# FOOTHILL COLLEGE
## INSTITUTIONAL RESEARCH & PLANNING

DATE:          Dec. 4, 2023

TO:            Ajani Byrd, Dean, Institutional Equity, Inclusion, and Diversity

FROM:          Doreen Finkelstein, Senior Research Analyst

RE:            Fall 2023 Flex and Opening Day Survey results

## Introduction

At the start of the Fall 2023 academic term, Foothill College held a Flex Day on Thursday Sept. 21 followed by the college's Opening Day on Friday, Sept. 22.

Institutional Research and Planning (IRP) administered an online survey between Monday, Sept. 25 and Wednesday, Oct. 4, with reminders sent out on Thursday, Sept. 28 and Monday, Oct. 2.  An email invite with an embedded survey link was distributed to Foothill administrators, faculty, and classified staff ($n > 1,000$).  All survey questions were anonymous and optional.

## Survey Design

The survey asked about the following seven sessions:

Flex Day (Thursday)
- Keynote Speaker
- Student Panel
- Career and Academic Pathways (CAP)-Level Outcomes
- Equity in the Course Outlines of Record (CORs)
- Classified Staff session

Opening Day (Friday)
- College Updates
- Institutional Learning Outcomes (ILO) Discussion

## Results Overview

- Most survey respondents were female (70%).  Almost half of respondents self-identified as White (49%), and slightly over half were full-time faculty (54%).

- Respondents rated the College Updates, Student Panel, and Keynote Speaker sessions as providing the most useful information.  These sessions were also the most well attended by respondents.  The Student Panel session received the most ratings of being

a "very good" use of time.  Overall, all sessions were seen as providing at least some useful information and as being a good or very good use of time by a majority of respondents.

- While respondents appeared divided about being in the dining center all day (56%) or having a choice of different workshop options (60%) on Flex Day, around half of full-time faculty (53%) and almost all classified staff (95%) said they would have preferred a choice of workshops.

- Over three-fourths of respondents (78%) said there was enough time for division and department meetings, including 70% of full-time faculty and 80% of administrators.

- A majority of respondents agreed that they felt an increased sense of community after Flex Day (74%) and after Opening Day (86%).  However, there were strong differences by employee classification.  Only 38% of classified staff said they felt an increased sense of community after Flex Day.  Classified staff said they felt that sessions were geared primarily towards faculty and they did not feel included.

- The Student Panel was a highlight, but some respondents wished that the panel also included representation from our online student population.

- Many respondents mentioned a problematic Opening Day skit.  Some suggested that skits be discontinued.

- Respondents said they enjoyed the opportunities these days gave them to work together with colleagues in a shared space to benefit our students.

**Results Detail**

Demographics

A total of 117 people responded to the survey.  Table 1 shows the demographic breakdown by position, ethnicity, and gender for those who responded to these questions.
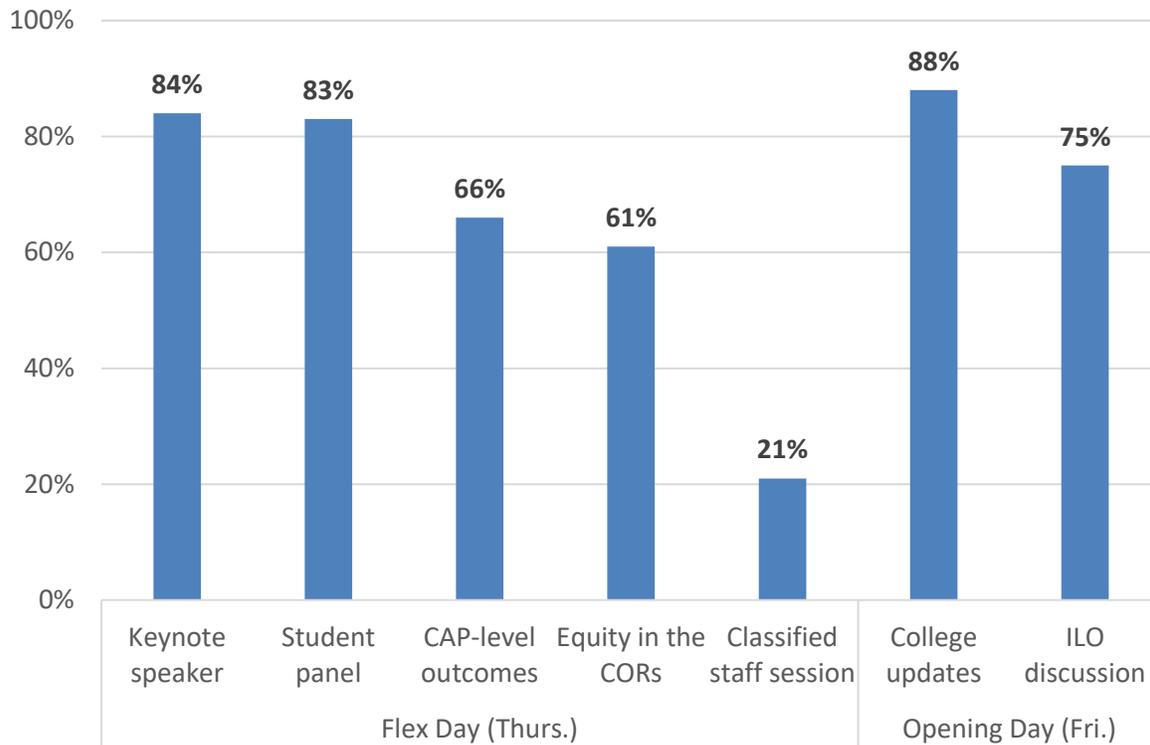
Session Attendance

Figure 1 shows the percent of respondents who said they attended each of the seven surveyed sessions over the two days, calculated out of those who gave responses to these questions.  Reported attendance was highest for the College Updates session on Opening Day (88%).  The next most highly attended sessions were the Keynote Speaker (84%) and the Student Panel (83%) sessions on Flex Day.

The Equity in the CORs session's target audience was administrators and faculty while the Classified Staff session focused on classified staff; these two sessions were scheduled opposite each other, so respondents had to choose one to attend.  Nevertheless, five (5) classified staff reported attending the Equity in the CORs session.  Among all respondents, 61% said they attended the CORs session, and 21% attended the Classified Staff session.

**Table 1:**
**Survey Respondent Demographics**

| Demographic Category | Count | Percent |
|---|---|---|
| Position | | |
| Administration | 10 | 9% |
| Classified staff | 28 | 26% |
| Full-time faculty | 59 | 54% |
| Part-time faculty | 12 | 11% |
| Gender | | |
| Female | 74 | 70% |
| Male | 31 | 29% |
| Non-binary | 1 | 1% |
| Ethnicity | | |
| Asian | 20 | 21% |
| Black or African-American | 7 | 7% |
| Filipino / Filipina | 4 | 4% |
| Latino / Latina | 17 | 18% |
| Pacific Islander | 2 | 2% |
| White | 47 | 49% |

**Figure 1:**
**Session Attendance**



| | Keynote speaker | Student panel | CAP-level outcomes | Equity in the CORs | Classified staff session | College updates | ILO discussion |
|---|---|---|---|---|---|---|---|
| | 84% | 83% | 66% | 61% | 21% | 88% | 75% |
| | Flex Day (Thurs.) | | | | | Opening Day (Fri.) | |

Out of the sessions intended for all participants, the least attended session was the CAP-Level Outcomes session held on Flex Day (66%). The most common reason given for not attending the session was that it was not relevant to the respondent's work (42%). Of the 16 respondents who gave this reason, 11 (69%) were classified staff. An additional 10 respondents said they did not attend this session because it did not fit into their schedule, while 12 respondents said "other reason" for why they did not attend.

Session Usefulness

Figure 2 shows the percent of respondents who said they "learned a lot" of useful information, "learned some" useful information, or "did not learn useful information" for each session. Percents are calculated out of those who said they attended each session and gave a response to these questions.

Overall, a large majority of respondents said the sessions provided at least some useful information: from 78% to 95% depending on the session. The College Updates session received the highest overall rating, with 95% of respondents saying they either "learned a lot" or "learned some," and 51% saying they "learned a lot." The Student Panel session received the highest percentage of "learned a lot" ratings, at 67%; overall, 93% of respondents reported learning at least some useful information from this session. The survey findings show that the CAP session provided the least amount of useful information; however, a majority of respondents (78%) still indicated they "learned a lot" or "learned some."

**Figure 2:**
**Amount of Useful Information Learned**
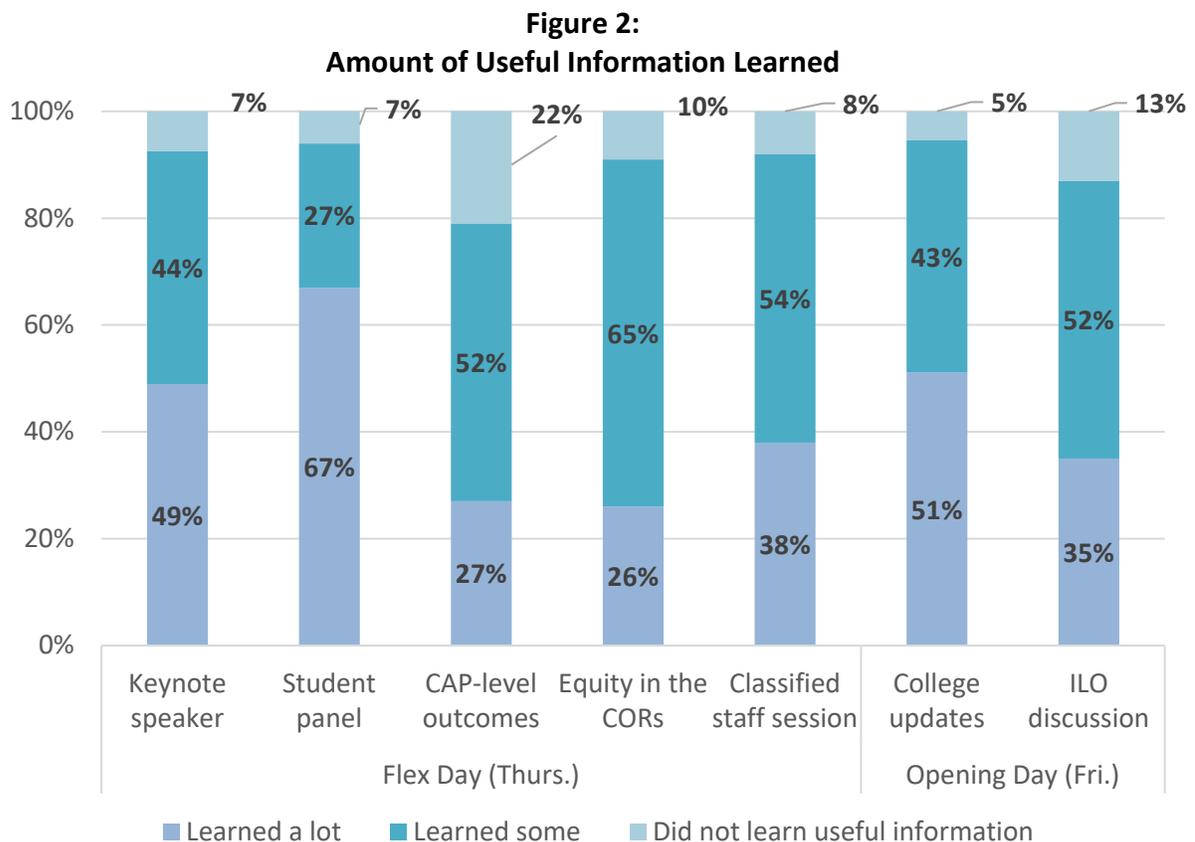


Note: percents may not add up to exactly 100% due to rounding.

Figure 3 shows the percent of respondents who rated each session a "very good use of time," a "good use of time," or "not a good use of time."  Percents are calculated out of those who said they attended each session and gave a response to these questions.

The majority of respondents said that all sessions were either a "good" or "very good" use of time:  from 68% to 89% depending on the session.  The Student Panel was seen as the best use of time, with 57% rating it as a "very good" use of time and an additional 33% rating it as a "good" use of time.   The ILO session received the lowest overall ratings; 25% said it was a "very good" use of time, 43% said it was a "good" use of time, and 32% said it was "not a good use of time."

**Figure 3:**
**Whether Session Was a Good Use of Time**
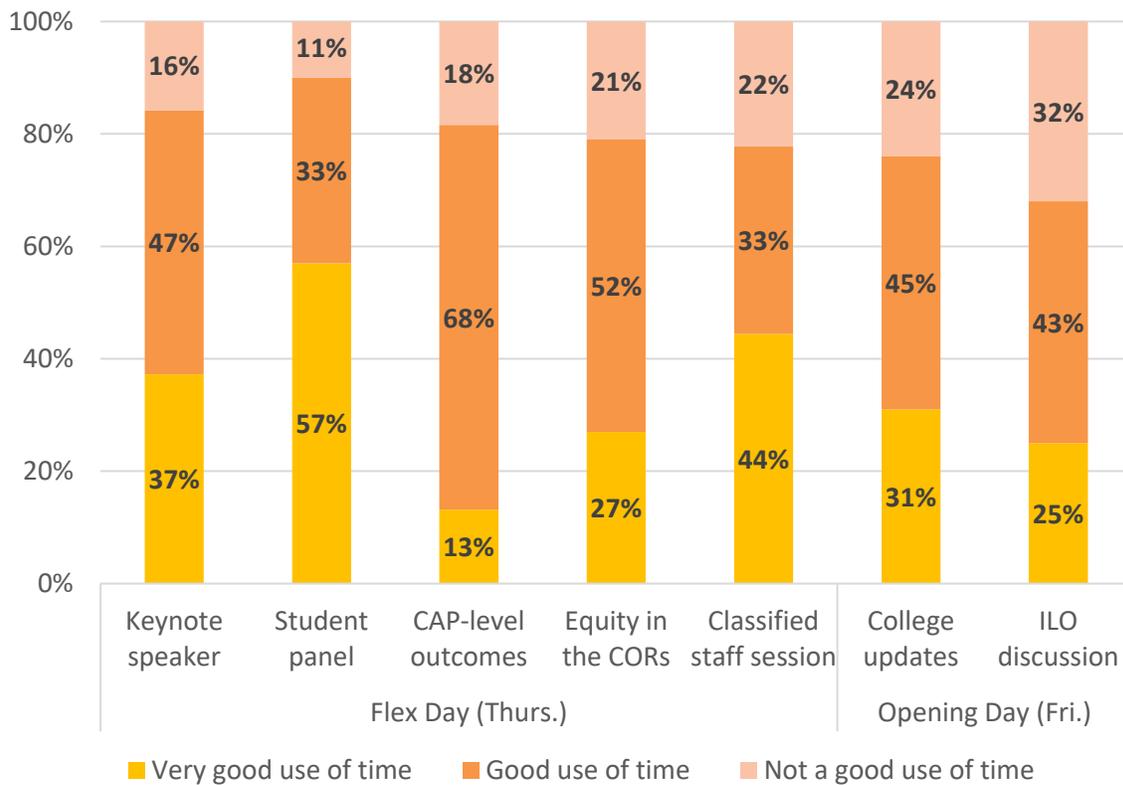


Note:  percents may not add up to exactly 100% due to rounding.


Format of Flex Day and Opening Day

The Flex Day and Opening Day formats were organized differently compared to previous years.  With the exceptions of the Equity in the CORs and the Classified Staff sessions, sessions were scheduled consecutively in one location, allowing the entire campus community to attend sessions together.

As shown in Table 2, while more than half of respondents liked being in one location throughout the day (56%), they also would have preferred having a choice of different workshop options (60%).  This was especially true for classified staff.

Administrators showed the strongest endorsement of the new format, with 89% saying they liked being in the dining center all day and only 33% saying they would have preferred a choice of different workshop options to attend. While a majority of classified staff liked being in the dining center all day (61%), almost all (95%) said they would have preferred a choice of different workshop options to attend. Full-time faculty were split, with a slight majority saying they liked being in the dining center all day (54%) and another slight majority saying they would have preferred a choice of different workshop options to attend (53%). Less than half of part-time faculty said they liked being in the dining center all day (40%), but only a third said they would have preferred a choice of different workshop options to attend (33%).

**Table 2:**
**Flex Day and Opening Day Format**

|  | % "Strongly Agree" or "Agree" | |
| --- | --- | --- |
|  | I liked being in the dining center all day during College Flex Day on Thursday | I would have preferred a choice of different workshop options to attend |
| Administration | 89% | 33% |
| Classified staff | 61% | 95% |
| Full-time faculty | 54% | 53% |
| Part-time faculty | 40% | 33% |
| All respondents | 56% | 60% |

Time for Division and Department Meetings

As shown in Table 3, 78% of respondents agreed or strongly agreed that there was enough time for division and department meetings. Part-time faculty who responded to this question unanimously agreed (100%), followed by classified staff (90%), administrators (80%), and full-time faculty (70%).

**Table 3:**
**Division and Dept. Meeting Time Allowance**

|  | % "Strongly Agree" or "Agree" |
| --- | --- |
|  | There was enough time for division/dept. meetings on Friday |
| Administration | 80% |
| Classified staff | 90% |
| Full-time faculty | 70% |
| Part-time faculty | 100% |
| All respondents | 78% |

Sense of Community

As shown in Table 4, while a strong majority of respondents agreed to feeling an increased sense of community on both days (74% for Flex Day and 86% for Opening Day), classified staff were less likely to agree that they felt this sense of community than the rest of the college. Only 38% of classified staff agreed that they felt an increased sense of community after Flex Day; the next-lowest rating was 75% for part-time faculty. Classified staff were more likely to say they felt an increased sense of community after Opening Day (74%), but this was still lower than the percent of administrators or faculty who felt an increased sense of community, whose ratings ranged from 86% to 100%.

**Table 4:**
**Sense of Community**

|  | % "Strongly Agree" or "Agree" | |
| --- | --- | --- |
|  | I felt an increased sense of community after attending College Flex Day on Thursday | I felt an increased sense of community after attending College Opening Day on Friday |
| Administration | 100% | 100% |
| Classified staff | 38% | 74% |
| Full-time faculty | 84% | 88% |
| Part-time faculty | 75% | 86% |
| All respondents | 74% | 86% |

Liked Most: Flex Day (open-ended)

The Keynote Speaker and the Student Panel were frequently mentioned as highlights, as well as being in community with others.

*"The keynote speaker was great, the set up, student panel, the food!"*

*"I enjoyed being together as a whole group. We do not have many opportunities to connect as colleagues to talk about these sorts of topics."*

*"I liked spending time with people I see a lot and people I wish to see more. I liked that the college was conscious about leveraging what little time we have together as a college to work on a shared focus."*

*"Thank you for providing a virtual option for those of us with accommodations. This is what equity looks like."*

*"The speakers as well as bringing everyone together in one place to learn and collaborate together."*

<u>Liked Least: Flex Day (open-ended)</u>

Multiple members of classified staff made comments about the Flex Day sessions, particularly the CAP session, and how they did not feel included.

*"As classified staff, I felt that I was actively discouraged from attending the CAP-level outcomes session.  I am not part of a division, so I have no CAP group to meet with.  I had originally planned to attend, but after hearing the pre-lunch introduction to the activity, I just went back to my office and got some work done during that session."*

*"I dislike that they excluded classified staff. Opening week always feels like it is mandatory attendance but while Thursday's discussion seemed very useful for curriculum building and effective teaching it was a waste of time for classified staff that have no relevant work to curriculum. I think these sessions should have been more optional for classified staff."*

*"It was primarily focused on faculty/classroom. I felt a little disconnected throughout the day. Maybe having sessions that focus on the work classified staff do and the work we provide. This should be an opportunity to unite us a an institution, yet we focus on one group."*

*"Most sessions were catered for faculty members, which were fine. As a classified member, I wish they were more activities for classified members. If Flex Day is not for us, then it needs to be communicated."*

*"The CAP level outcomes was entirely directed at instructional faculty. I recognize that curriculum/pedagogy is the purview of faculty and they are the experts in this subject, but not recognizing that classified play a part in the educational process in this college is insulting and discouraging. It is tiring to have to constantly remind people that staff are a part of the educational process. I did not attend the Equity in the CORs because I knew it would not pertain to me, and that my input would not even be considered. We talk about Equity at this college, but staff are constantly ignored and forgotten as if we have nothing to contribute. There are individuals around campus who do recognize our work and this is greatly appreciated, but when these college wide discussions take place we are forgotten."*

*"The CAP-level outcomes was a totally missed opportunity . . . I felt the activity, especially how it was introduced, only welcomed faculty. It was quite disappointing."*

*"The day was 100% geared towards faculty and was not really beneficial to classified staff . . . There was a classified staff session, but the description was very misleading.  It might have been better attended if folks understood what it was."*

*"We did not have an opportunity to reflect on the keynote speaker's topic and apply it to our own work. The sessions related to the CAPs and CORs did not seem relevant or applicable to classified staff. It felt like Flex Day sessions were really directly at faculty as the primary audience--am not sure if that was the intention."*

Multiple respondents mentioned that while they liked the Student Panel overall and felt it was worthwhile, they were concerned that the group did not include anyone from our online student population.  They felt that as a consequence, some of the panel's responses were biased towards an on-campus and in-person classroom experience.

> *"I felt like the students are not representative of the student body in general.  For example, they all tended to avoid online classes, yet two-thirds of our enrollment is online.  They were also all quite high in participation - student government, clubs, etc.  So, nice examples for what students can achieve but not representative of where most of our students are at."*

> *"I note that these were students who choose to spend their time on campus, and hearing from primarily evening students or online student would also be helpful. I know that it can be hard to recruit students for events like this one if they aren't frequently on campus, but it would be nice to hear from those voices as well."*

> *"The students did not seem to be very representative of many of the students I encounter, I think because they were selected based upon their involvement with campus life activities. I know not every student prefers academic group work, for example, and I would have preferred to hear more variety of perspectives."*

Some respondents said the day was too long, especially in combination with District Opening Day the day before and the next day's College Opening Day.

> *"Honestly, too long.  Being in sessions from 8-5 is really a lot."*

> *"6 hours in the dining hall is too much.  Three in-service days at the start of the year = too much."*

Liked Most: Opening Day (open-ended)

Responses commonly mentioned the College Updates, the ILO session, and the chance to work together with colleagues.

> *"I thought that the college updates session did a good job of providing info from a variety of divisions and departments, on a variety of topics."*

> *"I thought the college updates were done well. The information provided was clear, and concise, and didn't feel like it was delivered in a performative manner. The ILO session was good. I had great, in-depth conversations with my colleagues."*

> *"I liked the opportunity to discuss the ILO with others outside of my discipline in the Zoom breakout session."*

*"Loved collaborating about improving the learning outcomes."*

<u>Liked Least: Opening Day (open-ended)</u>

Many comments reflected on problematic implications from the Wizard of Oz skit performed at the start of Opening Day. , While respondents acknowledged the skit was meant to be fun and light-hearted, connecting magic in Oz to magic at Foothill, the feedback centered on the two most visibly-POC Cabinet members being relegated to a non-speaking role (Toto) and an invisible role (the Wizard, who only spoke from off-stage).

*"It didn't hit me at the time, but after talking with some colleagues, I did feel some issues about Teresa's representation as Toto and Ajani's representation as the wizard - faceless, nameless behind a screen. I thought the production itself was a creative way to bring in the new year but I wonder how it could be done with more attention to the deeper issues of equity and representation."*

*"While I generally enjoy the all-college update at the beginning of opening day, the skit left me feeling uncomfortable and uneasy. Not sure how a skit based on a 1939 movie was selected, but the casting certainly seemed to reflect the racial sensitivities of that time period. Two people of color were reduced to half persons, with lines but not visible or visible with no lines. These two individuals are also in lower ranked positions on cabinet, and the optics suggested that they may not be full participants in that space either. The imagery of the Asian woman as a dog reinforces the submissive, incidental role Asian women are often cast in both in popular culture, media portrayals, and in expectations of leadership potential. Additionally, the lack of any spoken lines assigned fails to challenge society's perception that Asians are the perpetual foreigner who does not speak English. Given that cabinet members themselves did not notice these optics (and how they might be perceived), these microaggressions will continue at our college. Hope leadership will lean into this opportunity to inform, educate, and challenge themselves and the college--they need to make the space for these conversations, to unpack and learn from the historical, cultural, and sociological contexts in order to understand and more readily recognize the problematic nature of the imagery they created with the skit."*

*"The skit really offended me.  1.  I did not appreciate seeing someone who looked like me and my students up on stage in front of the college barking.  It was hurtful to see my colleagues laugh take video of such an offensive skit.  I felt that in order for some administrators to shine in the skit, it was done by putting down others.  I did not think it was magical at all! 2.  It was in direct conflict with what learned on Flex Day about humanizing students and emotional agility.  The skit was literally dehumanizing people.  I used my emotions as a compass to point me towards my values.  My values do not align with what I saw on stage.  3.  I am shocked that as an institution that prides themselves on equity and serving students of all races and gender, senior leadership did not look into the optics of the skit from a perspective other than their own."*

Some classified staff members again felt that the day was not inclusive based on their employee classification.

*"Lack of programming for Classified Staff continues."*

*"President Whalen's address. They referred to the results of their survey/conversation with 'all employees' as being gathered from 'experience since first coming to Foothill as full-time faculty,' which completely alienated so many people who were in attendance. When discussing this with my fellow Classified colleagues, I was saddened that the reaction was almost indifferent because they are--as they expressed--so used to not being regarded or included in Flex and Opening day spaces. I'm newer to Foothill, so I still get surprised by this lack of inclusion and attention, and I must admit I am starting to think it will never change."*

One full-time faculty member mentioned the lack of recognition of part-time faculty.

*"The morning session did not include our part-time faculty while recognizing the faculty that served the college. Also the years of service was determined by not the actual years of service but the appointment in a full time position. Some folks never made it to a full time position but have served the college for 2-3 decades. I wish the college recognizes such individuals too. Years of service should purely reflect actual years of service irrespective of anyone's appointment in a larger or smaller role. All our faculty are working hard and everyone must be recognized."*

Other comments mentioned difficulties with hearing and participating remotely.

*"For those of us attending remotely, the questions needed to be repeated. Multiple microphones and a better awareness of the needs of the remote audience would have been helpful."*

*"Unfortunately, I had to use the Zoom option to watch the college updates session, and those of us on Zoom had a difficult time hearing some of the presenters."*

There were also comments about the length and schedule of the day.

*"Three days is too much, by noon, I was barely able to focus and process."*

*"Scheduling flex days during peak rush hours is an issue. The majority of faculty can not afford to live close to campus. My commute at peak rush hour was 3.5 hours each day leaving me tired and run down for the start of the term. Others lucky enough to have friends and family in the area stayed with them. I spoke to several faculty who were renting hotel rooms and I heard 2 were sleeping in their office. Please don't only schedule flex times for the most privileged among us."*

*"Three days of meetings (and division and department meetings on Friday, too!) was a bit mind-numbing. I don't have a solution and the content was very important, but I did find my concentration lagging as the days went on."*

Other Session Topics to Offer (open-ended)

Specific ideas for other topics included:
- Equity / 13-55 / implicit bias training (administrators, classified staff, full-time faculty)
- More time for department meetings (administrators, full-time faculty)
- New employee orientation / training (classified staff, full-time faculty)
- An activity to break down silos across the college (classified staff, full-time faculty)
- How to support DRC students and those with learning challenges (full-time faculty, part-time faculty)
- Student engagement and a sense of belonging in online courses (classified staff)
- Managing budgets and grants (classified staff)
- Topics related to student services (classified staff)
- Run / hide/ defend training (classified staff)
- How to address student concerns and refer them to student services (classified staff)
- Title IX updates / workshops (classified staff)
- Increasing student enrollment (classified staff)
- Governance (classified staff)
- Accreditation (classified staff)
- Program review (classified staff)
- Updates from ASFC (classified staff)
- Dealing with AI/LLMs (full-time faculty)
- Wellness (full-time faculty)
- Curriculum and pedgagogy (full-time faculty)
- Presentation from the Faculty Association (full-time faculty)
- Designated time to prepare for the start of instruction (full-time faculty)
- College-wide vision and strategic planning (full-time faculty)
- CANVAS training (position unknown)

Final Comments (open-ended)

Communicating the schedule of events:

*"I would like an easier way to find the schedule of events/sessions. I also would love a 9 am start time. Thank you!"*

*"Please send out schedule prior to week of events so we can plan our schedules."*

Eliminating the Opening Day skit:

*"No more skit please."*

*"I can not emphasize this enough. DO NOT DO SILLY SKITS."*

Programming for classified staff:

*"Classified Staff and those in Specialized Occupations at Foothill have no formal onboarding and no dedicated staff to schedule professional development opportunities. Why not use Flex and Opening day as an opportunity to rectify that?"*

*"Classified Staff are also employees and would appreciate some programming relevant to them."*

Increasing workshop options:

*"I really enjoyed district opening day and felt the workshops offered were more beneficial. The college should partner with more outside agencies to bring workshops relevant to student support areas outside of the classroom."*

*"College Flex Day should have options similar to District Opening Day."*

Changing the timing of Flex and Opening Days:

*"Would prefer that College opening day be Thursday so as to have the flexibility to prepare for the quarter start on Friday."*

*"I know there are contractual reasons we're doing 3 days now instead of two but there really needs to be more time in opening week to be working on our classes and collaborating with colleagues in our department who can help us make our classes the best they can be."*

*"Spread them out over the academic year. Send us a survey (well before flex days) to see what we might want to learn about."*

Having remote options for attendance:

*"Please continue to have remote options. I appreciate the work that went into planning for remote and know it's not easy."*

*"Thank you for providing a Zoom option - this made a big difference, it made it possible for me to attend! One note: the moderator should be reminded that Zoom attendees can only hear what is spoken into the microphone, so repeating the audience or off-mic question is essential. Thank you!"*

Continuing on community building focus:

*"I would like to note that the elements of Thursday and Friday that contributed to my sense of community were the activities where I worked with colleagues to think about our teaching. "*

*"Thank you for all the work and courage it took to try to align us to a particular college-wide focus.  I appreciate that very much.  I hope that we continue to do that."*

*"It's nice to continue encouraging people to gather and get to know one another, which plays a role in improving the level of education and support for our students."*

*"It was almost perfect, couldn't be better. The food was fantastic, especially the pasta bar was great and the sandwiches were amazing too. The ice cream truck was super duper. Loved it. There was a great sense of community. I enjoyed every bit of it."*

**Methodology**

The online survey was created and administered using Remark survey software.  Survey responses were analyzed with R software and with thematic coding of qualitative responses.

Respondents were asked about their attendance at seven sessions.  For those who attended a session, respondents rated the session's usefulness and whether attending the session was a good use of the respondent's time.  An additional rating scale assessed beliefs on general items relating to Flex Day or Opening Day (e.g., "I felt an increased sense of community after attending College Flex Day on Thursday" with response options ranging from "Strongly Disagree" to "Strongly Agree.")  Open-ended questions asked about what respondents liked most and least about the sessions they attended, whether there were other topics that should have been offered, and if they had any final comments or suggestions for improving future Flex and Opening Days.  There were also demographic questions that asked for the respondent's position in the college, gender, and ethnicity.

The entire survey instrument is available in the appendix.

# Appendix: Survey Instrument

1. Which of the following sessions did you attend during the College Flex Day on Thursday, Sept. 21?

|  | Attended | Did not attend: was not relevant to my work | Did not attend: didn't fit into my schedule | Did not attend: other reason |
|---|---|---|---|---|
| Keynote speaker | ○ | ○ | ○ | ○ |
| Student panel | ○ | ○ | ○ | ○ |
| CAP-level outcomes | ○ | ○ | ○ | ○ |
| Equity in the CORs | ○ | ○ | ○ | ○ |
| Classified staff session | ○ | ○ | ○ | ○ |

2. Please answer the following questions for the sessions you attended during the College Flex Day on Thursday, Sept. 21:

|  | Did you learn useful information? | | | Was attending this a good use of your time? | | |
|---|---|---|---|---|---|---|
|  | Learned a lot | Learned some | Did not learn useful information | Very good use of time | Good use of time | Not a good use of time |
| Keynote speaker | ○ | ○ | ○ | ○ | ○ | ○ |
| Student panel | ○ | ○ | ○ | ○ | ○ | ○ |
| CAP-level outcomes | ○ | ○ | ○ | ○ | ○ | ○ |
| Equity in the CORs | ○ | ○ | ○ | ○ | ○ | ○ |
| Classified staff session | ○ | ○ | ○ | ○ | ○ | ○ |

3. What did you like most about the sessions you attended on Thursday?

4. What did you like least about the sessions you attended on Thursday?

5. Which of the following sessions did you attend during the College Opening Day on Friday, Sept. 22?

|  | Attended | Did not attend: was not relevant to my work | Did not attend: didn't fit into my schedule | Did not attend: other reason |
|---|---|---|---|---|
| College updates | ○ | ○ | ○ | ○ |
| Institutional Learning Outcomes | ○ | ○ | ○ | ○ |

6. Please answer the following questions for the sessions you attended during the College Opening Day on Friday, Sept. 22:

|  | Did you learn useful information? | | | Was attending this a good use of your time? | | |
|---|---|---|---|---|---|---|
|  | Learned a lot | Learned some | Did not learn useful information | Very good use of time | Good use of time | Not a good use of time |
| College updates | ○ | ○ | ○ | ○ | ○ | ○ |
| Institutional Learning Outcomes | ○ | ○ | ○ | ○ | ○ | ○ |

7. What did you like most about the sessions you attended on Friday?

8. What did you like least about the sessions you attended on Friday?

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9. Please rate the following statements about the College Flex and Opening Days from "Strongly Disagree" to "Strongly Agree:"

| | Strongly Disagree | Disagree | Agree | Strongly Agree |
|---|---|---|---|---|
| I liked being in the dining center all day during College Flex Day on Thursday. | ○ | ○ | ○ | ○ |
| I would have preferred a choice of different workshop options to attend. | ○ | ○ | ○ | ○ |
| There was enough time for division/dept. meetings on Friday. | ○ | ○ | ○ | ○ |
| I felt an increased sense of community after attending College Flex Day on Thursday. | ○ | ○ | ○ | ○ |
| I felt an increased sense of community after attending College Opening Day on Friday. | ○ | ○ | ○ | ○ |

10. Were there session topics that should have been offered on Thursday or Friday, but weren't? If so, what topics?

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11. Tell us about yourself:

Position:
- ○ Full-time faculty
- ○ Part-time faculty
- ○ Classified staff
- ○ Administration

Which of these terms best describes your gender identity?
- ○ Female
- ○ Male
- ○ Non-binary

Which of these terms best describes your ethnicity?
- ○ Black or African-American
- ○ Asian
- ○ Filipino / Filipina
- ○ Latino / Latina
- ○ Native American
- ○ Pacific Islander
- ○ White

12. Do you have any final comments or suggestions for improving future College Flex Days and College Opening Days?

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