was chosen for ease of use, transferability of data to SPSS (Statistical Package for the Social Sciences), cost, flexibility and reliability. Online surveys are simple to use and allow the respondent to provide data with the touch of a mouse and keyboard. Online surveys provide an effortless data transfer; the online survey site provides an Excel spreadsheet of all data which is easily imported into SPSS instantaneously. Paper surveys require data to be coded and entered by hand which takes time, money and employee resources; all of these issues are eliminated with an electronic survey. The cost of online surveys is minimal and saves time, paper and mailing expenses. Allowing respondents to fill out the survey when they have time displays the flexibility of the online survey. Finally the reliability of the online survey site ensures no duplicate surveys or manipulated data are entered which provides validity to the survey results.

Methods Discussion:

The survey was a non-probability sample of all College of the Redwoods employees. However, not all CR employees attended convocation and/or did not fill out a survey. At the time the survey was conducted College of the Redwoods had a district population of (N) 719 (non-work study) employees. The survey was administered district wide providing a sample of (N) 62 employees. There is no method to determine how many CR employees' attended or did not attend convocation/flex activities.

From these (N) numbers it is evident survey coverage error, sampling error and sample bias will affect survey results. Coverage error highlights areas in which the survey did not include certain elements of the population. The convocation sample did not reach many part time faculty, administration and management employees even though there numbers are smaller compared to full time faculty and staff. Retention and turnover of part time faculty is also a concern in relation to survey results. The over reporting of Eureka campus staff may also affect the survey results even though the main Eureka campus has the largest amount of employees. Sampling error denotes the information obtained from the sample may vary from the information provided from the whole population if it were surveyed. From the results of the convocation survey it is apparent sampling error exists since the sample only covered 8.62% of the district population. The response rate for the convocation survey is low compared to the standards of online surveys. An average acceptable response rate for online surveys is

approximately 30%-35%. However, it is unknown how many College of the Redwoods employees attended convocation/flex activities. In addition, due the subpopulations that did fill out surveys, a sample bias may occur due to the under coverage of certain employee subpopulations as noted previously. Due to the simplicity of the survey instrument, measurement error and the non-response rate were almost zero due to the high level of completion rates by respondents.

The 2007 convocation survey was administered utilizing the same methods for 2008. The sample from 2007 included a total of (N) 102 employees. The same method concerns that arose in the 2008 survey sample occurred in 2007. The 2007 convocation data is included in the results to compare the similarities and differences between the years.

Suggestions for Convocation and Convocation Survey:

- For next year's survey it is advisable to question respondents on their overall experience. This process was conducted in 2007 and provides a good overview of convocation as a whole.

- Next year it may be valuable to question participants which activities would be most useful to them and what times would work best for them prior to convocation. It appears so many did not attend due to time constraints and some felt the sessions were non-applicable to their jobs. These suggestions could be formatted into questions for the next convocation survey.

- It may be worthwhile to rework or delete the sessions that did not receive good attendance and/or comments from participants, such as the associate faculty welcome.

- It is recommended to find innovative means for survey promotion for convocation. More than 62 people attended convocation in 2008, but only 62 filled out surveys and 102 in 2007. Finding ways to improve convocation starts with data collection from respondents.

- It may be valuable to request speakers/session leaders fill out surveys on their session and/or experience as well as how many participants attended their session. This would be one more way to obtain data about convocation/flex effectiveness.

Results:

2008 Most Mentioned Activities

The main focus of the convocation survey was to ascertain what activities respondents attended and what benefits resulted from their experience. The activities that received the most number of mentions in 2008 are noted in Figure 1 (see top of page 7). Figure 1 indicates the five most mentioned convocation/flex activities. The All College Assembly was attended the most by 89% of the respondents. Not quite two

6

thirds (61%) of the respondents attended the Key Note Address and less than half (42%) attended the District/Department Meeting(s). Less than a quarter (24%) of respondents attended Other Breakout Sessions which included Blackboard Training, Building a Culture of Assessment and IR Data for CR. Developing a Successful E-Learning Program was also attended by less than a quarter (23%) of respondents.

2008 Convocation: Most Mentioned Activities

- All College Assembly
- Key Note Address
- Division/Department Meeting
- Other Breakout
- Developing E-Learning

89% 61% 42% 24% 23%

Figure 1

2007 Most Mentioned Activities

The activities that received the most number of mentions in 2007 are noted in Figure 2. Figure 2 (see below) shows the five most mentioned convocation/flex activities. The All College Assembly was attended the most by 84% of the respondents. Almost two thirds (65%) of the respondents attended the Key Note Address and exactly half (50%) attended the Division/Department Meeting(s). A little less than half (48%) attended both the Accreditation Update and the CRFO meeting.

Comparing the most mentioned activities from 2007 to 2008; three of the most mentioned activities are the same and include: the All College Assembly, the Keynote Address and the Division/Department Meeting(s). The percentage differences from comparing 2007 to 2008 varies from 4% to 8%.

2007 Convocation: Most Mentioned Activities

- All College Assembly
- Key Note Address
- Division/Department Meeting
- Accreditation Update
- CRFO Meeting

84% 65% 50% 48% 48%

Figure 2

7

2008 Least Mentioned Activities

The activities that received the least number of mentions in 2008 are noted in Figure 3 (see below). Figure 3 depicts the five activities that were the least mentioned by convocation participants. Of the respondents, 92% did not attend the Associate Faculty Welcome. Of the convocation participants, 89% did not attend the Employee Breakout which included Handling a Crisis in the Classroom, Mandated Reporter Training and New Employee Training. Following close behind was the CRFO Meeting and the Assessment Team Training with respondents not attending at proportions of 85% and 84%. More than three quarters (84%) did not attend the Program Review session.

2008 Convocation: Least Mentioned Activities

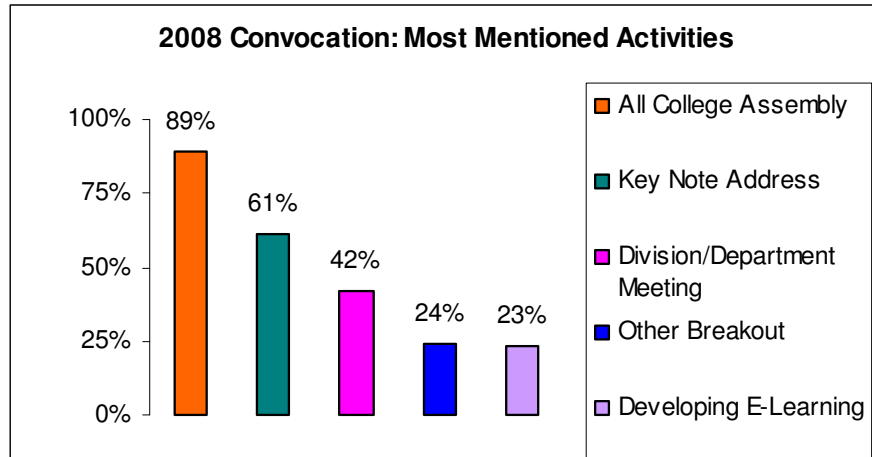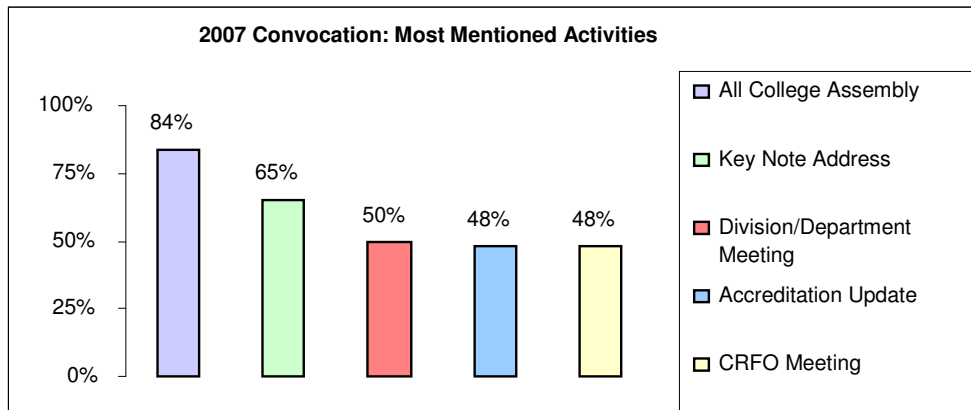| Activity	Percentage
Associate Faculty Welcome	92%
Employee Breakout	89%
CRFO Meeting	85%
Assessment Team Training	84%
Program Review	81%
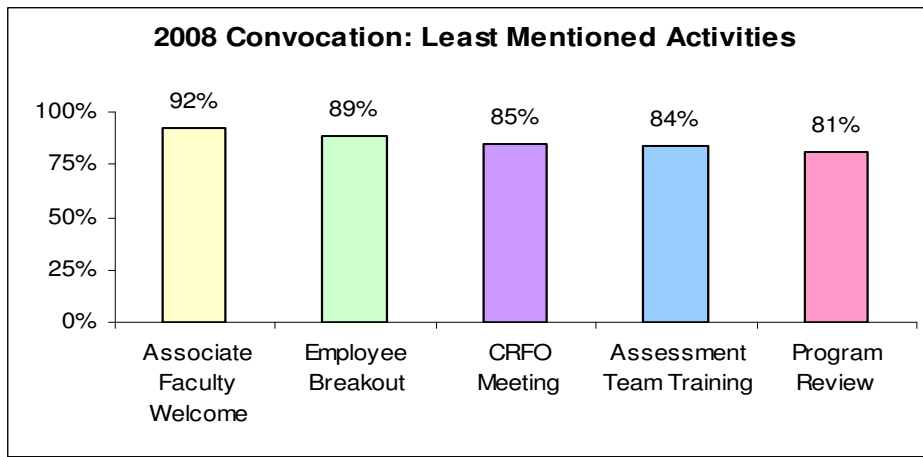
Figure 3

2007 Least Mentioned Activities

The activities that received the least number of mentions in 2007 are noted in Figure 4 (see top of page 9). Figure 4 notes the five least mentioned activities by convocation participants. The Scott Marcus Presentation was not attended by 91% of the respondents. The Associate Faculty Welcome was not attended by 83% of convocation participants. Just a little over two thirds, (67%) did not attend the IR/Title III session followed by two thirds (66%) not attending the Blackboard Enterprise session. A little more than half (58%) of convocation participants did not attend the Program Review session.

Comparing the least mentioned activities from 2007 to 2008, two of the activities were similar. Both years, in 2007 and 2008 more than three quarters (92% and 83%) of respondents did not attend the Associate Faculty Welcome. The percentage difference from comparing 2007 to 2008 varies by 9%. Again in both years more than half (81% in 2008 and 58% in 2007) of respondents did not attend the Program Review activity. The percentage difference from this comparison varies by 23%.
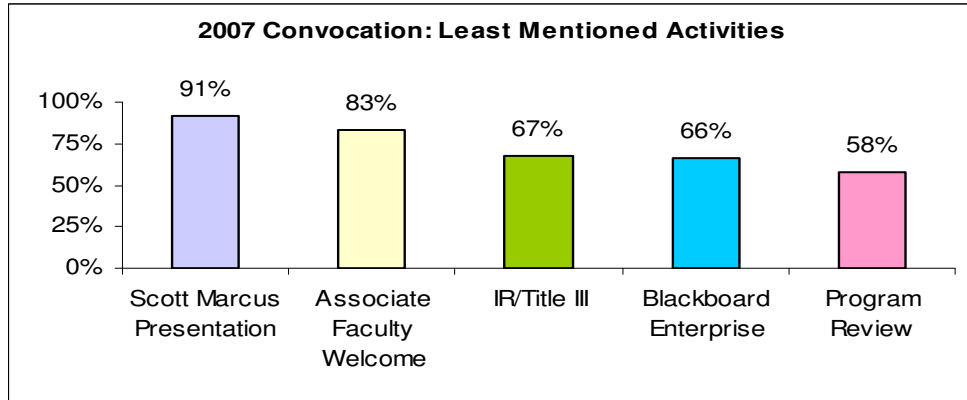
Figure 4

CR Employees Who Did Not Attend Convocation

Of the 62 employees who filled out surveys in 2008, 5% did not attend convocation/flex activities. Of the 102 employees who filled out surveys in 2007, 12% did not attend convocation/flex activities. Figure 5 (see below) shows the attendance differences from 2008 to 2007 with a percentage variance of 7%.

Figure 5

Why CR Employees Did Not Attend Convocation in 2008

Respondents who did not attend convocation were asked to provide a reason. The survey provided respondents with five selections, four close ended answers and one open ended answer. Participants were also allowed to designate more than reason.

However, survey data collected for why respondents did not participate is flawed. Only three of the sixty-two respondents noted they did not attend and those three only noted one reason for not attending; they were too busy. However a total of nineteen responses were indicated for why survey participants did not attend. This means other respondents answered this question even though they attended convocation.

Figure 6 (see top of page 10) depicts the imperfect data of why respondents did not attend convocation. Of the respondents 3% were not interested in convocation/flex activities and 16% were too busy to attend. . None of the respondents noted "too far" and/or "no requirement" as a reason for not attending convocation/flex activities.

9

Of the respondents 11% provided qualitative reasons for not attending convocation/flex activities not shown in Figure 6. Again, these respondents noted they were too busy to attend due to work constraints.

2008: Why Respondents Did Not Attend Sessions

	No Requirement	Too Far	Not Interested	Too Busy
	0%	0%	3%	16%
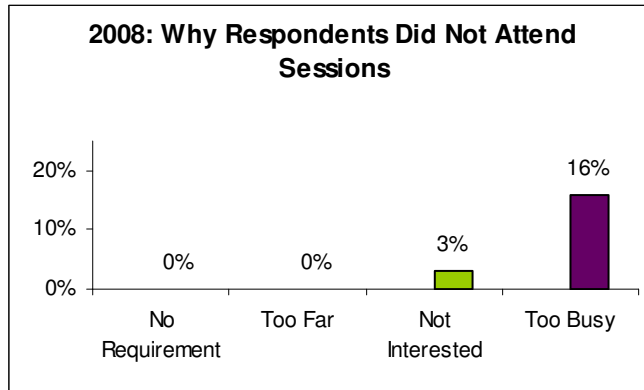
Figure 6

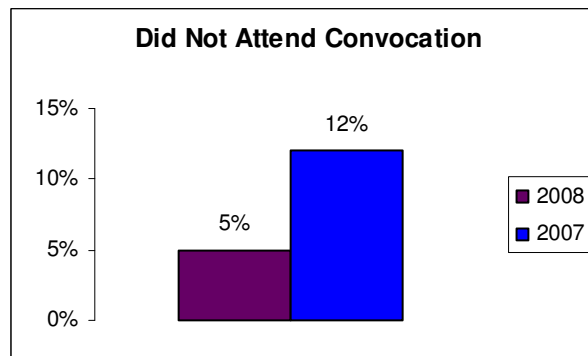## Why CR Employees Did Not Attend Convocation in 2007

Respondents who did not attend convocation were asked to provide a reason. The survey provided respondents with four close ended answers. Participants were also allowed to designate more than reason.

However, again, survey data collected for why respondents did not participate is flawed. Only twelve of one hundred and two respondents noted they did not attend. However a total of fourteen responses were indicated for why survey participants did not attend. This means other respondents answered this question even though they attended convocation.

Figure 7 (see below) displays the imperfect data of why respondents did not attend convocation. Of the respondents 13% were too busy to attend convocation/flex activities and 1% claimed it was too far to attend. None of the respondents noted "not interested" and/or "no requirement" as a reason for not attending convocation/flex activities.

2007: Why Respondents Did Not Attend Sessions

	No Requirement	Too Far	Not Interested	Too Busy
	0%	1%	0%	13%
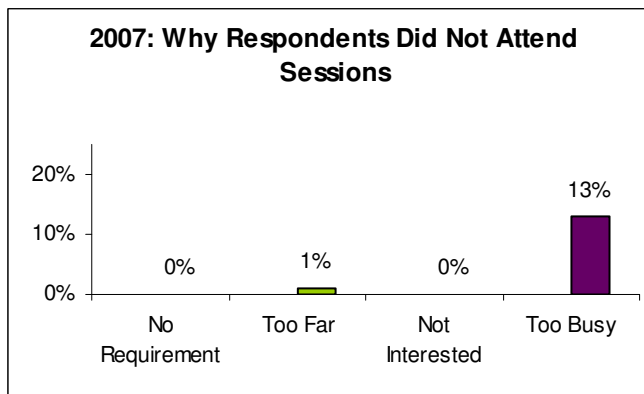
Figure 7

Comparing the reasons of why respondents did not attend convocation from 2007 to 2008 indicates one similar finding. The one comparable finding is most respondents were too busy to attend in both years. However there was an increase of employees being "not interested" in convocation activities from 2007 to 2008. No comparisons can be made regarding qualitative data since in 2007 this particular data was not collected.

2008 Campus Affiliation

Employees were asked to indicate which campus they worked for within the district. Figure 8 (see below) displays the percentage of convocation attendance broken down by campus affiliation. Well over three quarters (86%) of convocation participants work at the main Eureka campus and made up a majority of the survey. The remaining survey population was comprised of the Del Norte (3%) and Mendocino (11%) campuses. No surveys were collected from the Arcata, Klamath-Trinity and Eureka downtown campuses.

2008: Employment Location
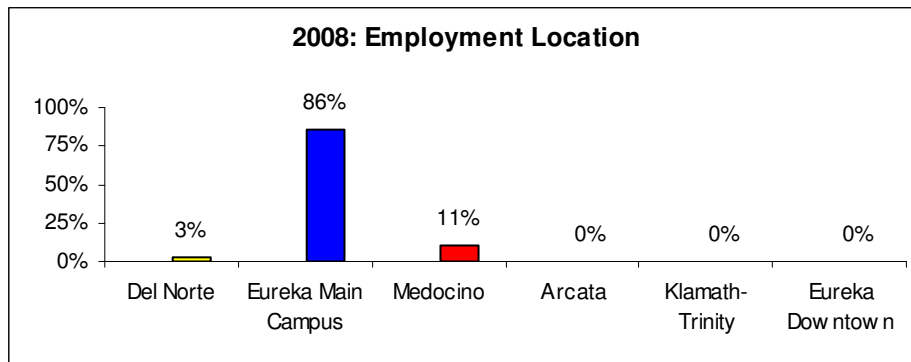
Figure 8

2007 Campus Affiliation

Employees were asked to identify which campus they worked for within the district. Figure 9 (see top of page 12) notes the percentage of convocation participants by campus. The Eureka main campus made up a majority (86%) of the survey participants. The campuses of Del Norte and Mendocino each made up 5% of the survey population. No surveys were gathered from the Arcata, Klamath-Trinity and Eureka downtown campuses.

Comparing the 2007 and 2008 convocation surveys, broken down by campus affiliation, it is apparent the survey populations are very similar. Exactly 86% of survey respondents were from the Eureka main campus in both years. Both Del Norte and Mendocino made up the remainder of survey participants in both years and no survey respondents were from the remaining campuses in the district which include Arcata, Klamath-Trinity and the Eureka down town site.

2007: Employment Location
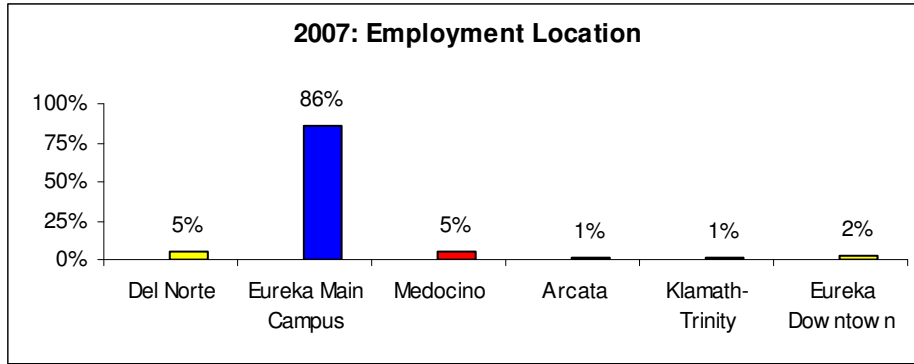
Figure 9

2008 Employee Position

     Employees were asked to provide the position they hold at College of the Redwoods. Figure 10 (see below) notes the proportions of respondents divided by employee classification. Of the employees, 45% were classified as staff employees and 44% were classified as full time faculty. These two classifications made up a majority (89%) of the survey. Management comprised 5% of the survey population and the remaining 6% of the survey population was divided equally among administration (3%) and part time faculty (3%).
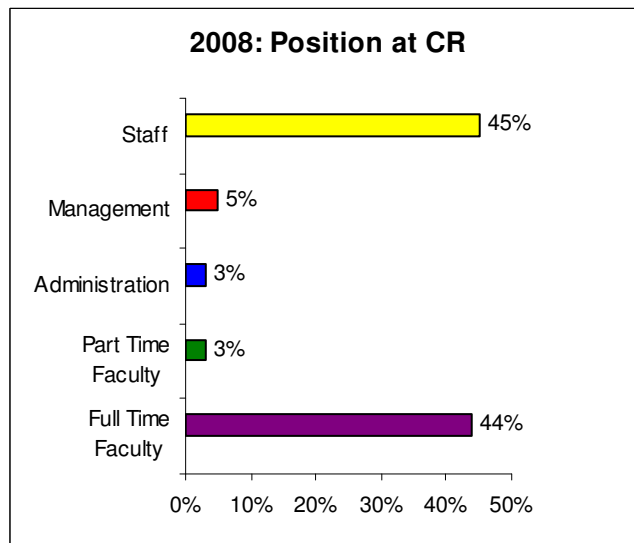
Figure 10

2007 Employee Position

     Employees were asked to provide their position at College of the Redwoods. Figure 11 (see top of page 13) illustrates the percentages of respondents broken down by employee classification. More than a third (40%) of the employees was classified as full time faculty. Less than a third (31%) of employees was categorized as staff. These two groups made up less then three quarters (71%) of the survey population. Management

made up 12% of the population followed by part time faculty (10%) and administration (8%).

2007: Position at CR

Position	Percentage
Staff	31%
Management	12%
Administration	8%
Part Time Faculty	10%
Full Time Faculty	40%
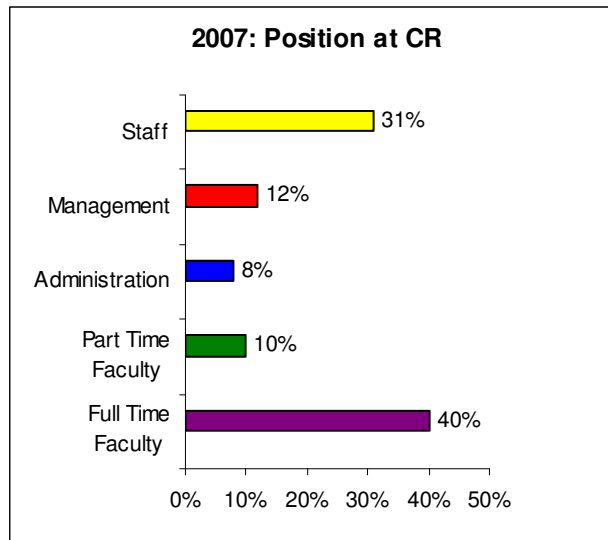
Figure 11

Comparing the 2007 and 2008 survey populations by position shows similar results. Full time faculty and staff made up the majority of survey respondents (71% in 2007 and 86% in 2008) with the remaining population consisting of management, part time faculty and administration. More full time faculty and staff filled out surveys this year than last year with equally less management, part time faculty and administration filling out surveys.

Years Employed at CR in 2008

Respondents were asked to provide the number of years they have worked for College of the Redwoods. Figure 12 (see top of page 14) displays the break down of the survey population by years of employment. Over half of respondents (51%) have been employed at College of the Redwoods for ten years or less. More than one third (34%) of respondents have worked at CR for sixteen or more years.

13

2008: Number of Years Employed at CR

Years	%
21+ Years	16%
16-20 Years	18%
11-15 Years	15%
6-10 Years	27%
0-5 Years	24%
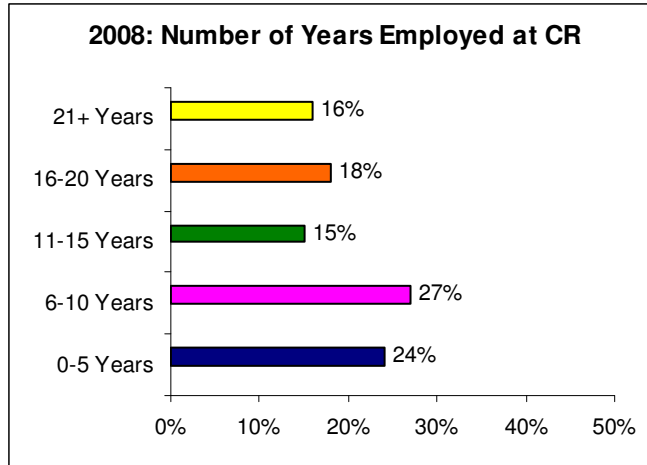
Figure 12

Years Employed at CR in 2007

Respondents were asked to provide the number of years they have worked for College of the Redwoods. Figure 13 (see below) displays the break down of the survey population by years of employment. Over half of respondents (58%) have been employed at College of the Redwoods for ten years or less. More than one quarter (28%) of respondents have worked at CR for sixteen or more years.

2007: Number of Years Employed at CR

Years	%
21+ Years	11%
16-20 Years	17%
11-15 Years	14%
6-10 Years	29%
0-5 Years	29%
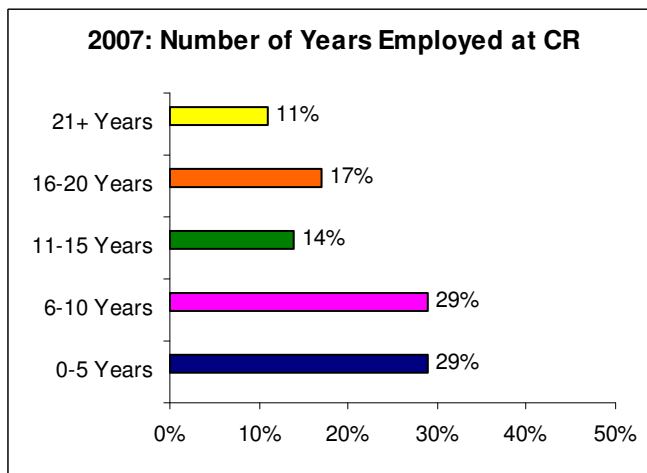
Figure 13

A comparison of 2007 and 2008 survey respondents by the number of years employed at CR shows similar results. In both years, more than half of respondents have been employed ten years or less. In both years, more than one quarter of the survey population had been employed sixteen or more years.

14

Summary of Frequency Distribution Results

All frequency distributions findings were noted in this report and are included in the appendices portion of this report.

*A comparison of 2007 and 2008 Convocation survey results was conducted to see if similar findings were reported. Many similar findings were produced from this process as noted in the results.

*There are no indicators to determine how many employees did and did not attend convocation in 2007 and 2008. However, 8.62% of the district filled out surveys in 2008.

*In both years the All College Assembly was the most mentioned activity by respondents followed by the Key Note Address.

*Over three quarters (77%) of respondents attended two or more activities during convocation in 2008

*The only two reasons noted quantitatively for not attending the convocation/flex activities were too busy and not interested in 2008. These findings were also very similar to the 2007 evaluation with respondents noting they were too busy or it was too far to attend.

*Most respondents were from the Eureka district followed by Mendocino and Del Norte in 2008. Again these numbers are very similar to the 2007 evaluation.

*Most respondents were either full time faculty or staff. Once more these numbers are very similar to the 2007 evaluation.

*More than half of respondents who attended the convocation/flex activities have been employed ten years or less. Yet again these numbers are very similar to the 2007 evaluation.

Crosstabulation Results

A crosstabulation describes the distribution of two or more variables simultaneously, thus analyzing the relationship between two or more variables. A majority of the crosstabulations were similar to the 2007 evaluations with a few exceptions. No statistically significant findings were produced and comparison crosstabulations of interest are noted below. All crosstabulation findings are noted in the appendices of this report.

*Fewer full time faculty and more staff attended the CRFO meeting in 2008 compared to 2007.

*Fewer staff attended the CRFO training in 2008 compared to 2007.

15

*Fewer full time faculty attended division and/or department meetings and program reviews in 2008 compared to 2007.

*None of the staff or management attended the assessment team training in 2008.

*Of the respondents who went to convocation, 93% attended the All College Assembly in 2008 and 96% in 2007.

Qualitative Summary:

Respondents were provided the opportunity to include additional information if they desired regarding convocation/flex activities. The following comments denote a summarized account of the comment respondents made. All qualitative findings are noted in the appendices portion of this report.

*Most respondents did not attend convocation due to other work constraints which reinforces the quantitative findings of being "too busy" to attend.

*The most interesting activities noted qualitatively by respondents were the all-college assembly, the assessment team training and program review. Respondents really enjoyed President Marsee's visions, goals and plans for CR. Respondents also provided great remarks to Trapp's assessment training, noting his session as helpful and informative. Respondents were also very interested in the program review session due to the relevance during this time of year. These findings vary from the quantitative findings since the assessment team training and the program review were not attended by more than three quarters (84% and 81%) of participants.

*The least interesting activities noted by respondents were the key note address, the e-learning session and the blackboard session. Many respondents did not enjoy the keynote speaker reading her speech and noted the video as non-supportive to her e-learning assertions. Respondents did not benefit from the e-learning session as well, noting the lack of inspiration and resources available; many felt they already possessed the information presented. Respondents did not gain insight from the blackboard training session as well, noting it was geared to faculty and not all convocation participants. These findings also vary from the quantitative findings. The key note address was the second most mentioned activity and the e-learning session and blackboard training were the fourth and fifth most mentioned activities.

*Other comments noted by respondents were the time constraints. Some respondents felt it is a bad time of year to hold workshops and sessions due to workloads.

*Others felt it was hard to pick and choose between sessions because many were occurring simultaneously.

*The final comments made were in regards to the faculty dominated sessions, in which some respondents noted not enough sessions devoted to staff or open ended to all participants. Lastly, some people were disappointed with the food, noting by the time they made it to the cafeteria the food was gone.

Concluding Remarks

As noted previously, varying comments were made regarding the quantitative and qualitative data. It is valuable to review both data sets when reviewing the results and/or making decisions for next year's convocation and convocation survey.

It is yet to be determined the affect flex credit (hours earned by faculty) may have on convocation participation. For example, it may be possible that some faculty only attended the All College Assembly because they received flex credit for attending the event. An examination of flex hours reported for convocation weighted against the activities faculty attended would have to be conducted.

Appendix 1

Frequency Distributions:

Respondents were asked to identify which convocation/flex activities they attended.
Their responses were noted in a simple yes or no format.

All college assembly

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	55	88.7	88.7	88.7
	no	7	11.3	11.3	100.0
	Total	62	100.0	100.0	

Assessment team training

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	16.1	16.1	16.1
	no	52	83.9	83.9	100.0
	Total	62	100.0	100.0	

Associate faculty welcome

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	5	8.1	8.1	8.1
	no	57	91.9	91.9	100.0
	Total	62	100.0	100.0	

Branch campus convocation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	14.5	14.5	14.5
	no	53	85.5	85.5	100.0
	Total	62	100.0	100.0	

CRFO meeting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	9	14.5	14.5	14.5
	no	53	85.5	85.5	100.0
	Total	62	100.0	100.0	

Developing a E-learning program

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	14	22.6	22.6	22.6
	no	48	77.4	77.4	100.0
	Total	62	100.0	100.0	

Division and/or department meeting

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	26	41.9	41.9	41.9
	no	36	58.1	58.1	100.0
	Total	62	100.0	100.0	

Employee breakout (Handling a crisis in the classroom, Mandated Reporter Training, New Employee Training)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	7	11.3	11.3	11.3
	no	55	88.7	88.7	100.0
	Total	62	100.0	100.0	

Keynote address

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	38	61.3	61.3	61.3
	no	24	38.7	38.7	100.0
	Total	62	100.0	100.0	

Program review

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	12	19.4	19.4	19.4
	no	50	80.6	80.6	100.0
	Total	62	100.0	100.0	

Other breakout (Blackboard training, Building a culture of assessment, IR data for CR)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	15	24.2	24.2	24.2
	no	47	75.8	75.8	100.0
	Total	62	100.0	100.0	

A few respondents did not attend the convocation/flex activities but filled out a survey. Respondents were asked to identify why they did not attend.

Attended no sessions

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	3	4.8	4.8	4.8
	no	59	95.2	95.2	100.0
	Total	62	100.0	100.0	

No requirement to attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	62	100.0	100.0	100.0

Too far to attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	no	62	100.0	100.0	100.0

Not interested to attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	2	3.2	3.2	3.2
	no	60	96.8	96.8	100.0
	Total	62	100.0	100.0	

Too busy to attend

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	yes	10	16.1	16.1	16.1
	no	52	83.9	83.9	100.0
	Total	62	100.0	100.0	

Respondents were also asked to provide basic demographic information.

District affiliation

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Del Norte	2	3.2	3.2	3.2
	Eureka/district overall	53	85.5	85.5	88.7
	Mendocino campus	7	11.3	11.3	100.0
	Total	62	100.0	100.0	

Note: No one responded from the Arcata, Klamath-Trinity or Eureka Downtown Instructional Site

Position at CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	full time faculty	27	43.5	43.5	43.5
	part time faculty	2	3.2	3.2	46.8
	administration	2	3.2	3.2	50.0
	management	3	4.8	4.8	54.8
	staff	28	45.2	45.2	100.0
	Total	62	100.0	100.0	

Years employed at CR

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0-5 years	15	24.2	24.2	24.2
	6-10 years	17	27.4	27.4	51.6
	11-15 years	9	14.5	14.5	66.1
	16-20 years	11	17.7	17.7	83.9
	21 + years	10	16.1	16.1	100.0
	Total	62	100.0	100.0	

Appendix 2

Crosstabulations:

An analysis was performed on respondents' positions at CR and the convocation/flex activities they attended. An analysis of the respondents' positions at CR and who did not attend and why was also completed. Included is an analysis regarding respondents' positions measured by their district location and number of years at CR.

All college assembly * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
all college assembly	yes	Count	27	2	2	3	21	55
		% within position at CR	100.0%	100.0%	100.0%	100.0%	75.0%	88.7%
	no	Count	0	0	0	0	7	7
		% within position at CR	.0%	.0%	.0%	.0%	25.0%	11.3%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Assessment team training * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
assessment team training	yes	Count	8	1	1	0	0	10
		% within position at CR	29.6%	50.0%	50.0%	.0%	.0%	16.1%
	no	Count	19	1	1	3	28	52
		% within position at CR	70.4%	50.0%	50.0%	100.0%	100.0%	83.9%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Associate faculty welcome * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
associate faculty welcome	yes	Count	3	0	0	0	2	5
		% within position at CR	11.1%	.0%	.0%	.0%	7.1%	8.1%
	no	Count	24	2	2	3	26	57
		% within position at CR	88.9%	100.0%	100.0%	100.0%	92.9%	91.9%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Branch campus convocation * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
branch campus convocation	yes	Count	4	0	1	0	4	9
		% within position at CR	14.8%	.0%	50.0%	.0%	14.3%	14.5%
	no	Count	23	2	1	3	24	53
		% within position at CR	85.2%	100.0%	50.0%	100.0%	85.7%	85.5%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

CRFO meeting * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
crfo meeting	yes	Count	8	1	0	0	0	9
		% within position at CR	29.6%	50.0%	.0%	.0%	.0%	14.5%
	no	Count	19	1	2	3	28	53
		% within position at CR	70.4%	50.0%	100.0%	100.0%	100.0%	85.5%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Developing E-Learning program * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
developing E-learning program	yes	Count	8	1	2	1	2	14
		% within position at CR	29.6%	50.0%	100.0%	33.3%	7.1%	22.6%
	no	Count	19	1	0	2	26	48
		% within position at CR	70.4%	50.0%	.0%	66.7%	92.9%	77.4%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Division department meeting * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
division department meeting	yes	Count	21	0	1	1	3	26
		% within position at CR	77.8%	.0%	50.0%	33.3%	10.7%	41.9%
	no	Count	6	2	1	2	25	36
		% within position at CR	22.2%	100.0%	50.0%	66.7%	89.3%	58.1%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Employee breakout (Handling a crisis in the classroom, Mandated Reporter Training, New Employee Training)* position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
employee breakout	yes	Count	4	0	0	1	2	7
		% within position at CR	14.8%	.0%	.0%	33.3%	7.1%	11.3%
	no	Count	23	2	2	2	26	55
		% within position at CR	85.2%	100.0%	100.0%	66.7%	92.9%	88.7%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Keynote address * position at CR Crosstabulation

			position at CR				Total
			full time faculty	part time faculty	management	staff	
keynote address	no	Count	5	1	1	17	24
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Count	5	1	1	17	24
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%

Program review * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
program review	yes	Count	12	0	0	0	0	12
		% within position at CR	44.4%	.0%	.0%	.0%	.0%	19.4%
	no	Count	15	2	2	3	28	50
		% within position at CR	55.6%	100.0%	100.0%	100.0%	100.0%	80.6%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Other breakout (Blackboard training, Building a culture of assessment, IR data for CR) * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
other breakout	no	Count	17	1	2	3	24	47
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Count	17	1	2	3	24	47
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Attended no sessions * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
attended no sessions	yes	Count	0	0	0	0	3	3
		% within position at CR	.0%	.0%	.0%	.0%	10.7%	4.8%
	no	Count	27	2	2	3	25	59
		% within position at CR	100.0%	100.0%	100.0%	100.0%	89.3%	95.2%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

No requirement to attend * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
no requirement to attend	no	Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Too far to attend * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
too far to attend	no	Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Not interested to attend * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
not interested to attend	yes	Count	2	0	0	0	0	2
		% within position at CR	7.4%	.0%	.0%	.0%	.0%	3.2%
	no	Count	25	2	2	3	28	60
		% within position at CR	92.6%	100.0%	100.0%	100.0%	100.0%	96.8%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Too busy to attend * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
too busy to attend	yes	Count	2	0	0	1	7	10
		% within position at CR	7.4%	.0%	.0%	33.3%	25.0%	16.1%
	no	Count	25	2	2	2	21	52
		% within position at CR	92.6%	100.0%	100.0%	66.7%	75.0%	83.9%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

District affiliation * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
district affiliation	Del Norte	Count	1	0	1	0	0	2
		% within position at CR	3.7%	.0%	50.0%	.0%	.0%	3.2%
	Eureka/district overall	Count	23	2	1	3	24	53
		% within position at CR	85.2%	100.0%	50.0%	100.0%	85.7%	85.5%
	Mendocino campus	Count	3	0	0	0	4	7
		% within position at CR	11.1%	.0%	.0%	.0%	14.3%	11.3%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Note: No one responded from the Arcata, Klamath-Trinity or Eureka Downtown Instructional Site

Years employed at CR * position at CR Crosstabulation

			position at CR					Total
			full time faculty	part time faculty	administration	management	staff	
years employed at CR	0-5 years	Count	2	2	1	1	9	15
		% within position at CR	7.4%	100.0%	50.0%	33.3%	32.1%	24.2%
	6-10 years	Count	8	0	0	1	8	17
		% within position at CR	29.6%	.0%	.0%	33.3%	28.6%	27.4%
	11-15 years	Count	6	0	0	0	3	9
		% within position at CR	22.2%	.0%	.0%	.0%	10.7%	14.5%
	16-20 years	Count	5	0	1	1	4	11
		% within position at CR	18.5%	.0%	50.0%	33.3%	14.3%	17.7%
	21 + years	Count	6	0	0	0	4	10
		% within position at CR	22.2%	.0%	.0%	.0%	14.3%	16.1%
Total		Count	27	2	2	3	28	62
		% within position at CR	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

Appendix 3

Qualitative Convocation/Flex Survey Data

If you did not participate in any of the convocation or flex activities listed above, why didn't you participate?

 - Student enrollment

- Mendocino Campus had Different Agenda

- Closing books in accounting deadline

- registering students

- I wanted to go, but circumstances required me to fill another position besides my own, that day, so I was not able to go to the All College Assembly as I had hoped.

- Sessions did not apply to my job directly

- convocation takes place at a time when MANY classified employees are enrolling students, advising students, taking student payments, giving web advisor support students and cannot break away from their departments.

Thinking about all the convocation activities you participated in, what was most interesting or useful? (Please specify the session or activity and why it was interesting/useful)

 - E-learning

- The "All College Assembly" was the most interesting because it brought me up-to-date on the progress of the College concerning Accreditation and Bond Measure building/construction.

- Networking, knowing who else was on campus and what they were doing. Also, I liked hearing a clear report on what the visions and priorities of the college are

- I found it all useful and helpful. I was impressed & grateful that Dr. Marsee & Dr. Snow-Flamer came down to the Mendo campus. In hindsight the letter from Dr. Marsee dated 8/12/08 that was sent as his welcome to us all and his update on his first 30 days. Just arrived at Mendocino this past Friday, 8/29/08. Having the letter BEFORE convocation would have helped the presentations here.

- The assessment training with Fred Trapp was great! The English department's long meetings before each semester are always useful. Dr. Marsee's presentation of his

proposed reorganization was certainly of great interest. Since I was one of the co-presenters of the Assessment break-out, I cannot really judge that one, but those who attended seemed engaged.

- Jeff's address. It was the first chance for many of us to hear his vision for the college and to see his enthusiasm. The program review session was also helpful, as we're continually working on program reviews now.

- I found the keynote address as being very informative and interesting. Being of the older generation I am not as familiar with this type of education, but I do receive some complaints of students and now I can give them more supportive answers in regards to on line classes.

- The all-college assembly, the program review session, the division meeting and the blackboard training

- Division Meeting

- Division Dept meetings

-Program Review Breakout

-Assessment Training

- New Program Development: Thinking outside the Box Jeff Marsee. One thing as a non teaching person I observed. Was that the district does not do a very good job of letting the associate faculty know what the in and outs of their job is or their responsibilities, or how to communicate with the district or other faculty.

- President Marsee's presentation was exciting, and his ideas demonstrated a desire to help C/R Grow. The Q&A session showed we have work to do to build community here on campus.

- the keynote address, only because it gives us a hint on what the new Pres. wants also the session on online teaching

- Assessment team and program review training

- annual program review. Because it's due on 9/22!

- President's speech was inspiring.

-Associate orientation was informative.

- "Developing a Successful e-Learning Program" most useful given the college's push to expand this area.

- The general assembly with Dr. Marsee was the most informative and relative. It was great to get a sense of his short and long term goals with the school.

- President Marsee's speech

- They were all helpful and interesting. I was most impressed with the distance education presentations.

- Trappe's session was informative and well worth the time.

- Fred Trapp's session was very helpful in planning assessment for our department. I was interested to hear how our new president conceived of his relationship to the faculty.

- All college assembly is the only time we see almost everybody in one place. It's great. The e-learning breakout session was actually pretty boring, and a prime example of the problems of technology "enhanced" presentations: the presenter stared at her screen, and read the text out to us. I can read just fine, and can also read while listening to supplemental information. One good thing- she really was open to the questions and discussions. Also the keynote speech answered the question, "why design..." but she didn't really provide any supportive evidence that e-learning would in fact provide those things students say they want. Much of the student testimony in the video I see happening in my own and my colleague's F2F classrooms! and NOT happening in Blackboard! I hope this is just the beginning of the discussion.

- I enjoyed the Keynote address because it proposed a direction to keep CR growing by offering services to a potentially new client base.

- Welcome address from Jeff Marsee.

- Handling a crisis in the classroom: We seem to have a large population of special needs students who make have problems adjusting to the college atmosphere. Stuart gave an excellent presentation on dealing with various scenarios for students with chronic challenges. In addition, he presented great information about handling acute crises. Faculty can use the services too.

- All-college assembly: It was interesting to hear the president's ideas and vision. I like seeing people from across the district that I often only see once a year at Convocation. The key-note address was somewhat interesting but poorly presented since the speaker just read from her script.

- President's address for setting tone and goals- Always enjoy the Convocation assembly. Appreciated hearing the President speak about his vision for the college.

- CRFO

- The all college assembly is important to set the tone for the coming year and to emphasize where we need to put our concentration.

- Friday's sessions at CRDN; most interesting because it was most relevant to instruction at CRDN

- Blackboard/to see what the students are using.

- Blackboard training was very insightful, several hours of this kind of systems training (Datatel, WebAdvisor, Outlook, etc.) every semester would be very useful to staff and faculty

- There were two sessions I found equally interesting/useful. The Assessment Team training gave me lots of new information and a process for conducting useful/valid/reliable assessments. This will help with my program reviews.
The "Developing a successful e-Learning Program" breakout session was also valuable since I'm teaching an online class this semester and overall organization and processes are interesting to me. I thought some faculty confrontational statements/questions were inappropriate to this "helping get a viable program" venue and might have been more appropriate at a CR program development meeting.

- The most useful activity was meeting with my dept and division colleagues that I organized at lunch time (branch campus faculty could not go to the activities on Friday) We talked about program review, writing course outlines and other dept issues

- Program Review sessions because this work will have to be done soon.

- welcome new employees, service awards, classified employee of the year

- always good to recognize our employees for all the hard work they do

- Remarks by our new college president- Both e-learning presentations (keynote & breakout)

- The all college assembly was the most interesting activity. Our new president is inspirational. The most interesting and useful breakout session was "Handling Crisis in the Classroom."

- Hearing the vision put forward by the President and the Q and A session

- Assessment and Program Review

- involved training for specific tasks that we must accomplish in the immediate future

- Program Review . well organized, materials are all organized so now we know where to go to get the information we will need
- Assessment team training. Effective speaker and useful information that applies to current needs.

- It was very helpful and invigorating to have Eureka administration address our campus in person.

- I liked the Dealing with Crises in the Classroom. That was useful not just in the classroom.

- Always enjoy the all-college assembly.

- none

Thinking about all the convocation activities you participated in, what was least interesting or useful? (Please specify the session or activity and why it was not interesting/useful)

 - The "Blackboard" breakout session was the least useful activity because it was directed toward the Faculty exclusively, as opposed to the rookie blackboard users in general.

- I think the data regarding the population was not useful. It did not reflect the actual population we serve. Some were overlooked who do use this college and others were included who really are separate geographically. I do understand that they could be accommodated other ways.

- As classified staff at Mendo. I am unable to attend Eureka convocation, so having a presentation here was great. I found it all interesting and useful.

- The activities I participated in were all useful. if I thought a session was not going to be useful, I skipped it. I would have liked to have attended the Program Review session and the CRFO meeting, but they conflicted with other commitments. (In general, late Friday afternoon sessions will not be well-attended, I fear.)

- Keynote address. She just read from a sheet of a paper.

- I thought the Keynote address disappointing.

- We were given time off to go to the cafeteria to eat. I arrived at 12:10 and there was no food, except desserts. The food service began at 11:30, but by 12:00 it was gone. There were many students eating.

- Keynote address. The presenter was not engaging and did not support any of her assertions regarding online education with sound evidence.

- e-learning keynote and breakout, didn't hear any useful info

- Web Advisor for Faculty

- e-Learning presentation: uninspiring speaker and under-whelming resources.

- Keynote address- you mean "least" interesting/useful? Keynote speaker had a good topic, but delivered it boringly and video was weak.

- President Marsee's opening address, the convocation speaker.

- The speaker for on-line classes was boring though I think it was an important topic. All of the other sessions were geared towards faculty and I am not faculty so I didn't find anything useful!

- I enjoyed it all

- Probably the advanced blackboard wksp.

- The keynote address was poorly done, not helpful, and not targeted at CR.

- I am a bit annoyed that the CRFO meeting was scheduled in conflict with the Advance BB training. Did anyone ask any of the CRFO officers if that was OK? So I missed the training and went to the meeting. Also, the number of updates and changes to the schedule got confusing. Use a version number or date/time stamp next time if it will be changed a lot.

- n/a

- E-learning speaker - nothing tangible that we can run with right now.

- Keynote address. We all know that we need to address e-learners. No specific examples of how to initiate or implement programs was presented at the keynote.

- I thought the video that the key-note speaker showed was poorly crafted and contained a very negative perspective with no direct connection to distance learning. It ended convocation on an unfortunate negative note.

- Keynote address - not energizing or dynamic

- I thought the Key Note speaker's topic was interesting, but the presentation was lacking.

- e-learning presentation was dominated by negativity from some attendees. Otherwise it was very useful

- Keynote session re: e-learning; presentation had few specifics relevant to CR; too general; too little detail.

- All that I participated in were useful or interesting

- CRFO meeting. Paranoia lives.

- the key note speaker

- Nothing else of interest to me, too busy with work to go to anything. Bad time of year to try to do workshops

- e-learning program speaker

- Found value in all that I was able to attend

- The least interesting activity was the keynote address, "Why design...yawn... She READ the entire presentation! Since it was e-learning, she could have just emailed us the transcript with a link to the movie.

- I felt that the key-note speaker could have provided a written document or web site. she "read" her speech and there wasn't any time for questions. Most of her points are well established elements of online teaching - not a lot of new or innovative information.

- all-college assembly

- Assessment session . not very informative

- Keynote address was offensive; video lacked meaningful content; reading a paper is not an effective way to present info

- Grumbling/argumentative employees

- Q&A. It wasn't useful or interesting to listen to people complain about the construction of new buildings. Also that the food ran out and a lot of staff didn't get to have lunch because football players and students did.

- All the breakout sessions did not apply directly to my job

- none