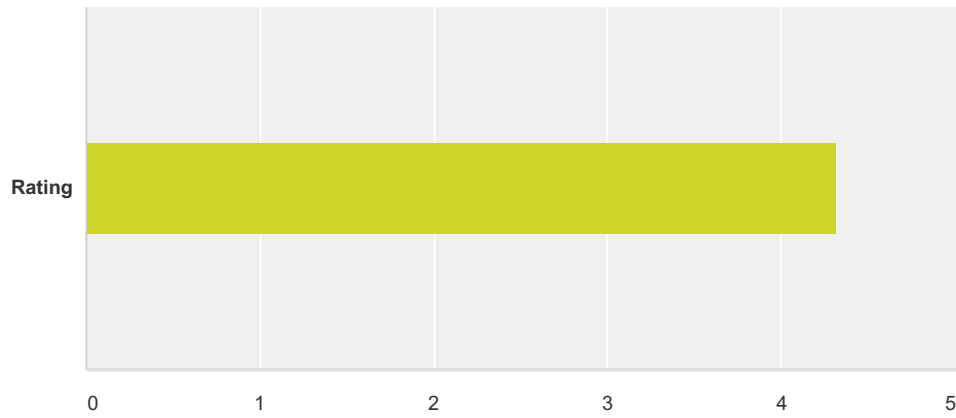## Q1 How would you rate the overall format and content of this year's convocation?
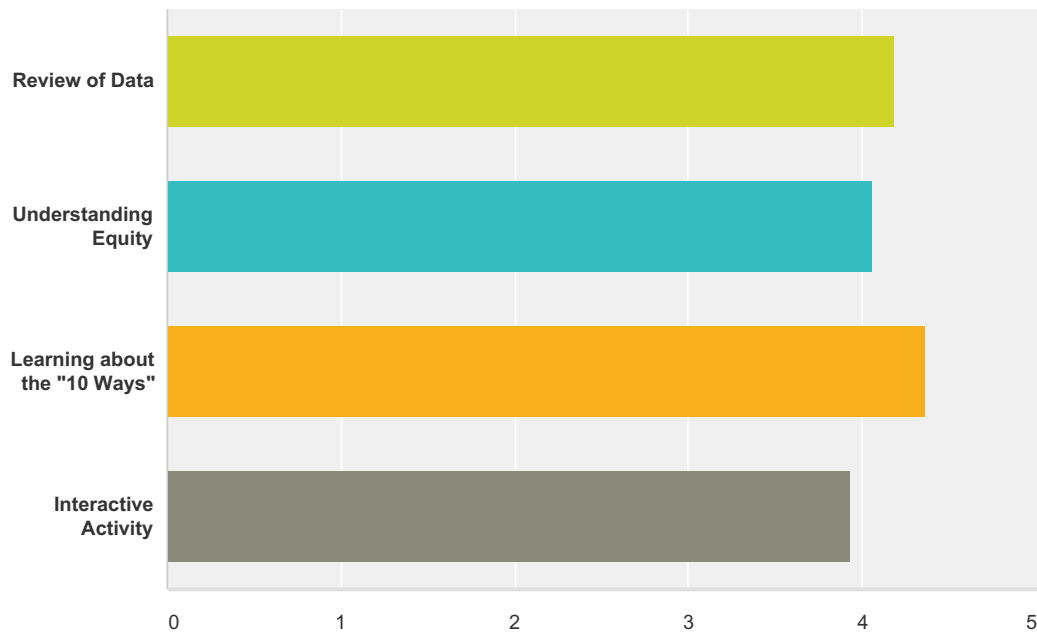
Answered: 118   Skipped: 35

	1	2	3	4	5	Total	Weighted Average
Rating	0.85% 1	0.85% 1	10.17% 12	41.53% 49	46.61% 55	118	4.32

Q2 Please rate how helpful the following activities of convocation were

Answered: 142   Skipped: 11

	Not at all Helpful	Somewhat Helpful	Not sure	Helpful	Very helpful	Total	Weighted Average
Review of Data	**0.00%** 0	**7.75%** 11	**7.04%** 10	**43.66%** 62	**41.55%** 59	142	4.19
Understanding Equity	**2.13%** 3	**6.38%** 9	**12.77%** 18	**41.13%** 58	**37.59%** 53	141	4.06
Learning about the "10 Ways"	**0.00%** 0	**5.00%** 7	**5.71%** 8	**37.86%** 53	**51.43%** 72	140	4.36
Interactive Activity	**1.42%** 2	**9.93%** 14	**16.31%** 23	**37.59%** 53	**34.75%** 49	141	3.94

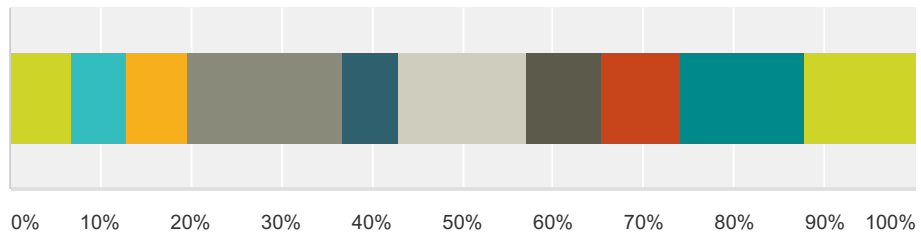| #	Other (please specify)	Date
1	Excellent presentation!	2/25/2015 11:36 AM
2	Very good speaker!	2/25/2015 11:20 AM
3	loved the presentation / very comprehensive and enlightening	2/25/2015 11:12 AM
4	Data were interesting and informative. Provide practical application for all of the data collected	2/25/2015 10:29 AM

Q3 How can we make the program better next year?

Answered: 48   Skipped: 105

#	Responses	Date
1	like the information presented	2/25/2015 11:42 AM
2	Have a full time Ethnic studies faculty	2/25/2015 11:30 AM
3	It was great overall	2/25/2015 11:25 AM
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37	more discussion	2/25/2015 9:04 AM
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44	Continue with quest speakers	2/25/2015 8:47 AM
45	E-mailing the Powerpoint would be helpful	2/25/2015 8:44 AM
46	Invite Adjunct!	2/25/2015 8:43 AM
47	This info is info we already know. It's my best practices. It's how I approach my job. Maybe this is more appropriated for faculty in classroom.	2/25/2015 8:41 AM
48	Water, milk and juice, please. Thank you!	2/25/2015 8:36 AM

Q4 **Please select your strategy**

Answered: 147   Skipped: 6

- Strategy 1: Ask students about their educational and career goals
- Strategy 2: Integrate career and educational goal explanation into course assignments
- Strategy 3: Provide regular and meaningful feedback to students about their performance an...
- Strategy 4: Regularly ask students if they understand the course material and direct them ...
- Strategy 5: Learn your students' names and ask them how they are doing
- Strategy 6: Create opportunities for students to provide feedback on their experience in y...
- Strategy 7: Show students that you are proud to work at your institution and that they sho...
- Strategy 8:
- Strategy 9: Incorporate opportunities for students to share their personal and family hist...
- Strategy 10: Connect or provide students with opportunities to help their peers
- Strategy 11: 10 ways everyone can help

Answer Choices	Responses	
Strategy 1: Ask students about their educational and career goals	6.80%	10
Strategy 2: Integrate career and educational goal explanation into course assignments	6.12%	9
Strategy 3: Provide regular and meaningful feedback to students about their performance and progress	6.80%	10
Strategy 4: Regularly ask students if they understand the course material and direct them to available assistance when needed	17.01%	25
Strategy 5: Learn your students' names and ask them how they are doing	6.12%	9
Strategy 6: Create opportunities for students to provide feedback on their experience in your course throughout the term	14.29%	21
Strategy 7: Show students that you are proud to work at your institution and that they should be proud to be enrolled at your college	8.16%	12
Strategy 8:	0.00%	0
Strategy 9: Incorporate opportunities for students to share their personal and family history and culture in class assignments	8.84%	13
Strategy 10: Connect or provide students with opportunities to help their peers	13.61%	20
Strategy 11: 10 ways everyone can help	12.24%	18
Total		**147**

5 / 10

Q5 How are we currently applying these strategies?

Answered: 74   Skipped: 79

#	Responses	Date
1	At the extended orientation for 1st semester students, they were asked why they wanted to become a nurse. I started the discussion and told them my calling. They then followed. This was an important connection that we were connected to a common goal	2/25/2015 11:48 AM
2	Both the faculty and students in the class take an interest in others' lives	2/25/2015 11:41 AM
3	Equity plan, cooperative + collaborative peer revision, group work, team presentations, book of the year	2/25/2015 11:38 AM
4	Using the student success center - they have developed specific directed learning activities for our students.	2/25/2015 11:36 AM
5	Keep smiling	2/25/2015 11:33 AM
6	Team presentations Team projects	2/25/2015 11:32 AM
7	We do not (as an institution)	2/25/2015 11:28 AM
8	In my classes, I stop and ask students if they understand topics in lecture. I also make myself available for students to get a hold of me after class via email, in office	2/25/2015 11:25 AM
9	Taking breaks within lecture and ask "was that clear? Does anyone have any questions?"	2/25/2015 11:23 AM
10	I have them write about it Ask them in the writing center	2/25/2015 11:19 AM
11	Lots of group work ask them to explain a problem to me or to class	2/25/2015 11:19 AM
12	Take attendance every class	2/25/2015 11:16 AM
13	Blackboard Reflection prompts at the end of each class	2/25/2015 11:11 AM
14	Currently have students meet in groups w/ others that have similar goals to help each other out. We need to know students on a more personal level to help them reach their goals	2/25/2015 11:09 AM
15	During lecture on culture + health beliefs, students are invited to share their culture/ family health beliefs and values	2/25/2015 11:06 AM
16	Fire Tech Club Bring in former students (from the workforce) to talk to new students PAT practices - combines classes - a team effort and encouragement	2/25/2015 11:02 AM
17	I have used this strategy for over 30 years. It is called being a head athletic coach. It works over 95% of my students	2/25/2015 10:57 AM
18	I am classified staff	2/25/2015 10:55 AM
19	Groups / 1st day introductions	2/25/2015 10:53 AM
20	in reading, writing, group discussion	2/25/2015 10:52 AM
21	Engaging with our term and model our practice	2/25/2015 10:50 AM
22	I do a student questionnaire on interests, background and future	2/25/2015 10:46 AM
23	I ask them their major, if they have a job	2/25/2015 10:44 AM
24	- learning their names - reg. meaning of feedback - mid semester / end of semester survey - reduce lecture, increase hands on learning	2/25/2015 10:42 AM
25	I tell them I love teaching and that it's a wonderful thing to be involved in sth you love doing - and to be proud of themselves that they have so much advantage by being here	2/25/2015 10:39 AM
26	very interactive group assignments with specific job assignments within the group based on each student's abilities goals - role playing as if it was a professional work scenario	2/25/2015 10:37 AM

27	Taking time to help students or visitors regardless if they are "my" students or not	2/25/2015 10:34 AM
28	Encourage students to practice and study outside of classroom	2/25/2015 10:32 AM
29	on the first day, we have the students share a little bit about their personal history and goals for the semester. Often this is a perfect segway to talking about nursing interventions pertinent to different cultural beliefs	2/25/2015 10:31 AM
30	Students are invited to share culturally relevant information as it applies to lecture content Students must evaluate their patients from a cultural perspective every week. The must consider the impact of culture on a pts hospital experience	2/25/2015 10:29 AM
31	Students share about interests, goals, family 3 x 5 feedback cards being nurturing and caring open house tutoring, mentoring, orientation	2/25/2015 10:24 AM
32	During introductions, I talk about why I want to be at SAC as an instructor (7 years)	2/25/2015 10:21 AM
33	Through introduction of each theory and clinical course, I express how proud I am of SAC nursing program	2/25/2015 10:20 AM
34	cooperative learning assignment on environment. students discuss a particular issue and report class	2/25/2015 10:18 AM
35	We have a Fire Tech Club - involves students in the community Provide for one on one office hours for students' success Students' network in lab situations	2/25/2015 10:17 AM
36	have students write an evaluation of the class and return it	2/25/2015 10:16 AM
37	In my particular course, there aren't specific ways but students are encouraged to share discussions. not everyone is required	2/25/2015 10:15 AM
38	very well	2/25/2015 10:12 AM
39	Hire faculty that care	2/25/2015 10:11 AM
40	comment on papers, DLAs, blackboard updated	2/25/2015 10:09 AM
41	I think many instructors already do this, but we should wake this a campus-wide discussion	2/25/2015 10:08 AM
42	DLA's up to date grades on blackboard	2/25/2015 10:07 AM
43	We meet with prospective students prior to entering our program to ensure our program will meet their needs and will enable them to become successful	2/25/2015 10:04 AM
44	- office hours - course evaluation at the end of semester - mid / final clinical site evaluation - emails	2/25/2015 10:01 AM
45	Students discussions (groups)	2/25/2015 9:59 AM
46	It is integrated into one redesign	2/25/2015 9:57 AM
47	Blackboard, they write about what their goals are, talk about all career possibilities	2/25/2015 9:55 AM
48	I have a personal relationship. I spend a lot of time discussing goals and doing early alert. I expect them to work very hard and I give a lot of work. I recommend students to the Math Center and spent my office hours there	2/25/2015 9:50 AM
49	- Professors doing surveys throughout semester - Friendly help students when needed	2/25/2015 9:46 AM
50	talk about length of time here	2/25/2015 9:42 AM
51	in class - test, quizzes, discussions early alert learning center + tutoring	2/25/2015 9:40 AM
52	Meet with students one - on - one for 5 or 10 minutes	2/25/2015 9:38 AM
53	Blackboard discussions	2/25/2015 9:37 AM
54	Assignments in CTE classes are often project related. Part of the assignment always indues students providing construction comments for each other. In several GE classes, students are constantly placed in work groups to discuss issues and review concepts covered.	2/25/2015 9:36 AM
55	Students introduce themselves at first class meeting and share info with class	2/25/2015 9:32 AM
56	only done in specialized classes for major in my department	2/25/2015 9:31 AM
57	We try to show students where they are and what is required next.	2/25/2015 9:29 AM
58	not very well. but we discussed what we can do to create opportunities for more feedback	2/25/2015 9:25 AM

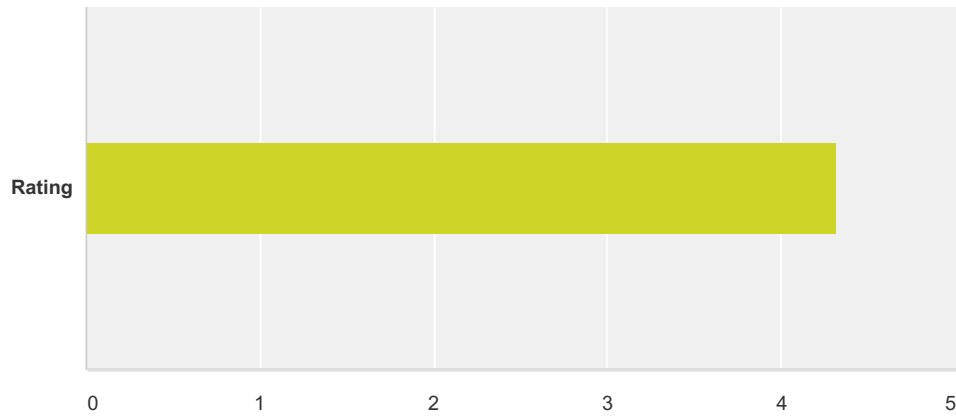| 59	- reflective journal assignments - reflection on specific assignments	2/25/2015 9:22 AM
60	journals, survey, midterm. Not enough though	2/25/2015 9:19 AM
61	Continues class feedback Small group meetings w/ instructor feedback	2/25/2015 9:17 AM
62	- Mandatory office visits/ meetings - Extensive feedback on written work - Progress reports	2/25/2015 9:14 AM
63	Regular critique of work, one-on-one work in progress critique	2/25/2015 9:13 AM
64	1. "My grades" on Blackboard 2. Feedback on essays and individual / group presentations 3. Teacher- students conferences	2/25/2015 9:10 AM
65	We use an application, Intake + student educational contract to find out throughout the semester	2/25/2015 9:09 AM
66	Proud of college	2/25/2015 9:06 AM
67	How students do research on courses and write essays concerning why they think a particular career would be a good fit for them.	2/25/2015 9:04 AM
68	asking students questions in class	2/25/2015 9:02 AM
69	- In history dept, I don't cover it very often - Why do think you'd be well-suited for your ideal career?	2/25/2015 8:55 AM
70	Daily - students are to write a paragraph about one thing they learned in class and give their personal commentary about it. These paragraphs are typed double-space, checked for accuracy before turning in the next day.	2/25/2015 8:52 AM
71	Personal Interaction makes better	2/25/2015 8:50 AM
72	- Ask what's your major - What do you hope to do with that major? - Start class. Ask about week or their work	2/25/2015 8:48 AM
73	This is how we function and work with students	2/25/2015 8:41 AM
74	Completed within each of the introducing course of the program.	2/25/2015 8:30 AM

Q6 How might we apply these strategies?

Answered: 52   Skipped: 101

#	Responses	Date
1	Have them explain concepts to students sitting next to them	2/25/2015 11:42 AM
2	Daily - learn students' names, greet them when they come to class, let them know you care when they are absent	2/25/2015 11:41 AM
3	Student activity : how do students want to help and how could they help other students	2/25/2015 11:38 AM
4	Focus on student responsibility for academic success, not keep dumping on faculty	2/25/2015 11:33 AM
5	Randomly form teams, have classroom team activities. Teams have to show they are together	2/25/2015 11:32 AM
6	Use index card assessments / surveys for an easy, quick way to get feedback But I do have one questions, how do we handle feedback/ suggestions that we know, from data, is not pedagogically sound?	2/25/2015 11:28 AM
7	I think I would like to bridge across this strategy to other courses my students take like English and Math	2/25/2015 11:25 AM
8	Help students paraphrase and help each other paraphrase what they've understand along the way and note it. Do it all together. Role-model note taking together of what they've learned and then ask questions and model how to ask questions and how to find out more information / answers.	2/25/2015 11:23 AM
9	Walk around before class and chat and get to know students before class	2/25/2015 11:16 AM
10	Have weekly/ monthly meetings w/ students to check up on their progress, and to inform them of how they can improve and achieve their goals	2/25/2015 11:09 AM
11	Nursing students will encourage their patients to share their culture health beliefs / values which will help NS to provide better, culturally sensitive / focused patient care.	2/25/2015 11:06 AM
12	talk to coach for strategy	2/25/2015 10:57 AM
13	Groups / outside organizations profession	2/25/2015 10:53 AM
14	Keep students take a look at all they're already done at the college and in life	2/25/2015 10:50 AM
15	We all need to be on same page	2/25/2015 10:46 AM
16	open a dialogue with students, get to know them	2/25/2015 10:44 AM
17	More role playing / groups	2/25/2015 10:37 AM
18	Apply this college wide - many people here will work by you and not even say hi even if they know you	2/25/2015 10:34 AM
19	Engage the students by a small group discussion about nursing across cultural boundaries	2/25/2015 10:31 AM
20	Asking students to write 10 -25 things about themselves- anything they want - and then share. Instructor must participate	2/25/2015 10:29 AM
21	Request info during 1st class session. Students introduce	2/25/2015 10:20 AM
22	not sure it would require a change in the assignments I think encouraging them	2/25/2015 10:15 AM
23	In group discussion	2/25/2015 10:15 AM
24	even better?	2/25/2015 10:12 AM
25	train faculty with strategies to do it	2/25/2015 10:11 AM
26	same as above and always improving	2/25/2015 10:09 AM
27	in progress... same as above	2/25/2015 10:07 AM
28	our strategy receives very positive feedback from our students	2/25/2015 10:04 AM
29	provide students flash cards to ask questions about lecture each week ask students during class to provide feedback on whether they understand the material	2/25/2015 10:01 AM

30	more specific surveying throughout	2/25/2015 9:59 AM
31	Make sure this is part of the training for pt time faculty	2/25/2015 9:57 AM
32	more "less pressure, group work"	2/25/2015 9:55 AM
33	Small group discussion in class	2/25/2015 9:52 AM
34	I am going to do my office hours in the Math Center	2/25/2015 9:50 AM
35	encourage students to engage	2/25/2015 9:46 AM
36	wear college clothes more often	2/25/2015 9:42 AM
37	more conversation	2/25/2015 9:40 AM
38	The peer "costique" process could be more formalized and extended throughout the curriculum	2/25/2015 9:36 AM
39	more following later in class to have deeper discussions	2/25/2015 9:32 AM
40	difficult to do in large GE classes	2/25/2015 9:31 AM
41	- Intro courses are fun, informative and designed to peek curiosity - We stress the importance of making friends and peers that have the same goals as you	2/25/2015 9:29 AM
42	- 3 x 5 cards asking students what was most helpful etc - survey in middle and end of semester - keep communication with other instructors	2/25/2015 9:25 AM
43	allowing/ asking students to ask what they don't understand or what concepts need to be explain clearer through note cards. Then, share responses with class	2/25/2015 9:22 AM
44	More frequent 3 x 5 cards	2/25/2015 9:19 AM
45	Set aside working time to view student work one-on-one	2/25/2015 9:13 AM
46	"Help me help you"	2/25/2015 9:10 AM
47	Ask students in the classroom at the beginning of the semester. Take 5-10 min to do an informal survey - or use index cards at the 1st class to get info + the discuss during the 2nd class	2/25/2015 9:09 AM
48	Need to learn more	2/25/2015 9:06 AM
49	Take them to the career center to find out more about careers	2/25/2015 9:04 AM
50	use 3 x 5 cards	2/25/2015 9:02 AM
51	Ask students to find out about careers related to a Hist. degree at the career center.	2/25/2015 8:55 AM
52	Work towards applying it as a team not just individually	2/25/2015 8:41 AM

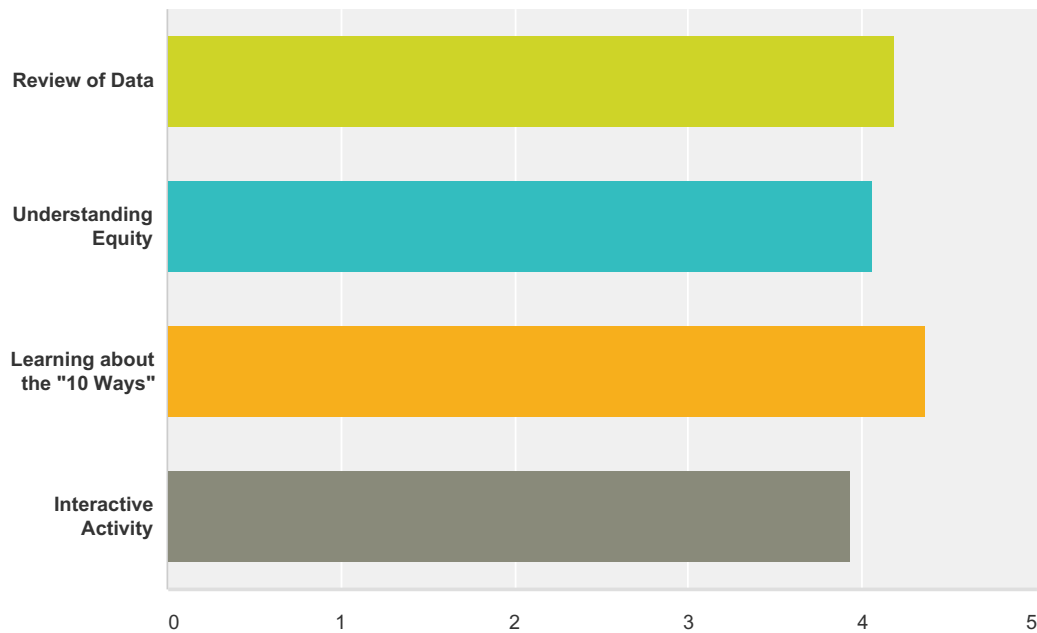## Q1 How would you rate the overall format and content of this year's convocation?

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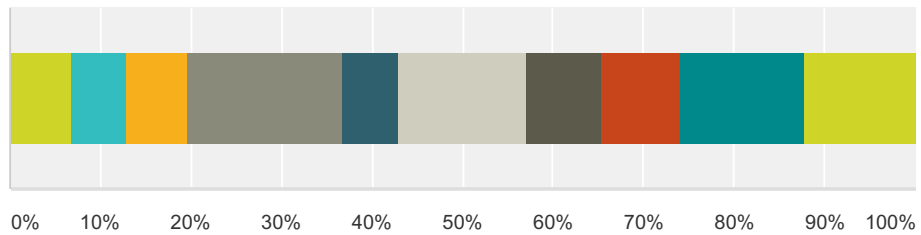| #	Other (please specify)	Date
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3	loved the presentation / very comprehensive and enlightening	2/25/2015 11:12 AM
4	Data were interesting and informative. Provide practical application for all of the data collected	2/25/2015 10:29 AM

Q3 How can we make the program better next year?

Answered: 48   Skipped: 105

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44	Continue with quest speakers	2/25/2015 8:47 AM
45	E-mailing the Powerpoint would be helpful	2/25/2015 8:44 AM
46	Invite Adjunct!	2/25/2015 8:43 AM
47	This info is info we already know. It's my best practices. It's how I approach my job. Maybe this is more appropriated for faculty in classroom.	2/25/2015 8:41 AM
48	Water, milk and juice, please. Thank you!	2/25/2015 8:36 AM

Q4 Please select your strategy

Answered: 147   Skipped: 6

- ◻ Strategy 1: Ask students about their educational and career goals
- ◻ Strategy 2: Integrate career and educational goal explanation into course assignments
- ◻ Strategy 3: Provide regular and meaningful feedback to students about their performance an...
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- ◻ Strategy 5: Learn your students' names and ask them how they are doing
- ◻ Strategy 6: Create opportunities for students to provide feedback on their experience in y...
- ◻ Strategy 7: Show students that you are proud to work at your institution and that they sho...
- ◻ Strategy 8:
- ◻ Strategy 9: Incorporate opportunities for students to share their personal and family hist...
- ◻ Strategy 10: Connect or provide students with opportunities to help their peers
- ◻ Strategy 11: 10 ways everyone can help

Answer Choices	Responses	
Strategy 1: Ask students about their educational and career goals	**6.80%**	10
Strategy 2: Integrate career and educational goal explanation into course assignments	**6.12%**	9
Strategy 3: Provide regular and meaningful feedback to students about their performance and progress	**6.80%**	10
Strategy 4: Regularly ask students if they understand the course material and direct them to available assistance when needed	**17.01%**	25
Strategy 5: Learn your students' names and ask them how they are doing	**6.12%**	9
Strategy 6: Create opportunities for students to provide feedback on their experience in your course throughout the term	**14.29%**	21
Strategy 7: Show students that you are proud to work at your institution and that they should be proud to be enrolled at your college	**8.16%**	12
Strategy 8:	**0.00%**	0
Strategy 9: Incorporate opportunities for students to share their personal and family history and culture in class assignments	**8.84%**	13
Strategy 10: Connect or provide students with opportunities to help their peers	**13.61%**	20
Strategy 11: 10 ways everyone can help	**12.24%**	18
Total		**147**

Q5 How are we currently applying these strategies?

Answered: 74   Skipped: 79

#	Responses	Date
1	At the extended orientation for 1st semester students, they were asked why they wanted to become a nurse. I started the discussion and told them my calling. They then followed. This was an important connection that we were connected to a common goal	2/25/2015 11:48 AM
2	Both the faculty and students in the class take an interest in others' lives	2/25/2015 11:41 AM
3	Equity plan, cooperative + collaborative peer revision, group work, team presentations, book of the year	2/25/2015 11:38 AM
4	Using the student success center - they have developed specific directed learning activities for our students.	2/25/2015 11:36 AM
5	Keep smiling	2/25/2015 11:33 AM
6	Team presentations Team projects	2/25/2015 11:32 AM
7	We do not (as an institution)	2/25/2015 11:28 AM
8	In my classes, I stop and ask students if they understand topics in lecture. I also make myself available for students to get a hold of me after class via email, in office	2/25/2015 11:25 AM
9	Taking breaks within lecture and ask "was that clear? Does anyone have any questions?"	2/25/2015 11:23 AM
10	I have them write about it Ask them in the writing center	2/25/2015 11:19 AM
11	Lots of group work ask them to explain a problem to me or to class	2/25/2015 11:19 AM
12	Take attendance every class	2/25/2015 11:16 AM
13	Blackboard Reflection prompts at the end of each class	2/25/2015 11:11 AM
14	Currently have students meet in groups w/ others that have similar goals to help each other out. We need to know students on a more personal level to help them reach their goals	2/25/2015 11:09 AM
15	During lecture on culture + health beliefs, students are invited to share their culture/ family health beliefs and values	2/25/2015 11:06 AM
16	Fire Tech Club Bring in former students (from the workforce) to talk to new students PAT practices - combines classes - a team effort and encouragement	2/25/2015 11:02 AM
17	I have used this strategy for over 30 years. It is called being a head athletic coach. It works over 95% of my students	2/25/2015 10:57 AM
18	I am classified staff	2/25/2015 10:55 AM
19	Groups / 1st day introductions	2/25/2015 10:53 AM
20	in reading, writing, group discussion	2/25/2015 10:52 AM
21	Engaging with our term and model our practice	2/25/2015 10:50 AM
22	I do a student questionnaire on interests, background and future	2/25/2015 10:46 AM
23	I ask them their major, if they have a job	2/25/2015 10:44 AM
24	- learning their names - reg. meaning of feedback - mid semester / end of semester survey - reduce lecture, increase hands on learning	2/25/2015 10:42 AM
25	I tell them I love teaching and that it's a wonderful thing to be involved in sth you love doing - and to be proud of themselves that they have so much advantage by being here	2/25/2015 10:39 AM
26	very interactive group assignments with specific job assignments within the group based on each student's abilities goals - role playing as if it was a professional work scenario	2/25/2015 10:37 AM

27	Taking time to help students or visitors regardless if they are "my" students or not	2/25/2015 10:34 AM
28	Encourage students to practice and study outside of classroom	2/25/2015 10:32 AM
29	on the first day, we have the students share a little bit about their personal history and goals for the semester. Often this is a perfect segway to talking about nursing interventions pertinent to different cultural beliefs	2/25/2015 10:31 AM
30	Students are invited to share culturally relevant information as it applies to lecture content Students must evaluate their patients from a cultural perspective every week. The must consider the impact of culture on a pts hospital experience	2/25/2015 10:29 AM
31	Students share about interests, goals, family 3 x 5 feedback cards being nurturing and caring open house tutoring, mentoring, orientation	2/25/2015 10:24 AM
32	During introductions, I talk about why I want to be at SAC as an instructor (7 years)	2/25/2015 10:21 AM
33	Through introduction of each theory and clinical course, I express how proud I am of SAC nursing program	2/25/2015 10:20 AM
34	cooperative learning assignment on environment. students discuss a particular issue and report class	2/25/2015 10:18 AM
35	We have a Fire Tech Club - involves students in the community Provide for one on one office hours for students' success Students' network in lab situations	2/25/2015 10:17 AM
36	have students write an evaluation of the class and return it	2/25/2015 10:16 AM
37	In my particular course, there aren't specific ways but students are encouraged to share discussions. not everyone is required	2/25/2015 10:15 AM
38	very well	2/25/2015 10:12 AM
39	Hire faculty that care	2/25/2015 10:11 AM
40	comment on papers, DLAs, blackboard updated	2/25/2015 10:09 AM
41	I think many instructors already do this, but we should wake this a campus-wide discussion	2/25/2015 10:08 AM
42	DLA's up to date grades on blackboard	2/25/2015 10:07 AM
43	We meet with prospective students prior to entering our program to ensure our program will meet their needs and will enable them to become successful	2/25/2015 10:04 AM
44	- office hours - course evaluation at the end of semester - mid / final clinical site evaluation - emails	2/25/2015 10:01 AM
45	Students discussions (groups)	2/25/2015 9:59 AM
46	It is integrated into one redesign	2/25/2015 9:57 AM
47	Blackboard, they write about what their goals are, talk about all career possibilities	2/25/2015 9:55 AM
48	I have a personal relationship. I spend a lot of time discussing goals and doing early alert. I expect them to work very hard and I give a lot of work. I recommend students to the Math Center and spent my office hours there	2/25/2015 9:50 AM
49	- Professors doing surveys throughout semester - Friendly help students when needed	2/25/2015 9:46 AM
50	talk about length of time here	2/25/2015 9:42 AM
51	in class - test, quizzes, discussions early alert learning center + tutoring	2/25/2015 9:40 AM
52	Meet with students one - on - one for 5 or 10 minutes	2/25/2015 9:38 AM
53	Blackboard discussions	2/25/2015 9:37 AM
54	Assignments in CTE classes are often project related. Part of the assignment always indues students providing construction comments for each other. In several GE classes, students are constantly placed in work groups to discuss issues and review concepts covered.	2/25/2015 9:36 AM
55	Students introduce themselves at first class meeting and share info with class	2/25/2015 9:32 AM
56	only done in specialized classes for major in my department	2/25/2015 9:31 AM
57	We try to show students where they are and what is required next.	2/25/2015 9:29 AM
58	not very well. but we discussed what we can do to create opportunities for more feedback	2/25/2015 9:25 AM

| 59	- reflective journal assignments - reflection on specific assignments	2/25/2015 9:22 AM
60	journals, survey, midterm. Not enough though	2/25/2015 9:19 AM
61	Continues class feedback Small group meetings w/ instructor feedback	2/25/2015 9:17 AM
62	- Mandatory office visits/ meetings - Extensive feedback on written work - Progress reports	2/25/2015 9:14 AM
63	Regular critique of work, one-on-one work in progress critique	2/25/2015 9:13 AM
64	1. "My grades" on Blackboard 2. Feedback on essays and individual / group presentations 3. Teacher- students conferences	2/25/2015 9:10 AM
65	We use an application, Intake + student educational contract to find out throughout the semester	2/25/2015 9:09 AM
66	Proud of college	2/25/2015 9:06 AM
67	How students do research on courses and write essays concerning why they think a particular career would be a good fit for them.	2/25/2015 9:04 AM
68	asking students questions in class	2/25/2015 9:02 AM
69	- In history dept, I don't cover it very often - Why do think you'd be well-suited for your ideal career?	2/25/2015 8:55 AM
70	Daily - students are to write a paragraph about one thing they learned in class and give their personal commentary about it. These paragraphs are typed double-space, checked for accuracy before turning in the next day.	2/25/2015 8:52 AM
71	Personal Interaction makes better	2/25/2015 8:50 AM
72	- Ask what's your major - What do you hope to do with that major? - Start class. Ask about week or their work	2/25/2015 8:48 AM
73	This is how we function and work with students	2/25/2015 8:41 AM
74	Completed within each of the introducing course of the program.	2/25/2015 8:30 AM

Q6 How might we apply these strategies?

Answered: 52   Skipped: 101

#	Responses	Date
1	Have them explain concepts to students sitting next to them	2/25/2015 11:42 AM
2	Daily - learn students' names, greet them when they come to class, let them know you care when they are absent	2/25/2015 11:41 AM
3	Student activity : how do students want to help and how could they help other students	2/25/2015 11:38 AM
4	Focus on student responsibility for academic success, not keep dumping on faculty	2/25/2015 11:33 AM
5	Randomly form teams, have classroom team activities. Teams have to show they are together	2/25/2015 11:32 AM
6	Use index card assessments / surveys for an easy, quick way to get feedback But I do have one questions, how do we handle feedback/ suggestions that we know, from data, is not pedagogically sound?	2/25/2015 11:28 AM
7	I think I would like to bridge across this strategy to other courses my students take like English and Math	2/25/2015 11:25 AM
8	Help students paraphrase and help each other paraphrase what they've understand along the way and note it. Do it all together. Role-model note taking together of what they've learned and then ask questions and model how to ask questions and how to find out more information / answers.	2/25/2015 11:23 AM
9	Walk around before class and chat and get to know students before class	2/25/2015 11:16 AM
10	Have weekly/ monthly meetings w/ students to check up on their progress, and to inform them of how they can improve and achieve their goals	2/25/2015 11:09 AM
11	Nursing students will encourage their patients to share their culture health beliefs / values which will help NS to provide better, culturally sensitive / focused patient care.	2/25/2015 11:06 AM
12	talk to coach for strategy	2/25/2015 10:57 AM
13	Groups / outside organizations profession	2/25/2015 10:53 AM
14	Keep students take a look at all they're already done at the college and in life	2/25/2015 10:50 AM
15	We all need to be on same page	2/25/2015 10:46 AM
16	open a dialogue with students, get to know them	2/25/2015 10:44 AM
17	More role playing / groups	2/25/2015 10:37 AM
18	Apply this college wide - many people here will work by you and not even say hi even if they know you	2/25/2015 10:34 AM
19	Engage the students by a small group discussion about nursing across cultural boundaries	2/25/2015 10:31 AM
20	Asking students to write 10 -25 things about themselves- anything they want - and then share. Instructor must participate	2/25/2015 10:29 AM
21	Request info during 1st class session. Students introduce	2/25/2015 10:20 AM
22	not sure it would require a change in the assignments I think encouraging them	2/25/2015 10:15 AM
23	In group discussion	2/25/2015 10:15 AM
24	even better?	2/25/2015 10:12 AM
25	train faculty with strategies to do it	2/25/2015 10:11 AM
26	same as above and always improving	2/25/2015 10:09 AM
27	in progress... same as above	2/25/2015 10:07 AM
28	our strategy receives very positive feedback from our students	2/25/2015 10:04 AM
29	provide students flash cards to ask questions about lecture each week ask students during class to provide feedback on whether they understand the material	2/25/2015 10:01 AM

| 30	more specific surveying throughout	2/25/2015 9:59 AM
31	Make sure this is part of the training for pt time faculty	2/25/2015 9:57 AM
32	more "less pressure, group work"	2/25/2015 9:55 AM
33	Small group discussion in class	2/25/2015 9:52 AM
34	I am going to do my office hours in the Math Center	2/25/2015 9:50 AM
35	encourage students to engage	2/25/2015 9:46 AM
36	wear college clothes more often	2/25/2015 9:42 AM
37	more conversation	2/25/2015 9:40 AM
38	The peer "costique" process could be more formalized and extended throughout the curriculum	2/25/2015 9:36 AM
39	more following later in class to have deeper discussions	2/25/2015 9:32 AM
40	difficult to do in large GE classes	2/25/2015 9:31 AM
41	- Intro courses are fun, informative and designed to peek curiosity - We stress the importance of making friends and peers that have the same goals as you	2/25/2015 9:29 AM
42	- 3 x 5 cards asking students what was most helpful etc - survey in middle and end of semester - keep communication with other instructors	2/25/2015 9:25 AM
43	allowing/ asking students to ask what they don't understand or what concepts need to be explain clearer through note cards. Then, share responses with class	2/25/2015 9:22 AM
44	More frequent 3 x 5 cards	2/25/2015 9:19 AM
45	Set aside working time to view student work one-on-one	2/25/2015 9:13 AM
46	"Help me help you"	2/25/2015 9:10 AM
47	Ask students in the classroom at the beginning of the semester. Take 5-10 min to do an informal survey - or use index cards at the 1st class to get info + the discuss during the 2nd class	2/25/2015 9:09 AM
48	Need to learn more	2/25/2015 9:06 AM
49	Take them to the career center to find out more about careers	2/25/2015 9:04 AM
50	use 3 x 5 cards	2/25/2015 9:02 AM
51	Ask students to find out about careers related to a Hist. degree at the career center.	2/25/2015 8:55 AM
52	Work towards applying it as a team not just individually	2/25/2015 8:41 AM

Q1 Faculty type

Answered: 341   Skipped: 35
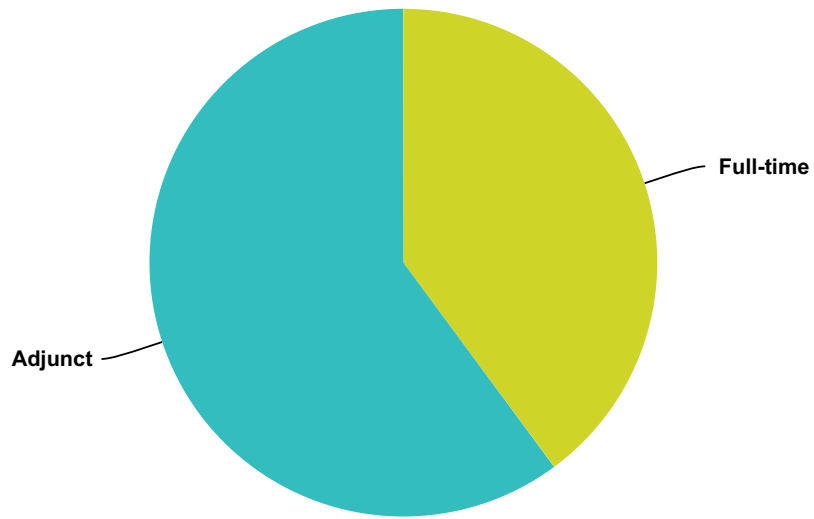
Answer Choices	Responses	
Full-time	**39.88%**	136
Adjunct	**60.12%**	205
Total		**341**

Q2 How many years have you worked at Santa Ana College?

Answered: 344   Skipped: 32
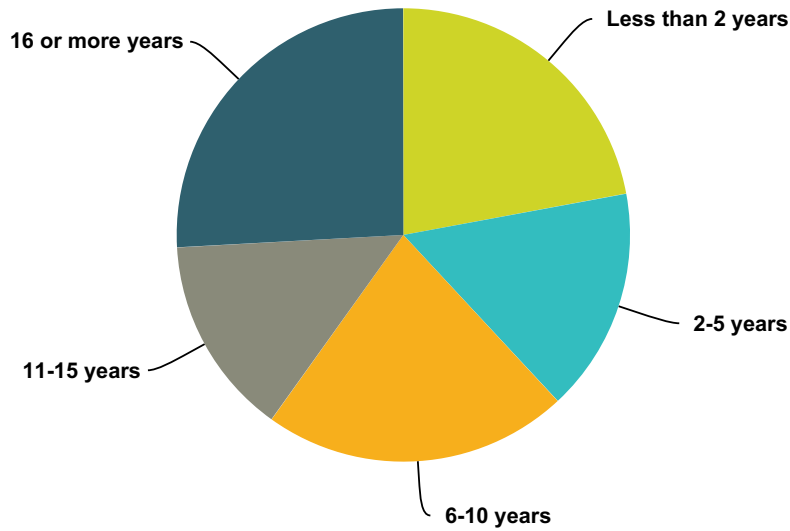
Answer Choices	Responses	
Less than 2 years	22.09%	76
2-5 years	15.99%	55
6-10 years	21.80%	75
11-15 years	14.24%	49
16 or more years	25.87%	89
Total		**344**

Q3 Please indicate how strongly you identify with the following statements

Answered: 374   Skipped: 2
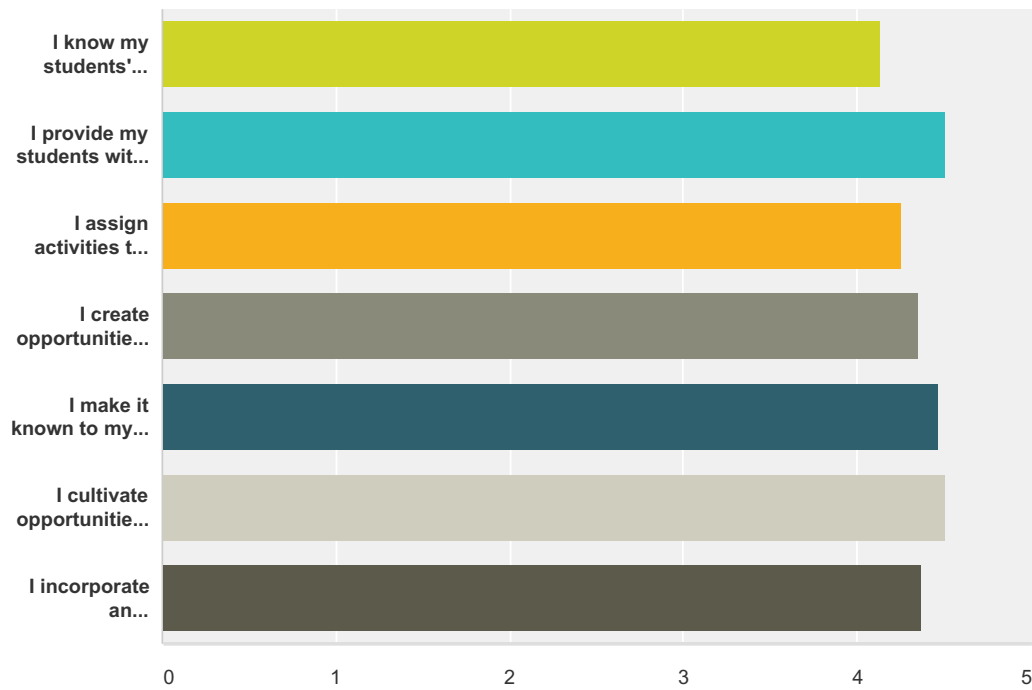
	Strongly disagree	Disagree	Not Sure	Agree	Strongly agree	Total	Weighted Average
I know my students' educational and career goals.	1.62% 6	4.32% 16	8.92% 33	49.73% 184	35.41% 131	370	4.13
I provide my students with regular and meaningful feedback.	1.35% 5	0.00% 0	1.08% 4	40.97% 152	56.60% 210	371	4.51
I assign activities that require my students to use college resources.	1.35% 5	3.24% 12	6.49% 24	45.95% 170	42.97% 159	370	4.26
I create opportunities for my students to provide feedback throughout the course.	1.08% 4	1.89% 7	5.14% 19	45.14% 167	46.76% 173	370	4.35
I make it known to my students that I am a proud member of the Santa Ana College faculty & community.	1.34% 5	0.80% 3	6.68% 25	31.82% 119	59.36% 222	374	4.47
I cultivate opportunities for my students to collaborate and support one another.	1.35% 5	0.54% 2	5.93% 22	29.92% 111	62.26% 231	371	4.51
I incorporate an understanding of cultural differences and other types of diversity into my instruction.	1.90% 7	1.90% 7	9.21% 34	30.89% 114	56.10% 207	369	4.37

## Q4 Please indicate your familiarity with these terms:

Answered: 375   Skipped: 1
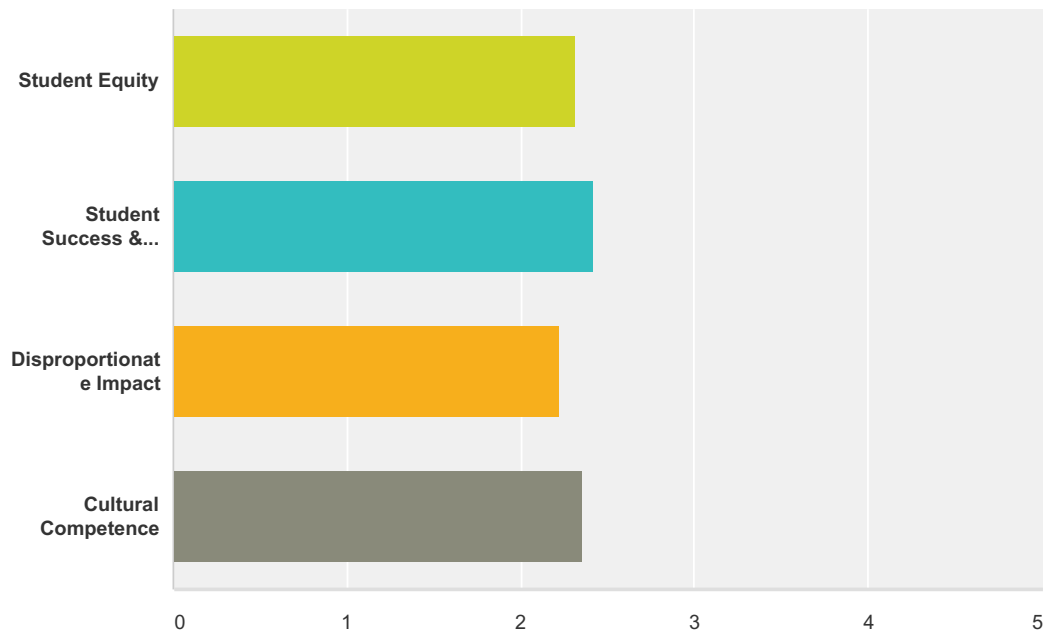
	Not at all familiar	Slightly familiar	Not sure	Moderately familiar	Very Familiar	Total	Weighted Average
Student Equity	**8.06%** 30	**9.41%** 35	**14.52%** 54	**42.47%** 158	**25.54%** 95	372	2.32
Student Success & Support Program	**4.28%** 16	**8.02%** 30	**10.70%** 40	**41.18%** 154	**35.83%** 134	374	2.42
Disproportionate Impact	**23.59%** 88	**7.24%** 27	**34.58%** 129	**23.59%** 88	**10.99%** 41	373	2.22
Cultural Competence	**10.96%** 41	**8.29%** 31	**19.25%** 72	**34.22%** 128	**27.27%** 102	374	2.36

Q5 What professional development topics would help you perform your job more effectively? (please select all that apply)

Answered: 373   Skipped: 3
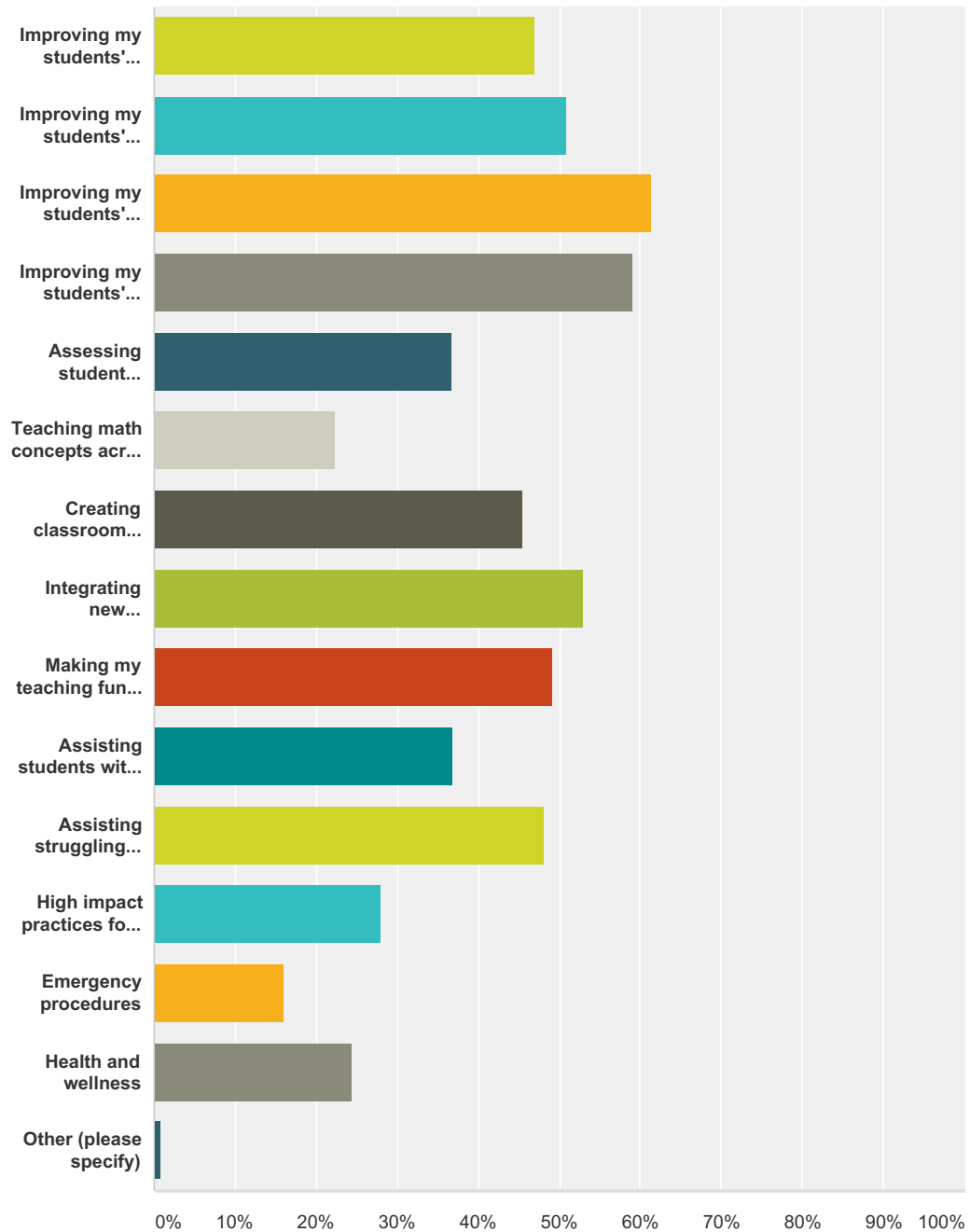
Answer Choices	Responses	
Improving my students' academic reading skills	**46.92%**	175
Improving my students' academic writing skills	**50.94%**	190
Improving my students' problem solving and critical thinking skills	**61.39%**	229

Improving my students' motivation and engagement	**58.98%**	220
Assessing student progress including SLO assessment	**36.73%**	137
Teaching math concepts across the curriculum	**22.25%**	83
Creating classroom activities that are connected to my students' goals	**45.58%**	170
Integrating new technologies into classroom instruction	**53.08%**	198
Making my teaching fun and motivating for myself and students	**49.33%**	184
Assisting students with special needs	**37.00%**	138
Assisting struggling students	**48.26%**	180
High impact practices for Community Colleges (Learning communities, etc.)	**27.88%**	104
Emergency procedures	**16.09%**	60
Health and wellness	**24.40%**	91
Other (please specify)	**0.80%**	3
Total Respondents: 373		

#	Other (please specify)	Date
1	Handling problem students, campus resources: helping students use campus resources	3/2/2015 10:42 AM
2	Put responsibility on students	3/2/2015 10:32 AM
3	Improving students' communication skill	3/2/2015 10:13 AM

Q6 When are convenient times for you to attend professional development workshops or round table discussions?

Answered: 333   Skipped: 43
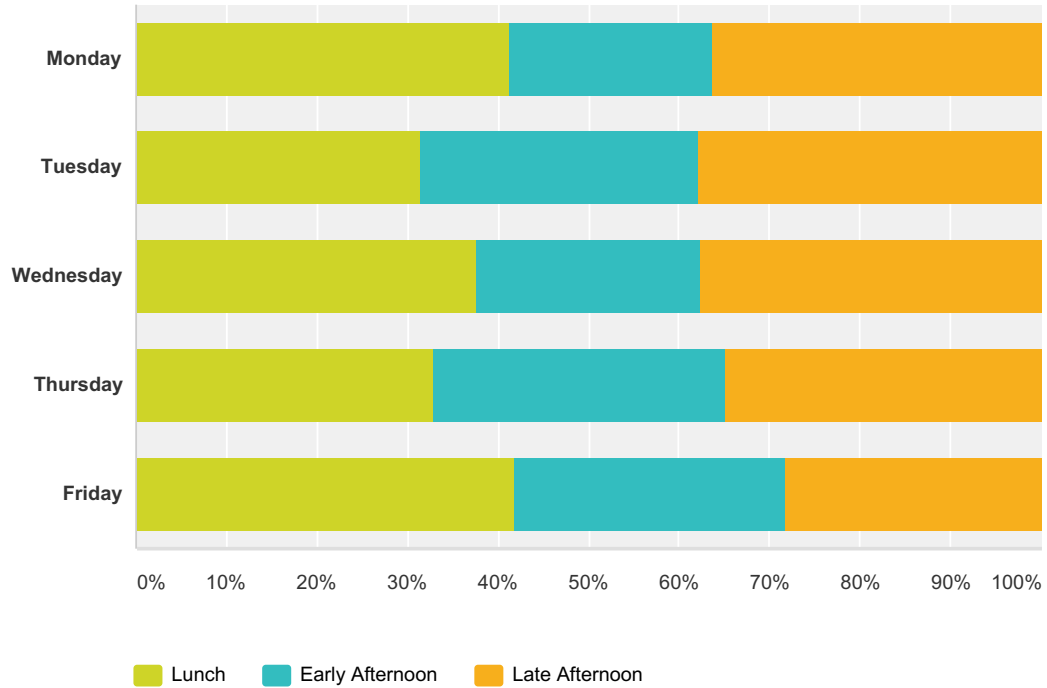
	Lunch	Early Afternoon	Late Afternoon	Total	Weighted Average
Monday	**41.29%** 83	**22.39%** 45	**36.32%** 73	201	1.95
Tuesday	**31.55%** 59	**30.48%** 57	**37.97%** 71	187	2.06
Wednesday	**37.75%** 77	**24.51%** 50	**37.75%** 77	204	2.00
Thursday	**32.84%** 66	**32.34%** 65	**34.83%** 70	201	2.02
Friday	**41.85%** 77	**29.89%** 55	**28.26%** 52	184	1.86

Q1 How would you rate the overall format and content of this year's convocation? (with 1 being the lowest and 5 being the highest)

Answered: 120   Skipped: 1
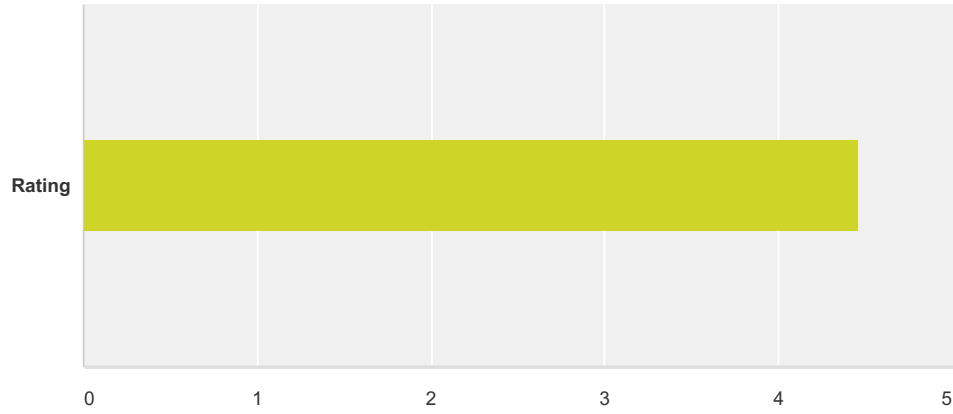
	1	2	3	4	5	Total	Weighted Average
Rating	0.00% 0	0.83% 1	6.67% 8	38.33% 46	54.17% 65	120	4.46

Q2 Please rate how helpful the following activities of convocation were(with 1 being the least and 5 being the most helpful)

Answered: 121   Skipped: 0
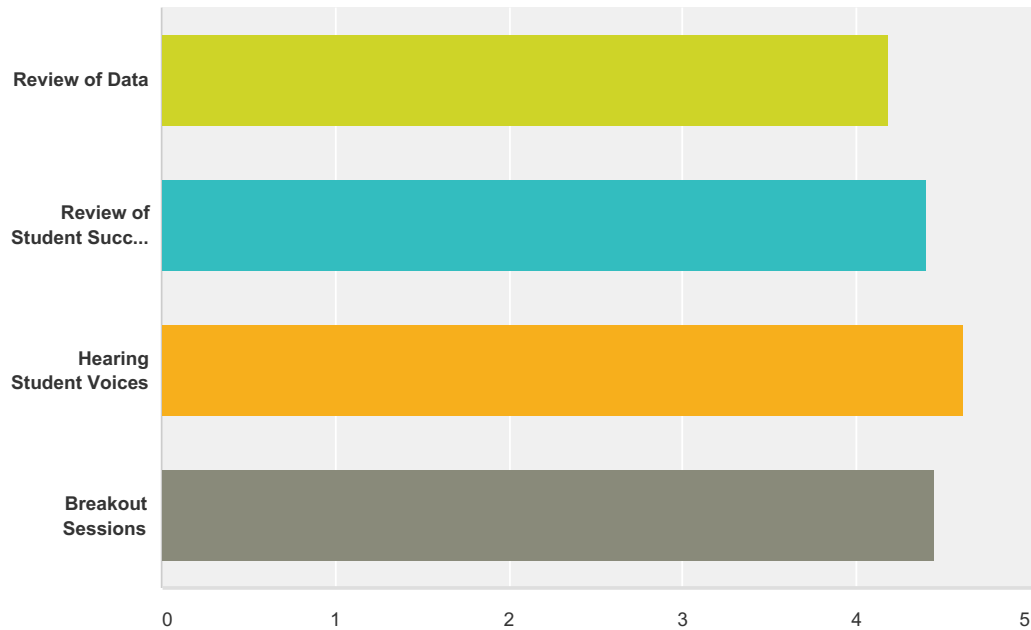
	Not at all Helpful	Somewhat Helpful	Not sure	Helpful	Very helpful	Total	Weighted Average
Review of Data	0.00% 0	5.79% 7	9.09% 11	45.45% 55	39.67% 48	121	4.19
Review of Student Success Factors	0.00% 0	5.00% 6	4.17% 5	35.83% 43	55.00% 66	120	4.41
Hearing Student Voices	0.83% 1	2.48% 3	1.65% 2	24.79% 30	70.25% 85	121	4.61
Breakout Sessions	0.00% 0	3.31% 4	5.79% 7	33.88% 41	57.02% 69	121	4.45

#	Other (please specify)	Date
1	Great convocation. Awesome to hear students perspectives and needs	2/9/2016 1:53 PM
2	My first convocation and it was great	2/5/2016 2:35 PM
3	The student video was eye opening. I'd love it if that kind of video presentation became a regular event. Such panels could address a wide range of issues.	2/5/2016 11:30 AM
4	This was one of the best break out sessions every.	2/5/2016 11:29 AM
5	Very practical and meaningful. I will use some ideas developed in the break out session in the first week of classes.	2/5/2016 11:28 AM
6	The breakout session was fabulous. Thank you for the chance to get to know my colleagues at a very much deeper level and be inspired to do more to help students.	2/5/2016 11:28 AM
7	Great connections-	2/5/2016 11:27 AM
8	loved it.	2/5/2016 11:27 AM
9	Very helpful to see the breakdown of data by student sub-populations.	2/5/2016 11:27 AM

| 10 | Student presentation was amazing. | 2/5/2016 11:17 AM |

Q3 What type of follow up activity would be most helpful to you and your department or office?

Answered: 63   Skipped: 58

#	Responses	Date
1	My own focus on department planning, marketing classes with low numbers, continued study of new materials for use in instruction, etc.	2/9/2016 2:16 PM
2	Follow-up plans sound good	2/9/2016 2:15 PM
3	Email with information and ideas to implement	2/9/2016 2:15 PM
4	Hearing from others, what happened with their activities	2/9/2016 2:14 PM
5	A town hall with food!	2/9/2016 2:13 PM
6	Questionnaire via email/web	2/9/2016 1:54 PM
7	More information on data review	2/9/2016 1:52 PM
8	Meet counselor assigned to my discipline	2/9/2016 1:52 PM
9	Instructors getting to know each other and sharing ideas	2/9/2016 1:51 PM
10	Dept. staff meeting to discuss specific strategies to implement in our classes, = our students	2/9/2016 1:50 PM
11	What connection activity did you do?	2/9/2016 1:48 PM
12	Inter-collaboration with other departments on student support activities.	2/9/2016 1:47 PM
13	I like working with other departments, regardless of the topic. It brings collaboration.	2/9/2016 1:46 PM
14	Self assess how our department currently supports these, and select a focus area to improve.	2/9/2016 1:44 PM
15	Self assess how our department currently supports these and select a focus area to improve.	2/5/2016 3:20 PM
16	A follow up at a big meeting - beginning of the term	2/5/2016 3:15 PM
17	more informal share sessions	2/5/2016 3:12 PM
18	feedback on any results or actions taken as a result of these sessions	2/5/2016 2:58 PM
19	More data regarding my program. more useful breakout sessions	2/5/2016 2:50 PM
20	Hosted informal discussion with other programs	2/5/2016 2:49 PM
21	continue with rich data resources, the more data driven decisions I can make, the better	2/5/2016 2:47 PM
22	basic knowledge of financial aid and EOPS/ Equity	2/5/2016 2:45 PM
23	Emails as reminders to help keep everyone focused on student success.	2/5/2016 2:43 PM
24	Follow up on what each said they would do spring 2016	2/5/2016 2:43 PM
25	email	2/5/2016 2:41 PM
26	complication and distribution via email of all the ideas	2/5/2016 2:40 PM
27	seeing the administration follow through on faculty recommendations	2/5/2016 2:39 PM
28	club support by administration	2/5/2016 2:38 PM
29	not sure	2/5/2016 2:36 PM
30	Videos and breakout sessions and discussion among the group.	2/5/2016 2:35 PM
31	Not sure... we need to discuss further in our division meetings.	2/5/2016 2:33 PM
32	Adding variety of workshops to continue development and understanding students better.	2/5/2016 2:31 PM

33	follow up with a similar activity that is more specific toward any department so that we can discuss similar issues and come up with department-wide implementation.	2/5/2016 1:25 PM
34	Time to prep office	2/5/2016 1:25 PM
35	Open ended activities Activities with choices	2/5/2016 1:18 PM
36	Dept. meeting	2/5/2016 1:16 PM
37	Summary of each break-out session content.	2/5/2016 1:07 PM
38	Additional opportunities to meet with faculty from other divisions.	2/5/2016 1:06 PM
39	Additional discussion with colleagues	2/5/2016 1:04 PM
40	Continue discussions in division and department meetings	2/5/2016 1:03 PM
41	Reconnect with our break out group	2/5/2016 1:01 PM
42	Unsure	2/5/2016 12:59 PM
43	Breakout / Sharing	2/5/2016 12:58 PM
44	Email with follow up info	2/5/2016 12:39 PM
45	The info that we put together during these meetings!	2/5/2016 12:38 PM
46	Collect data by department of the students who are not completing courses or programs.	2/5/2016 11:40 AM
47	feed back on ideas generated on worksheet	2/5/2016 11:29 AM
48	Do more like we did today. Share ideas with other faculty.	2/5/2016 11:29 AM
49	More inspirational teaching stories.	2/5/2016 11:28 AM
50	training on the Student Service available here at SAC	2/5/2016 11:28 AM
51	Take this show on the road.	2/5/2016 11:28 AM
52	More information on the available programs for students	2/5/2016 11:27 AM
53	send a report or summary to our department	2/5/2016 11:27 AM
54	More breakout sessions	2/5/2016 11:27 AM
55	breakout sessions were great!	2/5/2016 11:27 AM
56	today's follow-up was great!	2/5/2016 11:27 AM
57	Update us on what (& if not when) suggestions have been implemented by the college.	2/5/2016 11:20 AM
58	These breakout sessions were most helpful.	2/5/2016 11:19 AM
59	Real classroom application stories.	2/5/2016 11:19 AM
60	Review of services available to students Make programs shorter 1 hour.	2/5/2016 11:19 AM
61	dissemination of materials from breakout sessions	2/5/2016 11:18 AM
62	Afternoon meeting.	2/5/2016 11:04 AM
63	Distribute the responses from the breakouts and plans to address needs voiced.	2/5/2016 11:03 AM

## Q4 How can we make the program better next year?

Answered: 38   Skipped: 83

#	Responses	Date
1	Department focused activity instead of generalized breakouts is better	2/9/2016 2:16 PM
2	Include staff in convocation	2/9/2016 2:15 PM
3	Food :)	2/9/2016 2:14 PM
4	More student voices - best part but more students represented	2/9/2016 2:13 PM
5	This year's program was excellent	2/9/2016 1:58 PM
6	meaningful break-out sessions such as this one	2/9/2016 1:54 PM
7	Food =)	2/9/2016 1:53 PM
8	More group sharing time	2/9/2016 1:51 PM
9	I feel like I missed out by focusing on only one aspect. I want to know what the others discussed.	2/9/2016 1:46 PM
10	More in-depth work with the six success factors.	2/9/2016 1:44 PM
11	more in-depth work with the six success factors	2/5/2016 3:20 PM
12	More time	2/5/2016 3:16 PM
13	I really enjoyed the student feedback this year. This is a better format than hearing them live. Their thoughts seemed more well thought out. Also, the way that we introduced ourselves and who inspired or valued, I thought was awesome.	2/5/2016 3:15 PM
14	Breakout sessions: give us more time tot talk to each other, especially at colleagues in other fields. More time to talk to each other and then compile results in a less divided way.	2/5/2016 3:12 PM
15	not sure	2/5/2016 2:50 PM
16	Bacon?	2/5/2016 2:49 PM
17	compare data from this year	2/5/2016 2:45 PM
18	Keep motivating faculty and students.	2/5/2016 2:43 PM
19	optional workshop	2/5/2016 2:41 PM
20	give everyone the questions ahead of time	2/5/2016 2:39 PM
21	more student focus groups	2/5/2016 2:38 PM
22	more detailed explanation of data	2/5/2016 2:36 PM
23	More student involvement and their voices . It was powerful	2/5/2016 2:35 PM
24	By continuing and hearing more voices. Needs assessments and developing plans to implement.	2/5/2016 2:31 PM
25	Shorter break outs.	2/5/2016 1:25 PM
26	Add choices	2/5/2016 1:18 PM
27	I enjoyed this session very much	2/5/2016 1:17 PM
28	More streamlined. Info was great, but we could have received it in much shorter time frame.	2/5/2016 1:16 PM
29	I enjoyed the session. Very practical!	2/5/2016 1:16 PM
30	Include some type of discussion about the importance of reading at a college level for student success and equity	2/5/2016 1:07 PM
31	It was difficult to see the review of data. Can the data be seen in other places?	2/5/2016 1:06 PM
32	No suggestions	2/5/2016 1:04 PM
33	Feedback back to departments from interdisciplinary session during department meetings	2/5/2016 1:03 PM

34	I liked bringing back the video from last year's convocation	2/5/2016 1:01 PM
35	Excellent already!	2/5/2016 12:59 PM
36	More practical tech.s	2/5/2016 12:58 PM
37	8:30 too early!	2/5/2016 12:39 PM
38	Keep it coming! Love the info	2/5/2016 12:38 PM

Please see the attached for an evaluation of this year's convocation. Below please find one of the questions and the results. The top three items are the same as in 2015, when we also gave these options, but they are in a different order (2015 order was 2-1-3). I think the presentation this year may have tipped the scales somewhat as the item ranked #4 on this list was #7 in 2015.

9. (Faculty Only) What professional development topics would help you perform your job more effectively (please select all that apply)?
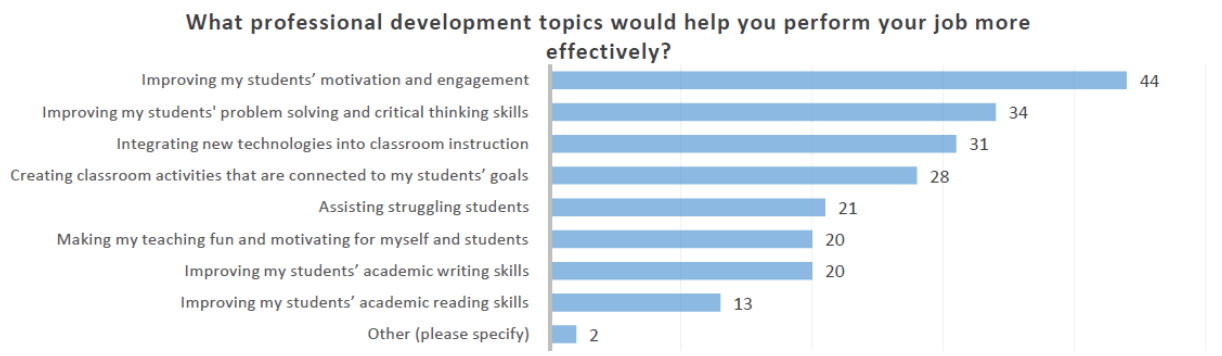
Mary Huebsch
Faculty Professional Development Coordinator
Basic Skills Coordinator
Professor, Communication Studies
Santa Ana College
1530 W. 17th Street
Santa Ana, CA 92706

Developer/Learner/Arranger/Restorative/Positivity

From: Ma, Yan
Sent: Friday, March 03, 2017 2:49 PM
To: Huebsch, Mary
Cc: Love, Janice
Subject: RE: Short Survey on Convocation -- Feedback is needed!

Dear Mary,

Per your request, I am sending the summary of the convocation survey results. I also attached the survey questions for you.

Please let me know if you need further assistance.

Yan Ma
Research Analyst
Academic Affairs Research
Phone: (714)564-6104
Email: Ma_Yan@sac.edu

Santa Ana College
1530 West 17th St.
Santa Ana, CA 92706

SANTA ANA COLLEGE
Research
Achiever/Discipline/Learner/Significance/Focus

From: Huebsch, Mary
Sent: Wednesday, March 1, 2017 10:53 AM
To: Love, Janice <Love_Janice@sac.edu>
Cc: Grant, Madeline <Grant_Madeline@sac.edu>; Kikawa, Eve <Kikawa_Eve@sac.edu>; Doolittle, Glenn <Doolittle_Glenn@sac.edu>
Subject: FW: Short Survey on Convocation -- Feedback is needed!

Janice,
When you have a chance, could you send us the results of the convocation survey?
Thank you.

Mary Huebsch
Faculty Professional Development Coordinator
Basic Skills Coordinator
Professor, Communication Studies
Santa Ana College
1530 W. 17th Street
Santa Ana, CA 92706

Developer/Learner/Arranger/Restorative/Positivity

Dear Colleagues,

Thank you very much for attending Spring Convocation on Friday, February 10th. Please take the time to fill out the brief survey linked below. Your input is highly valued and extremely important for future planning.

Thank you very much for your feedback. We look forward to hearing from you.

https://www.surveymonkey.com/r/2017SpringConvocationFeedback

SAC Colleagues,

We will be closing the SAC Professional Development survey on Friday, May 5. If you have not yet completed the survey, please complete it this week. Your input will help us identify faculty and staff professional development needs and improve SAC's future professional development activities. The survey will take fewer than 10 minutes to complete. Simply click on the link below. Thank you!

https://www.surveymonkey.com/r/SACProfessionalDevelopment2017.

Convocation Feedback 2017

Please answer the following questions to help us develop the best possible activities in support of student success at the college. Thank you very much.

1. How would you rate the overall format and content of this year's convocation?
(*with 1 being the lowest and 5 being the highest*)

	1	2	3	4	5
Rating	○	○	○	○	○

2. Gary Schoeniger's Keynote Speech on the Entrepreneurial Mindset made me think in a different way about students and education
(*with 1 being the lowest and 5 the highest*)

	1	2	3	4	5
Rating	○	○	○	○	○

3. Gary Schoeniger's Keynote Speech on the Entrepreneurial Mindset made me think differently about how I would approach problems in the future
(*with 1 being the lowest and 5 the highest*)

	1	2	3	4	5
Rating	○	○	○	○	○

4. The breakout session was enough time to practice concepts introduced in the keynote speech
(with 1 being the lowest and 5 the highest)

	1	2	3	4	5
Rating	○	○	○	○	○

5. The breakout session was useful for identifying problems from the four categories (enrollment, facilities, accreditation, community outreach)
(with 1 being the lowest and 5 the highest)

	1	2	3	4	5
Rating	○	○	○	○	○

6. What type of follow up activity would be most helpful to you and your department or office?

7. Would you be interested in being trained as a facilitator in ELI mindset?

○ Yes

○ No

8. How can we make the next Convocation better?

9. (Faculty Only) What professional development topics would help you perform your job more effectively (please select all that apply)?

- [ ] Improving my students' problem solving and critical thinking skills
- [ ] Improving my students' motivation and engagement
- [ ] Integrating new technologies into classroom instruction
- [ ] Improving my students' academic writing skills
- [ ] Making my teaching fun and motivating for myself and students
- [ ] Assisting struggling students
- [ ] Improving my students' academic reading skills
- [ ] Creating classroom activities that are connected to my students' goals
- [ ] Other (please specify)

CELEBRATED PAST. BOUNDLESS FUTURE.