

**Santa Ana College**  
**Results of the Faculty Professional Development Needs Survey**  
**Winter Convocation, January 2011**  
**N=133**

**Of the professional development experiences you've had in the last three years, which have been the most valuable or useful to you in your teaching?**

**Classroom strategies**

- On-course training (19)
- Reading apprenticeship and reading strategies (19)
- Neuroscience and learning theory (with Judy Willis) (9)
- The workshop conducted by the Basic Skills Group (3)
- Classroom discipline and dealing with difficult students (3)
- Workshops that focus on teaching strategies (2)
- Attending conference on my subject matter and teaching topics (2)
- I recall the one on rubrics being very important.
- Activities in the classroom to deliver lecture materials.
- Content specifics
- Active learning, formulate assessment
- Specific strategies for online teaching
- Definitely last spring and today – reading apprenticeship and the concrete examples shared.
- Thank you....this was an awesome activity/day.
- I find activities that help learners with challenges to be the best
- How to motivate students

**Technology**

- Integration of technology (such as PowerPoint and blackboard) (6)
- The innovative use of technology for content specific to department (2)
- New online system adopted by college
- We need good working technology like Web Access/DOC cameras in every classroom

**Professional Organizations**

- Regional, state and national conferences (2)
- Conferences and workshops that are affiliated with professional organizations (2)
- Attending manufacturing training

**Faculty Support**

- Small group discussion of classroom strategies, problems, etc.(6 )
- Best practices shared at Freshman Experience monthly meetings (3)
- Division meetings
- Listening & learning from my colleagues
- Pedagogy with participation between faculty
- The general conversations on activities such as reading apprenticeship, on-course, BSI have caused reflection about teaching and experimentation with different classroom strategies.
- Hands-on training with like-minded people

### **College-wide activities**

- Today's workshop (14)
- I thought this convocation was one of the most beneficial because it brought student success as a college-wide responsibility, with simple strategies that have a huge impact but do not overwhelm faculty
- What works at SAC
- The iceberg training
- Most valuable to me was the Academic Senate retreat, but it didn't help my teaching
- I think students' comments were essential to setting the foundation for today

### **Others**

- CPR training (2)
- Usually just one concept from a presentation sparks some interest
- Senior moment – what professional development
- Process versus content presentation
- Coursework on sabbatical
- On-course training, Santa Barbara DLAs
- Workshops, hands-on with follow-up
- In-service short seminars, presentations
- Taking classes at other schools
- CMC<sup>3</sup>
- CATESOL workshops
- Earthquake training last year was great
- The professional development in the last few years has been much less fruitful than it was earlier in my career. It generally seems to have turned around lately though
- Reticular activity system

## **What kinds of professional development, training or information would be most beneficial to you in your classroom instruction?**

### **Classroom Strategies**

- Orientation for instructional technology and tools for classroom technology (Blackboard, PowerPoint, CurriuNet) (19)
- Strategies for teaching reading comprehension and writing skills (12)
- How to motivate students and retain them (9)
- How to use my reading text more effectively (3)
- Teaching techniques (3)
- Strategies for basic skills that would be tailored to my discipline (3)
- How to assess and provide feedback on student writing (3)
- Test-taking strategies, critical thinking skills and tips on writing and research skills (2)
- Subject-specific trick/pedagogical methods (2)
- Student retention (2)
- Facilitating more in class discussion (2)
- Study skills (2)
- Classroom group activities (2)
- creative teaching strategies courses
- Classroom assessment techniques
- Classroom discipline
- Workshop with assignment and follow up and chance to practice with feedback
- On course and more speakers like Judy Willis
- Student centered learning
- Best practices to get students to work harder and more engagement (9)
- Best practices on research-based activities
- How to grade/construct papers to help students (guide writing skills)
- Provide more training with communications
- Less reliance on traditional lecture
- Improving students' verbal communication skills
- Writing skills
- Best practices
- Capitalize on success in each course – share assignments and activities
- Instructional scaffolding
- Training on teaching strategies would be valuable
- Test generation, rubric for grading
- Modeling strategies that work
- More on learning theory
- Patience, listening, and speaking
- More training in Reading Apprenticeship and On-Course
- New methods of presenting information
- Strategies I can practice during workshop and use them in the classroom
- Cognitive thinking involving students

### **Faculty support**

- More small group discussions by colleagues (8)
- More sharing of “best practices” (7)
- Small group interaction with other faculty to share best practices (5)
- Interaction and interface with other faculty and new pedagogy
- Brainstorming session with other faculty who teach the same topics
- Routinely we should have a review of administrative procedures as a necessary for incoming faculty and refresher for continuing faculty

### **Technology**

- Coping with students’ cultural connection in technology and how to use this culture effectively in teaching.
- Demonstrational videos
- Online class development
- How to get the most out of mediated classrooms. How to translate those methods to unmediated classrooms.
- I like webinars – 1 hour or less that allow me to do professional development and still get my job done.
- Lecture capture for online
- Assignment outside of classroom; effective discussion boards

### **Others**

- Workshops such as the ones today (3)
- Bringing in experts in the field to teach (2)
- UCI lecture series
- Time in department committees
- Resources (online or text) that can bolster lecture/learning
- More presentation from Leti
- seminars
- Faculty tools
- Ethics
- Conferences that deal with current issues in field
- How to write a grant proposal effectively.
- More student panels – less formals ones...let us submit questions to the students

## **What kinds of professional development, training or information would be most beneficial to your department?**

### **Classroom Activities**

- Best practice strategies (11)
- Reading strategies training (3)
- Interpersonal skills (3)
- Reading and writing strategies (3)
- How to create opportunities to share teaching strategies successes (2)
- How to help writing in others discipline as well as our own (2)
- Writing skills within course content (2)
- Research statistics for our department: course completion rates and then short 1-2 hour training of reading strategies (2)
- Social science statistics
- How to grade/construct papers to help students (guild paper skills) consistently
- Assessment training for student centered outcomes for specific course
- Cooperative learning strategies
- Learning theory
- Counseling strategies for older students
- Working more successfully with students with acquired brain injuries
- Evaluation research
- Student Learning Outcomes (SLOs)
- Test preparation strategies, test anxiety and critical thinking skill training
- Content specifics
- Math and writing skills
- Student-centered learning
- Training on teaching strategies would be valuable at all levels.
- Skill developing
- Best Practices, sharing, speakers/workshops
- Strategies for more effective recruitment
- Small group-small steps accountability

### **Faculty Support**

- Information on productive relationships, promoting teamwork (4)
- Training on how to run and organize meetings to be more efficient and focused (2)
- Informal discussions (2)
- More involvement with all faculty (full and part-time) regarding student success (2)
- Curriculum development support & updates (2)
- Problem-solving with colleagues, feedback from students (2)
- Opportunity for training of adjunct faculty
- More time to meet
- Providing a printed sheet of all full-time and part-time instructors with their photo and what they teach
- Training for new programs
- It would be beneficial to our department to be included in administrative decision and process. We're had 6 or 7 rotating administrators, most of whom don't want us and we have no vision for bringing the library forward
- Orientation on different programs, forms, resources available to instructors

### **Student Support**

- How to motivate student. We need to know what others on campus are doing so we can learn from them. (3)
- Classroom disciplines (2)
- Student retention skills (2)
- Knowing and understanding all of the services that are available to help students
- More efficient/effective ways to provide support to students
- Strategies for more student participation
- How to deal with difficult students
- Addressing special needs of students

### **Technology**

- Use of technology and applications (2)
- Use blackboard and technology
- Making lab demonstrations more efficient
- Regular training on technology and instructional practices, etc.
- Updates of technology and applications
- Using effective online learning systems
- Blackboard testing and quizzes, online course development

### **Others**

- Understanding the demographics of our students and local community
- Presentation by a sales representative of the material associated with textbook
- Keep offering seminars
- Overview of grant process to fund more work like today
- Textbook management and tutorials
- How to write grant proposal effectively
- Topics on student services and how we can best support our students and faculty
- Simulation
- Evaluation techniques
- Academic senate training
- To know what each other is doing to capitalize on success in each course – share assignments, activities
- Esteem and pride
- Industry liaison
- Conferences dealing with current issues in accounting
- More options in scheduling
- CCC conference

## **What kinds of professional development, training or information would be most beneficial to faculty across the institution?**

### **Classroom Strategies**

- Share teaching strategies for student success (7)
- Student basic skills improvement (3)
- Writing across disciplines (3)
- Discussing classroom management techniques to foster good student conduct (3)
- Understanding of challenges that affect all of our students (2)
- Modeling reading apprenticeship strategies that work (2)
- On-course training (2)
- How to grade papers and help students build writing skills
- Evaluation research
- Communication techniques
- Retention strategies
- Strategies that can be used/modified for any disciplines and examples of how to use them
- How to create a student-centered classroom
- How to create writing assignments and grade efficiently
- How to integrate basic skills in a seamless way

### **Professional Organization**

- Guest motivational speakers (4)
- Convocations such as this one (4)
- Workshops (2)
- Scheduled classes for professional growth
- Ways for faculty to be effective teachers
- To attend professional conferences
- General things to know that could help you within your workplace
- More range of staff development topics (2)
- Presentations on a single topic
- CPR training, emergency preparedness
- Role of community colleges in educational/vocational hierarchy
- What other colleges in our state are doing in the different academic areas

### **Faculty Support**

- Informal, regular interaction and discussion with colleagues (6)
- To engage in more discussion on what we can do to enhance reading and writing (5)
- Small group workshops (4)
- A chance for departments/divisions to present to all “what we wish you all know” (3)
- Increased awareness of what others are doing in the classroom (2)
- Increase awareness of students that may be manifesting mental health issues and need appropriate referrals
- Inter-discipline respect and tolerance
- Routinely review administrative procedures for incoming faculty and refresher for continuing faculty
- Would like to share with all departments eligibility requirement for a 2-year college transfer
- Anything to get faculty from different division to interact would be helpful
- Developing a culture of communication

### **Technology**

- Technology use (2)
- Online maintenance of classes
- Technology and administrative support
- Social media use in classroom

### **Others**

- In a 3-hour program, no more than one hour with the whole college faculty
- Active listening
- Understanding all of the services available to help students
- Offering “college life/college expectations” workshops to all students entering
- Universal design
- Flex activities
- Creating student cohorts
- Textbook engagement, schema activation



**In what formats or forums would you like to receive this professional development, training or information?**

- Small group discussions with colleagues (26)
- Short workshop instruction (20)
- Online, cd's, downloads, webinars (18)
- At the beginning of semester is great (13)
- Flex week (8)
- Division and department meetings for more specialized development if there was a process for developing and paying for such events (7)
- One-to-one training (5)
- Emails, Eblast (5)
- Start of semester as done today with follow-up during the semester (4)
- Professional development workshops offered throughout semester (for both full-time and part-time faculty), but advertise well in advance (3)
- Video resources, web delivered, interactive sessions (3)
- Staff development meetings (2)
- Break out groups with others who teach similar subjects (2)
- Conferences and seminars (2)
- Hands-on, classroom, social networking (2)
- Business colleagues
- Friday mornings, weekday afternoons
- Lunch-and-Learn sessions
- Leadership institute as recommended by the Academic Senate
- Large group
- Funding to attend regional/national conferences
- More "time sensitive" instruction methods

**Would you be willing to participate in a Faculty Interest Group with other faculty members who have indicated professional interests similar to yours?**

- 81% Yes
- 6% No
- 13% Maybe, if time permits

**Percent of respondents who indicated interest in the following faculty development topics:**

- 50% Reading strategies based on the Reading Apprenticeship model
- 48% Active learning strategies
- 46% Cognitive strategies in reading, writing and math
- 46% Study skills
- 46% Problem-solving and critical thinking skills
- 45% Active learning strategies
- 43% Students' attitude and affect/motivation and engagement
- 40% Reading/writing integration
- 39% Brain-based learning
- 39% Student self-directed learning
- 36% On Course strategies for student success
- 30% Writing across the curriculum
- 29% Six-trait scoring for written assignments
- 29% Shared instructional strategies within disciplines
- 28% Instructional scaffolding
- 27% Cognitive and metacognitive strategies
- 26% Shared instructional strategies across disciplines
- 24% Learning-centered instruction
- 21% Strategies for early intervention and support for struggling students
- 21% Cross-cultural dialogue
- 20% Capitalizing on life experiences of students
- 20% Enhanced feedback to students
- 19% Non-academic barriers to academic success
- 17% Social integration/identification w/college
- 16% Culturally-sensitive instruction
- 11% Math strategies
- 10% Structured/sequenced instruction for skill and knowledge development

**Other topics of interest:**

- project based learning activities
- verbal communication skills, accent reduction
- professional growth
- teaching efficiently: using class time and preparation time most effectively,
- Emergency preparedness, CPR, lifesaving
- Technology based instruction (as supplemental tools)
- Universal design in curriculum development
- Managing grading strategies
- Use of social network in higher education
- Set standards, expectations structure, discipline, enthusiastic, passion, follow-up on grades and assignments, take a personal interest.



# Santa Ana College

*Winter Convocation  
January 20, 2012*



# The Community We Serve



- ▶ Has a poverty level that is double that of U.S. overall.
- ▶ Has a BA or higher degree attainment rate that is 1 / 3 that of Orange County overall.

***Santa Ana is 78% Latino, the ethnic group that has the overall highest hope that their children will attend college.***

# The Current SAC Student Population

## College Credit (on-campus)

- ◆ 15,985 students (was 16,131) minus 146 students

## School of Continuing Education

- ◆ 11,565 students (was 12,696) minus 1,131 students



# SAC Credit Student Profile

## Goals upon entry

- ▶ AA Degree/Transfer to universities= 63%-was 59%
- ▶ Employment -related= 11%-was 3%
- ▶ Vocational Certificate = 3%-was 4%
- ▶ *Unknown/unreported goals upon entry = 13%-was 15%*

## Update

+4%  
+8%  
-1%  
-2%

## Over the Last Five Years

- ▶ Transfer increased from 1,394 to 2096
- ▶ AA/AS degrees increased from 1295 to 1440
- ▶ Certificates rose from 905 to 1,201



# First Time Freshmen – California



**100**  
Begin 9<sup>th</sup> Grade

**66**  
Graduate High School

**2 Year School**

**18**  
Enroll

**10**  
Return Sophomore Year

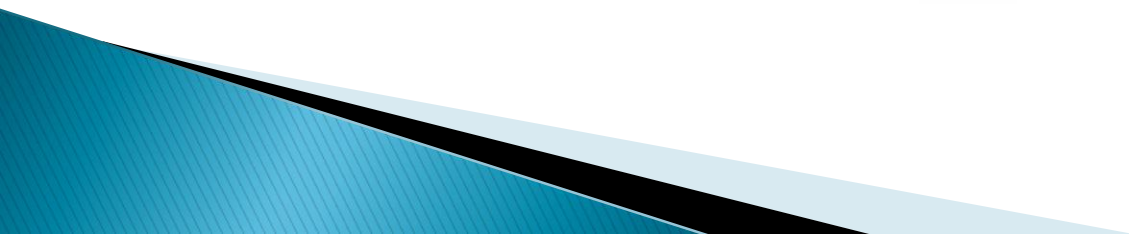
**?**  
Graduate  
in 3 years



## POP QUIZ

Of the 100 students, how many graduate from a two-year school in three years?

5





# Here at Santa Ana College

## Fall 2009 First Time Freshmen



### Full-time Students

**1<sup>st</sup> Semester**  
719  
100%



**2<sup>nd</sup> Semester**  
668  
93%



**3<sup>rd</sup> Semester**  
590  
82%

**4<sup>th</sup> semester**  
592 (82%)  
**5<sup>th</sup> Semester**  
468 (62%)

### Part-time Students

**1<sup>st</sup> Semester**  
3,463  
100%



**2<sup>nd</sup> Semester**  
1,523  
44%



**3<sup>rd</sup> Semester**  
1,073  
31%

**4<sup>th</sup> semester**  
872 (25%)  
**5<sup>th</sup> Semester**  
677 (20%)

2nd Semester Persistence by Ethnicity	
Latino	67%
Asian	62%
African American	38%
White	47%
<b>OVERALL</b>	<b>60%</b>

# **SAC Student Achievement Goal**

***Increase Successful Course Completion by 10%  
by SAC's 100<sup>th</sup> Anniversary in 2015***

<b>Semester</b>	<b>Current % Successful</b>
Fall 2009	<b>64%</b> <i>(31,229 seats out of <u>48,795</u> seats)</i>
Fall 2010	<b>65%</b> <i>(28,819 seats out of <u>45,875</u> seats)</i>
Fall 2011 and Beyond	SAC offers about 1,400 classes per semester. If <u>one more student</u> succeeds <u>in each class</u> we will meet our student success goal.

# Sample Departments that Improved Student Academic Success: Fall 2009–Fall 2010

DEPARTMENT	FROM	TO	Total Enrolled Students
English	61%	62%	2,494
Automotive	75%	76%	317
EMLS	74%	75%	705
Anthropology	65%	67%	513
Psychology	56%	58%	1162
Chemistry	66%	69%	463
Math	48%	53%	4,199
Biology	57%	62%	2,079
Dance	64%	72%	730
Engineering	63%	73%	341
Economics	58%	69%	328

# Approximately 962 Additional Students were Successful in Classes

- ▶ Overall 32 departments increased success from Fall 2009 to Fall 2010. Additional growth departments were:
- 

Exercise Health/Science

Medical Assistant

Ethnic Studies

Nursing

Reading

Photography

Criminal Justice

Physics

Human Development

French

Fire Technology

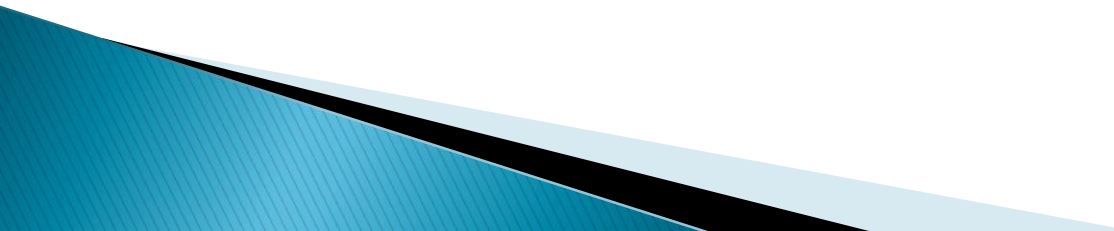
Computer Science

Sign Language

Education

Environmental Studies

# Student Success Challenges

- ▶ 45 Departments either stayed at the same success level or decreased successful class seats over the same period.
  - ▶ Our collective challenge is to mobilize all possible resources within and beyond the classroom to support student success here at Santa Ana College.
- 



**ABUNDANCE**





# Where We Go From Here

- ▶ Ray Hicks, SAC's Academic Senate President, will facilitate a panel of faculty voices from college credit and our School of Continuing Education. These fellow practitioners will share insights about the importance of academic writing in their classrooms and highlight strategies they employ to cultivate this essential academic skill.
- ▶ Following the faculty panel, Lilia Tanakeyowma will invite current and former SAC students to talk about their experiences at our college and provide us with advice on creating the best possible academic environment for students.
- ▶ Finally, our convocation will be followed by workshops for all faculty to continue the conversation about writing across the disciplines in the nearby I Building.



# PROFESSIONAL DEVELOPMENT WORKSHOPS

**FALL FLEX 2013**

To enroll please contact Dianne Freeman at 714-564-6763 or freeman\_dianne@sac.edu

WORKSHOPS	DESCRIPTION	PRESENTER	DATE	TIME	LOCATION
<b>Grant Writing 101</b>	Overview of the grant process, identifying and evaluating grant opportunities, and understanding the basic components of a grant proposal and the process of development.	Sarah Santoyo	Monday August 19	9:00am to 10:00am	A-112
<b>Active Shooter on Campus Workshop</b>	This workshop provides information that can save your life. What do you do when the unthinkable happens? You will also learn what the local police department, the fire department, and the campus safety department will do in response to an active shooter on campus.	James Wooley and Al Chin	Monday August 19	9:00 am to 10:00 am	A-130
<b>Using CCC Confer</b>	How to use the free CCC Confer for hosting meetings and events.	Joe Pacino	Monday August 19	10:00am to 11:00am	A112
<b>Bb Basics</b>	Learn how to use Blackboard to post your syllabus and handouts, plus more!	Bb Professional Training	Monday August 19	1:00pm to 4:00pm	*
<b>Bb Advanced</b>	Advanced techniques using Bb.	Bb Professional Training	Monday August 19	5:00pm to 8:00pm	*
<b>Bb Basics</b>	Learn how to use Blackboard to post your syllabus and handouts, plus more!	Bb Professional Training	Tuesday August 20	9:00am to Noon	*
<b>You Tube Video Captioning</b>	Learn how to use YouTube's video captioning feature.	John Russo	Tuesday August 20	10:00am to 11:00am	A112
<b>Department Chair: The Nuts &amp; Bolts</b>	The duties and responsibilities expected of an academic Department Chair.	John Zarske	Tuesday August 20	9:00am to Noon	A112
<b>Bb Advanced</b>	Advanced techniques using Bb.	Bb Professional Training	Tuesday August 20	1:pm to 4:pm	*
<b>Bb Advanced</b>	Advanced techniques using Bb.	Bb Professional Training	Wednesday August 21	9:00am to Noon	*
<b>Camtasia Relay (NEW Product!)</b>	Use Camtasia Relay to easily develop mini-lectures, demonstrations/tutorials using screen capture/audio/video recordings with captioning. (An easier recording tool than Camtasia Studio.)	Joe Pacino	Wednesday August 21	9:00am to 11:00am	A112
<b>Department Chairs &amp; Senate Meeting</b>	A meeting of the Academic Senate and Academic Department Chairs.	Academic Senate	Wednesday August 21	9:00 am to Noon	The Spot (U-102)

<b>Safety and Emergency Preparedness</b>	This class is designed to help you assist your students during a fire or earthquake	Don Mahany/James Wooley	Wednesday August 21	10:00am to 11:00am	A130
<b>Academic Senate Meeting</b>	A meeting of the Academic Senate Officers and Senators.	Academic Senate	Wednesday August 21	1:00pm to 3:00pm	The Spot (U-102)
<b>Bb Advanced</b>	Advanced techniques using Bb.	Bb Professional Training	Wednesday August 21	1:00pm to 4:00pm	*
<b>Fitness Seminar for Faculty and Staff</b>	Health and fitness topics and discussion for faculty and staff.	Flo Luppiani and Juli Macdonald	Thursday August 22	2:30pm to 3:30pm	E102
<b>Using Turnitin.com</b>	The effective use of Turnitin.com for evaluating student papers and reports.	Pete Nguyen	Thursday August 22	4:30pm to 5:30pm	A108
<b>College Convocation</b>	Opening ceremony for the Fall 2013 semester.	Dr. Erlinda Martinez	Friday August 23	8:00am to 10:00am	Phillips Hall
<b>Division and Department Meetings</b>	Division and Department meetings as arranged by each Division.	All	Friday August 23	11:00am to 4:00pm	Division/Depts
		.			

\*Sign up through the office of Distance Education (714) 564-6725 [SAC.Disted@sac.edu](mailto:SAC.Disted@sac.edu)



# PROFESSIONAL DEVELOPMENT WORKSHOPS

**SPRING FLEX 2014**

To enroll please contact Dianne Freeman at 714-564-6763 or freeman\_dianne@sac.edu

WORKSHOPS	DESCRIPTION	PRESENTER	DATE	TIME	LOCATION
<b>Safety and Emergency</b>	This class is designed to help you assist your students during any campus emergency	Don Mahany James Wooley	Monday Feb. 3	10am to 11 am	A130
<b>Hazards Communication Training</b>	OSHA recently modified its Hazard Communication Standard (HCS) to conform to the UN's Globally Harmonized System of Classification and Labeling of Chemicals (GHS). If you work with chemicals on a regular basis, you are required to attend this training. Departments requiring training include: Art, Biology, Chemistry, Maintenance, Auto/Diesel, Welding & Manufacturing	Don Maus	Monday Feb. 3	11am to 11:30am	A130
<b>Blackboard Basics</b>	Learn how to use Blackboard to post your syllabus and handouts, plus more!	Distance Education	Monday Feb. 3	12:30pm to 2pm	A108
<b>Directed Learning Activities</b>	This workshop will focus on how Directed Learning Activities completed by your student in the SAC Learning Center can be used to enhance your course. We will discuss elements of an effective DLA, and you will be given a template so you can create your own DLAs.	Katharine Walczak	Monday Feb. 3	1pm to 2pm	D307
<b>Scholarship Readers: Master our Online System</b>	Discover useful tips on how to navigate the online SAC Scholarship Application Process with specific emphasis on candidate selection. Tips for log-on access and opportunities for increasing efficiency with scholarship screening will be presented. Opportunity to get your scholarship application questions answered.	Peggy Card-Govela Catherine Emley	Monday Feb.3	1pm to 2pm	A211
<b>Bb Grade Center</b>	Use the Grade Center in Blackboard to have your grades available to your students 24/7. (Must have attended or have knowledge of Bb Basics)	Distance Education	Monday Feb.3	2pm to 3pm	A108

<b>Blackboard Basics</b>	Learn how to use Blackboard to post your syllabus and handouts, plus more!	Distance Education	Tuesday Feb. 4	8:30am to 10am	A108
<b>Camtasia Studio</b>	Give your students the opportunity to review important concepts at their own pace by recording your computer screen and mouse movements while you narrate your visual presentation. Add graphical overlays such as arrows, circles, text boxes to highlight and emphasize specific areas of the screen. These tutorials can be uploaded to the SAC Media Server for student viewing from home on their computer, or on their iPad anytime, anywhere.	Joe Pacino	Tuesday Feb. 4	9am to 10:30am	A112
<b>When in Doubt – Freelance</b>	Come learn about SAC courses and resources available to help your students join the workforce through freelance opportunities. Become a leader in the effort to get your student working before they find a job!	Maricela Sandoval	Tuesday Feb.4	9am to 10am	A203
<b>Dept Chair EEO Training</b>		SAC Academic Senate	Tuesday Feb.4	9am to 11am	The Spot (U-102)
<b>Bb Grade Center</b>	Use the Grade Center in Blackboard to have your grades available to your students 24/7. (Must have attended or have knowledge of Bb Basics)	Distance Education	Tuesday Feb. 4	10am to 11am	A108
<b>YouTube Captioning</b>	How to caption and edit captioning for videos that you have created in YouTube to use as a learning tool in your course.	John Russo	Tuesday Feb.4	10:30am to 11:30am	A112
<b>Bb Assessments</b>	Create tests and surveys and use Blackboard's assignment submittal feature. (Must have attended or have knowledge of Bb Basics)	Distance Education	Tuesday Feb.4	11am to 12pm	A108
<b>Bb Interactive Tools</b>	Make your course Interactive with Discussion Boards, Blogs, Journals, Wiki's and Chat	Distance Education	Tuesday Feb.4	1pm to 2pm	A108
<b>Camtasia Relay</b>	Use Camtasia Relay to easily develop mini-lectures, demonstrations/tutorials using screen capture/audio/video recordings with captioning.	Joe Pacino	Wednesday Feb.5	9am to 10:30am	A112
<b>SAC/SCC Academic Senate Retreat</b>		SAC/SCC Academic Senates	Wednesday Feb.5	9am to 12pm	The Spot (U-102)
<b>Bb Interactive Tools</b>	Make your course Interactive with Discussion Boards, Blogs, Journals, Wiki's and Chat	Distance Education	Wednesday Feb.5	10am to 11am	A108

<b>Chemical Hygiene Training</b>	This session is for all employees who work in the science labs. In this OSHA compliant training session we will review the district's Chemical Hygiene Plan and provide you with information needed to use hazardous chemicals safely including: basic protective measures, emergency procedures, who's responsible for what, the difference between MSDS/SDS, etc	Don Maus Crystal Jenkins Kathy Takahashi	Wednesday Feb.5	10am to 11:30am	I-101
<b>Accessibility</b>	Accessibility basics for the classroom and on Blackboard	Maria Aguilar Beltran	Wednesday Feb.5	11am to 12pm	A108
<b>SAC Department Chairs</b>		Academic Senate	Wednesday Feb.5	12pm to 3pm	The Spot (U-102)
<b>Disaster Survival Skills</b>	Learn the latest techniques to survive a disaster including: emergency first aid, water/utility control, where to get safe drinking water, what to put in emergency kits and a lot more. This is a fun and engaging class that could save your life.	Wayne Bennett Retired Fire Captain	Wednesday Feb.5	1pm to 2pm	D-101
<b>Blackboard Basics</b>	Learn how to use Blackboard to post your syllabus and handouts, plus more!	Distance Education	Wednesday Feb.5	1:30pm to 3pm	A108
<b>Student Conduct and Resources Available to You</b>	This session addresses student behavior and highlights resources available to you to foster a better environment of learning and safety.	Loy Nashua Phi Loan Le James Wooley	Wednesday Feb.5	2pm to 3pm	A205
<b>Bb Assessments</b>	Create tests and surveys and use Blackboard's assignment submittal feature. (Must have attended or have knowledge of Bb Basics)	Distance Education	Wednesday Feb.5	3pm to 4pm	A108
<b>Common Core and Santa Ana Unified</b>	Common Core is a new state standard in English and Math for K-12. An understanding of this standard will enable faculty to anticipate the skill sets that incoming freshman will possess. The presenter will define and highlight aspects of this standard.	James Prothero Marissa Hernandez	Thursday Feb.6	4pm to 5pm	D106
<b>Blackboard Basics</b>	Learn how to use Blackboard to post your syllabus and handouts, plus more!	Distance Education	Thursday Feb.6	4pm to 5:30pm	A108
<b>Pre-Convocation Welcome</b>		General	Friday Feb.7	8am to 8:30am	Phillips Hall
<b>Convocation</b>	Presidential Remarks and Student Panel	Dr. Erlinda Martinez	Friday Feb.7	8:30am to 10:15am	Phillips Hall

<b>Convocation Breakout Sessions</b>		General	Friday Feb. 7	10:30am to 12pm	TBA
<b>Division and Department Meetings</b>		Individual Depts.	Friday Feb.7	12pm to 5pm	Division/Depts

Professional Learning Opportunity for SAC full-time and adjunct faculty:

Join your SAC colleagues at one or more of the FREE professional development events offered by 3CSN California Community Colleges Success Network) this spring. \$150 stipends are available for faculty who attend an event, implement at least one strategy and submit a written report on their experience with implementing the strategy. Participants receiving the stipends must also attend at least one of three group discussions sessions about these best practices being promoted by 3CSN.

Below are the 3CSN events that have been scheduled for this spring. Click on this link to register <http://3csn.org/201314events/>

- **LINKS 9 Beyond the Classroom: Strengthening Ties between Classroom Teaching and Academic Support Services** (with complimentary morning refreshments and lunch) Join us and learn how academic support services, like library services, peer-assisted learning programs, and noncredit classes bolster credit classroom. (wait list)  
Friday, February 21, 2014 from 8:15 AM to 2:00 PM.

**Cerritos College**

11110 E. Alondra Blvd.  
Norwalk, CA 90650

- **Habits of Mind Spring 2014 Gathering - SoCal** (includes lunch) By attending this event participants will: Gather new ideas about successful activities and programs that support student success; Understand the importance of cultivating Habits of Mind as an essential component of deep learning and student success; Recognize how they can embed Habits of Mind activities and routines into their professional practice; and Connect and network with fellow practitioners. (10 spaces left)  
Friday, February 28, 2014 from 9:00 AM to 2:00 PM

**Saddleback College**

28000 Marguerite Parkway  
Mission Viejo, CA 92692

- **Increasing Student Completion Through Accelerated English and Math**

Katie Hern and Myra Snell, leaders of the California Acceleration Project, along with faculty teaching accelerated classes in English and math, will provide interactive presentations on the promise of accelerated models of remediation. The workshop will include student outcomes data, classroom materials, video, and tools faculty can use to develop accelerated models for their own campus. (24 spaces left)  
Friday, March 7, 2014 from 9:00 to 3:00 PM

**West Los Angeles College**

9000 Overland Avenue  
GC 160 (Auditorium Room)  
Culver City, CA 90230



**From:** Jenkins, Rob  
**Sent:** Wednesday, November 06, 2013 2:35 PM  
**To:** # All SAC Email Users  
**Subject:** Professional Development at CEC

Dear Colleagues,

It just occurred to me that we have a tool to let you know about our professional development efforts at Santa Ana College School of Continuing Education which you are all invited to participate in. If you need flex or ever need flex credit; if you want to join discussion groups and other activities, please feel free to come to Centennial Education Center and join us.

Just click on this link for information:

[http://sac.edu/ContinuingEducation/faculty\\_Staff/Fd/Pages](http://sac.edu/ContinuingEducation/faculty_Staff/Fd/Pages)

Rob Jenkins <http://sac.edu/RJenkins>  
ESL Professor <http://sac.edu/ContinuingEducation/ESL/Pages>  
Professional Development Coordinator  
[http://sac.edu/ContinuingEducation/faculty\\_Staff/Fd/Pages](http://sac.edu/ContinuingEducation/faculty_Staff/Fd/Pages)  
Professional Development Blog  
<http://instructordevelopment.wordpress.com>  
Teacher Trainer <http://esl-teacher.net>

Santa Ana College School of Continuing Education  
<http://sac.edu/ContinuingEducation>

The Santa Ana College School of Continuing Education is a responsive community leader dedicated to adult student success through innovative educational programs and services. The School of Continuing Education prepares students to transition to college, improve language and workforce skills, increase civic involvement, and promote lifelong learning.

The mission of Santa Ana College is to be a leader and partner in meeting the intellectual, cultural, technological and workforce development needs of our diverse community. Santa Ana College provides access and equity in a dynamic learning environment that prepares students for transfer, careers and lifelong intellectual pursuits in a global community.

**Mission:** The mission of the Rancho Santiago Community College District is to provide quality educational programs and services that address the needs of our diverse students and communities.

**From:** Beyersdorf, Matthew

**Sent:** Tuesday, November 12, 2013 10:44 AM

**To:** Bassett, Dana; Bennett, Gary; Beyersdorf, Matthew; Brandon, Kelly; Hassel, Elissa; Higgins, Mark; Jaros, Bonita; Martinez, Donato; Mitzner, Rita; Patterson, Kathy; Ramshaw, Charles; Smith, Sol; Sosta, Rachel; Tran, Melissa L; Adriana Alexander; Amber Dinh; Arnold, Geoffrey; Axtell, Christina; Barraza, Gregory; Brandon Rocke; Bromberger, Kristine; Carey, Jennifer; Carolyn Clark; Carroll, Aaron; Conner Higgins; Cons, Andrea; Daniel Keener; Diller, Jeffrey; Dongell, Robert; Garrett Ehring; Greenberg, Herschel; Griffin, Alice; Harris, James; Iris Chao; Johnson, Susan; Kabaji, Noha; Kaminsky, Rebecca; Keefer, Stephanie; Kelley, Sara; Linda Rose; Matthew Pelle; Mijares, Jackie; Missakian, Ilona; Munoz, Jayne; Musgrove, Charlene; Nguyen, Pete; Ozima, Megan; Pearce, Dianne; Pecenkovic, Nidzara; Prothero, James; Reid, Mari-Lynne; Swanlund, Brewster; Taylor, Jason

**Cc:** Dwyer, Dalva; Hicks, Raymond; Hicks\_Ray@sac.edu; Keith, Kitty; Lewis\_Michael@sac.edu; Mowher\_Melanie@sac.edu; Simmons\_Kathy@sac.edu; Colunga, Molly; Gilreath, Genice; Kossler,; Walczak, Katharine

**Subject:** DLA Creation Workshop

Need to create DLAs for your class?

Don't have time?

Check out this workshop!

The English Department together with McGraw-Hill Higher Education is putting on a workshop on Tuesday, November 19, 2013, from 1:30-2:30 P.M. in D-306 (the Learning Center).

Lynda Haas from UCI will be presenting CONNECT to the attendees. Specifically, she will show how to set up and track DLAs and how a Personalized Learning Plan (PLP) helps address students who are struggling with writing, grammar, and punctuation.

Please RSVP to either Kathy Walczak (ext. 46542) or Matthew Beyersdorf (ext. 46538) by Thursday, November 14, 2013.

Thank you.

LEARNING CENTER WORKSHOP SERIES  
HUMANITIES AND SOCIAL SCIENCE DIVISION

# Strategies to Improve Student Retention in Online/Hybrid Courses

by Javier A. Galván, Ph.D.

DUNLAP  
HALL  
(D-102)

Thursday,  
October 10,  
2013  
(2-3 pm)

Javier A. Galván (Spanish Department) will present a **50-minute** workshop on multiple strategies that his department has implemented to achieve high retention and passing rates on hybrid courses. He will present practical approaches for student success based on:

- 85% retention rates (average),
- Student comments regarding class components & policies that became motivators for successful course completion,
- Technological tools for course management,
- Practical strategies for SLO assessment.

**For further information, please contact:**

Humanities Office: (714) 564-6500

Learning Center: (714) 564-6569

E-mail: [galvan\\_javier@sac.edu](mailto:galvan_javier@sac.edu)



***Attend the Learning Center workshop on  
Spanish direct and indirect object  
pronouns.***

***Led by Professor Martha Guerrero-Phlaum,  
the workshop will be held this Thursday,  
September 12th from 4:00 to 5:00 in the  
Learning Center...Dunlap Hall, Room D307.***

***It's free and open to all SAC students. Sign  
up in the Learning Center or call***

***714-564-6569.***

**From:** Pedroza, Luis  
**Sent:** Wednesday, August 28, 2013 3:04 PM  
**To:** # SAC Faculty  
**Subject:** Free Research Workshops in the Library for your students and you.

Good Afternoon to You All, if you actually have/had an opportunity to read this email.

Okay, I know that the semester is already adding a lot of stress in your life.

Yes, I realize it is barely day number 3.

So, in bullet form:

- Schedule for free Research Workshops for you and your students is now available.
- Here is a link:  
<http://www.sac.edu/StudentServices/Library/Pages/ResearchWorkshopFA13.aspx>
- Three different stand alone workshops.
- Find Books (How to locate library owned sources using the our new catalog)
- Find Articles (Locate and retrieve articles from periodical databases available 24/7).
- Search the Internet (Basic searching of the Internet plus learning to evaluate content of a website).
- All workshops have assessment component.
- Email notification to Faculty that your student participated in a workshop, includes assessment score.
- Questions: email Luis Pedroza [pedroza\\_luis@sac.edu](mailto:pedroza_luis@sac.edu) or 714-564-6707.

Sorry for the email interruption to the flow of your day.

Hope you all have a beautiful semester.

Luis Pedroza