# TABLE OF CONTENTS

I. Introduction..........................................................................................................................1

II. Flex Days Information.........................................................................................................2

III. Flex Facts..........................................................................................................................5

IV. Schedule: Wednesday Technology and Current Interest Workshops.................................7

V. Schedule: Thursday Morning Professional Development Workshops.................................8

VI. Schedule: Thursday Afternoon Professional Development Workshops..............................9

VII. Schedule: Friday Convocation...........................................................................................10

VIII. Friday Division Charette Introduction...............................................................................11

IX. A 360° Approach to Student Success..................................................................................12

X. Descriptions: Wednesday Technology & Current Interest Workshops...............................16

XI. Descriptions: Thursday Professional Development Workshops.........................................19

XII. Campus Map......................................................................................................................28
INTRODUCTION

The Staff Resource Center continues with the theme “Plan it. Work it. Finish it.” In building upon the spring 2014 Student Success Charette activity, we focus the fall on implementing a professional development program that continues to propel SCC to higher student success outcomes. The programming of activities reflects a shift in focus toward the outcomes outlined in the Community College Professional Development Program (AB 2558) and the Student Success Act of 2012.

Together, these programs and initiatives promote an institutionally sound and integrated focus around student success. We are also using the data collected in the spring 2014 “MY VOICE COUNTS” (My Professional Development Needs & Wants) Survey. In doing so, these voices help offer a professional development program that is efficient, effective, and relevant to all classifications of SCC employees.

We look forward to your participation and feedback.

Elaine Ader       Norman Lorenz       Tyler Wyckoff
Dean, IT and Staff Staff Resource Center Staff Resource Center
Development       Coordinator        Assistant

Working Together, Pursuing Excellence and Inspiring Achievement!
FLEX DAYS INFORMATION

Overview: Each semester, the Los Rios Community College District convenes Flex days on the Thursday and Friday preceding the start of classes. At Sacramento City College, we typically hold flex workshops devoted to technology on Wednesday. On Thursday, we hold workshops of general interest; Fridays are dedicated to Convocation and division/department gatherings.

Food Service: For the convenience of Flex activity attendees, City Café’s Java City area will be open from 8:00am – 1:00pm on Thursday, August 21, 2014 and Friday, August 22, 2014. Beverages, sandwiches and pre-packaged salads will be available.

Attendance: The most frequently asked questions are about Flex concern attendance requirements. For complete information, please see Flex Facts (page 5). In general, attending workshops on Wednesday and Thursday of Flex Week is voluntary because Flex obligations may be met at any time during the semester. However, Convocation attendance is required for full-time faculty and any adjunct faculty member who would have a Friday teaching obligation.

Professional Development: The commitment to Professional Development is addressed under the provisions of AB 1725, passed in 1989 by the California State Legislature. Specifically: “Professional development for faculty, support staff, student services staff, and administrators is vital. Further, the success of the assessment, counseling, and placement programs will depend upon the effectiveness of this training.” 87153. The authorized uses of funds allocated under this article shall include:
(a) Improvement of teaching.
(b) Maintenance of current academic and technical knowledge and skills.
(c) In-service training for vocational education and employment preparation programs.
(d) Retraining to meet changing institutional needs.
(e) Intersegmental exchange programs.
(f) Development of innovations in instructional and administrative techniques and program effectiveness.
(g) Computer and technological proficiency programs.
(h) Courses and training implementing affirmative action and upward mobility programs.
(i) Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors of the California Community Colleges, including, but not necessarily limited to, programs designed to develop self-esteem.
FLEX DAYS INFORMATION

SB 1456: SB1456 California Community Colleges Student Success Task Force Recommendations (Student Success Act of 2012)
Recommendation 1: Increase College and Career Readiness
Recommendation 2: Strengthen Support for Entering Students
Recommendation 3: Incentivize Successful Student Behavior
Recommendation 4: Align Course Offerings to Meet Student Needs
Recommendation 5: Improve the Education of Basic Skills Students
Recommendation 6: Revitalize and Re-Envision Professional Development
Recommendation 7: Enable Efficient Statewide Leadership and Increase Coordination among Colleges.
Recommendation 8: Align Resources with Student Success Recommendations

College goals:
SCC Goal A: Deliver student-centered programs and services that demonstrate a commitment to teaching and learning effectiveness and support student success in the achievement of basic skills, certificates, degrees, transfer, jobs and other student educational goals.

Strategies:
A1. Promote the engagement and success of all students, with a special emphasis on first-year students who are transitioning to college.
A2. Review courses, programs and services and modify as needed to enhance student achievement.
A3. Provide students with the tools and resources that they need to plan and carry out their education, complete degrees and certificates, and/or transfer.
A4. Improve basic skills competencies in reading, writing, math, and information competency across the curriculum in order to improve student preparedness for degree and certificate courses and for employment.
A5. Deliver services, curriculum, and instruction that result in equivalent student outcomes for all modalities and locations.
A6. Identify and disseminate information about teaching practices and curriculum that are effective for a diverse student body.
A7. Implement practices and activities that reduce achievement gaps in student success.
A8. Assess student learning at the course, program, and institutional levels and use those assessments to make appropriate changes that support student achievement.
A9. Implement a formal college-wide plan to increase the completion of degrees and certificates across the college.
SCC Goal B: Align enrollment management process to assist all students in moving through programs from first enrollment to completion of educational goals.

Strategies:
B1. Revise or develop courses, programs, schedules and services based on assessment of emerging community needs and available college resources.
B2. Use quantitative and qualitative data to identify strategies which improve enrollment management processes.
B3. Explore and create multiple ways to disseminate information to students in order to engage them with learning in the college community.
B4. Support “front door” policies and practices that assist students with the transition to college.
B5. Maintain the quality and effectiveness of the physical plant in order to support access and success to students (i.e. modernization, TAP improvements, equipment purchases, etc.).
B6. Expand interactions with community and industry partners in order to increase student opportunities for experiences that help them transition to careers (career exploration, completion of licenses, internships, etc.)
B7. Provide student with clear pathways to goal completion.

SCC Goal C: Improve organizational effectiveness through increased employee engagement with the college community and continuous process improvement.

Strategies:
C1. Review staff processes, including those for hiring, orientation, training, customer service, evaluation and professional development and modify as needed in order to make them more effective and inclusive.
C2. Build and maintain an effective staff that reflects the diversity of our students and community.
C3. Promote health, wellness and safety throughout the institution.
C4. Utilize quantitative and qualitative data to help guide decision-making throughout the institution.
C5. Increase the effectiveness of communication both within the college and between the college and the external community.
C6. Continue to exercise transparent and fiscally sound financial management.
C7. Encourage collegiality, connection, and participatory decision-making at the college.
C8. Align resources with Student Success Recommendations.

Flex on the Web:

Visit [www.scc.losrios.edu/src/trainingdb/?category=Flex&type=Online+Workshops](http://www.scc.losrios.edu/src/trainingdb/?category=Flex&type=Online+Workshops) to access online flex workshops in the SCC Professional Development database.
Usually Flex Days are at the beginning of each semester. They include one or more days of workshops and one day of convocation and division/department gatherings each semester.

What is a Flex obligation?

All full-time and many adjunct faculty have a Flex obligation. Your Flex obligation is the total number of hours you must spend participating in professional development activities. Your Tentative Course Schedule (TCS) states your Flex obligation.

Full-Time Faculty

You have a minimum obligation of six hours per Flex Day, for a total of 12 hours. If you teach an overload class held on the same day as a Flex Day, you have an additional Flex obligation equaling the total number of hours you would have taught. Your Flex obligation must be completed within the academic year, July 1 to June 30.

Adjunct Faculty

Your minimum Flex obligation is the total number of hours you would have taught class on Flex Days. You must complete your Flex obligation within the semester of your contract.

Are Flex Days mandatory?

Attendance at convocations and division/department gatherings that follow convocation (campus priority days) are mandated for full-time faculty only. For all other staff, attendance is encouraged but not mandatory. Flex Days program on other days is optional. Full-time and adjunct faculty can use other Flex Days activities to complete their Flex obligations if they wish.

Flex obligations can also be fulfilled by attending workshops coordinated or sponsored by the Staff Resource Center during the semester and/or by participation in an Individual Professional Development Activity. These must be attended outside of regular working hours.

What counts as an Individual Professional Development Activity?

An Individual Professional Development Activity is an activity which addresses an instructional improvement need and cannot be accomplished within normal working times. It should be above and beyond normal duties and responsibilities as outlined in board policy and collective bargaining agreements.

An appropriate Individual Professional Development Activity should:

- Occur during weekends or vacation holidays or otherwise outside normal working times.
- Be something that is normally not done because it is too difficult to find the time, or the equipment, or to get people together.
- Address some critical assignment-related need such as subject-matter updating, new teaching methods, major revision of classroom materials, major curriculum review, new matriculation or
retention strategies development, articulation with other departments on campus or with transfer institutions, or organizational development needs.

- Foster professional growth through participation in conferences, seminars, workshops, research, publishing, or in advising students or faculty, including office hours by adjunct faculty in which students are advised or instructed.

**An appropriate Individual Professional Development Activity should not:**

- Require being excused from class, office hours, etc.
- Be a repeat of an activity such as a department meeting regularly scheduled during the normal work week
- Include any part of routine day-to-day activities, such as paper-grading, term-paper reading, test construction, interview or standing committees, textbook examination, or preparation of lecture notes.
- Be anything for which remuneration could be received.

**How can you suggest or present a Flex workshop?**

About halfway through each semester, the Staff Resource Center distributes Flex Day workshop proposal forms to all staff. These are used to plan the next Flex Days' program. This is your opportunity to suggest a workshop that would interest you or to offer a workshop that you think would interest your colleagues.

If you present a workshop you can earn extra Flex credit towards your Flex obligations. When workshops are led by one or more people, each person can earn two hours of Flex credit for each hour of presentation. If you spend more than one hour in preparation, you may receive additional Flex credit.

During the semester, faculty who lead workshops sponsored or coordinated by the Staff Resource Center can earn the same Flex credit as a Flex Days' Presenter.

What is the process for documenting the fulfillment of your Flex Obligation?

Flex Attendance Record forms are distributed to Division Offices. Forms are also available in the Staff Resource Center and on the Center's website.
### Technology & Current Interest Workshops

<table>
<thead>
<tr>
<th>Time</th>
<th>Workshop</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00am-10:00am</td>
<td>LinkedIn</td>
<td>LRC 318</td>
</tr>
<tr>
<td>10:00am-11:00am</td>
<td>SCC Web Style Guide</td>
<td>LRC 141</td>
</tr>
<tr>
<td>11:00am-12:00pm</td>
<td>D2L – What’s New?</td>
<td>LRC 318</td>
</tr>
<tr>
<td>12:00pm-1:00pm</td>
<td><strong>CANCELED</strong> 3CMeNow</td>
<td>LRC 318</td>
</tr>
<tr>
<td>1:00pm-2:00pm</td>
<td><strong>CANCELED</strong> Google Apps</td>
<td>LRC 318</td>
</tr>
<tr>
<td>2:00pm-3:00pm</td>
<td>WordPress (Intermediate)</td>
<td>LRC 141</td>
</tr>
<tr>
<td>3:00pm-4:00pm</td>
<td><strong>WordPress (Intro)</strong></td>
<td>LRC 141</td>
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<tr>
<td></td>
<td><strong>D2L Drop-Ins</strong></td>
<td>LRC 114</td>
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</tbody>
</table>

*Preregistration is required for the WordPress (Intro) Workshop.*
<table>
<thead>
<tr>
<th>Time</th>
<th>Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00-9:00</td>
<td>Safe Space: Serving LGBT Students RHN 220</td>
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<tr>
<td>9:00-10:00</td>
<td>Explore the Link Between Evidence &amp; Accreditation RHN 228</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>Navigate the College Website RHN 229</td>
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<tr>
<td>10:00-11:00</td>
<td>Habits of Mind: Student Success Tools BUS 203</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>In-Class Tutors in Basic Writing Courses RHS 221</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>Distance Education Rubrics LRC 318</td>
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<tr>
<td>11:00-12:00</td>
<td>You're the SLO Reporter-What Do You Do? RHS 171</td>
</tr>
<tr>
<td>10:00-11:00</td>
<td>A Guide to Reporting Program SLOs (ProLOs) RHS 171</td>
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<tr>
<td>10:00-11:00</td>
<td>Club Advisor Connect RHN 208</td>
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<td>11:00-12:00</td>
<td>Lync - New Phone System Review RHN 267</td>
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<tr>
<td>11:00-12:00</td>
<td>Navigate the College Website RHN 229</td>
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<tr>
<td>11:00-12:00</td>
<td>Cardio Health and the Links LIH 204</td>
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<tr>
<td>11:00-12:00</td>
<td>College/Career (DSPS) RHS 173</td>
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<tr>
<td>11:00-12:00</td>
<td>Equity Training and Hiring RHN 264</td>
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<tr>
<td>11:00-12:00</td>
<td>Distance Education Rubrics LRC 318</td>
</tr>
<tr>
<td>11:00-12:00</td>
<td>SCC Scholars Program 1 RHS 172</td>
</tr>
<tr>
<td>Late addition: LRCFT/LRCCD 2014-2017 Contract Changes RHS 175 (11:00am-12:30pm)</td>
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<tr>
<td>Time</td>
<td>Workshop</td>
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<tr>
<td>12:00pm-1:00pm</td>
<td>SCC Scholars Program 2</td>
</tr>
<tr>
<td>1:00pm-2:00pm</td>
<td>STUDENT SUCCESS 360</td>
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<td>Campus Safety in the Classroom</td>
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<tr>
<td>2:00pm-3:00pm</td>
<td>Internships and Work Experience</td>
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<td></td>
<td>New Library Resource &amp; Services in D2L</td>
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<tr>
<td>3:00pm-4:00pm</td>
<td>West Sac Orientation</td>
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<tr>
<td>4:00pm-4:30pm</td>
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Convocation
Friday, August 22, 2014

CONTINENTAL BREAKFAST – CITY CAFÉ
7:00a.m. – 7:45a.m.

DIVISION MEETINGS
8:00a.m. – 8:45 a.m.

CONVOCATION – PERFORMING ARTS CENTER
9:00a.m. – 10:30 a.m.

DIVISION CHARETTE – LOCATIONS IN YOUR PACKET
10:45a.m.-12:00 p.m.

DEPARTMENT & PROGRAM MEETINGS
Check with Division Office for Locations and Times
The goal of the spring 2014 charette was to foster an institutional discussion of ways to improve student success. The purpose of the fall 2014 division/department charette is to provide opportunities for each division/department to facilitate discussion among colleagues around the Teaching, Learning, and Service Guide published in spring 2014. The following prompts can serve as guides to “effective practices”.

1. In what ways can the insights shared in the Teaching, Learning, and Service Guide inform practices in your individual work processes and interaction with students?

2. Based on these practices, what are the specific goals of your division/department regarding implementation of these practices as department policy?

For Further Consideration…

3. To continue the conversation, how can these goals be assessed, evaluated, and procedurally imbedded across the institution’s four levels of outcomes (ISLO’s, GeLO’s, ProLO’s, and SLO’s)?
A 360° Approach to Student Success

The Impact of Policy, Soft Skills, & Contact in the Community College Environment

Presented by SCC Faculty and Staff

Thursday, August 21, 2014

1:00p.m.-3:00p.m.

SCC’s Staff Resource Center pulled together an ad-hoc committee over the spring 2014 semester, made up of individuals representing various campus programs with interest and participation in developing the following event.

The promotion of this event is detailed based on the following excerpts from the recent AB 2558 fact sheet:

**Background**

_The Student Success Task Force of 2011 resulted in a historic series of recommendations to improve student outcomes in the California community college system. Included among these recommendations was a call to re-energize professional development opportunities and resources for all community college employees. A Professional Development Committee convened by the Chancellor’s Office produced a report this fall to specify the steps needed to accomplish this goal._

- This event will be a group discussion, similar to the spring 2014 Student Success Charette activity, in which three or more facilitators will facilitate a discussion about improving student success at SCC.
  - The facilitators will include at least one faculty member and one classified employee, as well as one or more students, possibly.

- The attendees will use case studies created by SCC staff and faculty members to facilitate a conversation about improving student success through increased, more effective, and more frequent connection with students, with the goal of helping students to better navigate the community college system. The “Six Success Factors” on page 15 will be used for the soft skills portion of the discussion.
  - The focus is to promote the culture of a horizontal, interdisciplinary campus community.
A 360° Approach to Student Success

The Impact of Policy, Soft Skills, & Contact in the Community College Environment

- This discussion will be, in many ways, a continuation of the student success charette conversation, as part of an ongoing professional development program with an interdivisional focus on student success. This will carry through to Friday’s Convocation divisional charette meetings, and throughout fall semester flex/professional development activities, Spring 2015 flex/convocation, and beyond, to facilitate an ever-evolving and mutually beneficial system of professional development and student success.

In support of promoting this event, the following excerpts are conclusions from the AB 2558 factsheet as to what the bill does and why professional development is important:

**What AB 2558 does**

AB 2558 revises current statute to establish the Community College Professional Development Program and authorizes the use of state money for those activities if it becomes available through the budget. It also clarifies that districts that participate in the Community College Professional Development Program must provide professional development opportunities to other staff as well as faculty.

**Why Professional Development is Important**

Simply put, students don’t thrive in a vacuum. They need effective and well-trained personnel to help them with activities such as developing an education plan, navigating the assessment process, arranging their financial aid, and utilizing online resources. The diversity of our students also requires that campus personnel be trained and ready to serve a wide range of student needs. Finally, the changing nature of higher education demands that employees adapt to new technologies to stay up-to-date to better assist students. A highly skilled campus workforce will help our students become successful and complete their educational goals.
A 360° Approach to Student Success

The Impact of Policy, Soft Skills, & Contact in the Community College Environment

The Round Table Discussion on “A 360° to Student Success”

<table>
<thead>
<tr>
<th>Time</th>
<th>Topic Points</th>
<th>Outcomes</th>
<th>Facilitator</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:00-1:15</td>
<td>Introductions &amp; Overview of Talking Points</td>
<td>Disciplinary integration</td>
<td>Norman Lorenz- MC</td>
</tr>
<tr>
<td>1:15-1:30</td>
<td>Impact of Policy on Student Success</td>
<td>SSSP</td>
<td>Kim Goff, Admissions and Records, Jonathan Miranda, Financial Aid</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Case Studies in small groups: Student Contact &amp; Soft Skills apart of a Multidisciplinary approach</td>
<td>Engagement, Retention, Persistence, &amp; Completion, SSSP Case Study Guide, Next Steps Q &amp; A</td>
<td>Elizabeth Stevenson, Design Lab, Kim Beyrer, Student Leadership &amp; Development, Maristella Bacod, 411, (The first Year Student)<em>, MarySue Allred, Veterans’ Leadership &amp; Development, Gwyneth Tracy, DSPS</em>, Jory Hadsell, Distance Education, Tasneem Sah, College 2 Career (Educational Coaches)</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Student Impressions: Panel discussion regarding these topics</td>
<td>Interdisciplinary approach to SSSP</td>
<td>Student representatives (SL &amp; D) &amp; MC</td>
</tr>
</tbody>
</table>
A 360° Approach to Student Success

The Impact of Policy, Soft Skills, & Contact in the Community College Environment

Charette/Conversations about

High-Impact Practices that Increase Student Engagement

“Six Success Factors” (RP)

- **Directed**: students have a goal and know how to achieve it
- **Focused**: students stay on track—keeping their eyes on the prize
- **Nurtured**: students feel somebody wants and helps them to succeed
- **Engaged**: students actively participate in class and extracurricular
- **Connected**: students feel like they are part of the college community
- **Valued**: students’ skills, talents, abilities and experiences are recognized; they have opportunities to contribute on campus and feel their contributions are appreciated.
Title: LinkedIn
Presenter(s): Daniel Gilbert-Valencia
Time: 9:00a.m.-10:00a.m.
Location: LRC 318
College Goal(s): Career Readiness, Technology

What is LinkedIn? Colleges and universities are using LinkedIn to build robust alumni networks that help students secure jobs and internships. Come find out how you and your students can use the number one professional social network to explore career paths and build professional networks.

Title: SCC Web Style Guide
Presenter(s): Don Button
Time: 10:00a.m.-11:00a.m.
Location: LRC 141
College Goal(s): Technology

The new SCC Website/Digital Content Style Guide has been designed to clearly communicate and explain the various aspects of the college's brand -- logo, mark, typography, color scheme, editorial style, etc. -- and ensure that all elements are used consistently and effectively to promote the college and its mission. This FLEX presentation is for any staff or faculty member who may be responsible for creating marketing materials, college documents, website content, and pages, or anyone with a general interest in the topic.

Title: D2L – What’s New
Presenter(s): Daniel Gilbert-Valencia
Time: 11:00a.m.-12:00p.m.
Location: LRC 318
College Goal(s): D2L, Teaching and Learning
What's new with D2L? Personalize the learning experience with student names and content that releases when objectives are completed.

Title: 3CMeNow – Video Conferencing
Presenter(s): Jory Hadsell
Time: CANCELED
Location: LRC 318
College Goal(s): Technology

3CMeNow is the new video conference service for the California community colleges. You can now video conference from your college classroom or conference room and include up to 25 participants using their mobile device, laptop, telephone, or desktop computer. From your desktop computer in your classroom or office, you can moderate a meeting or participate in a video call face-to-face with colleagues or students. From your smartphone or mobile tablet, you can attend a meeting and view video and slide presentations. Learn more about this new, free tool for all faculty and staff.

Title: Google Apps
Presenter(s): Daniel Gilbert-Valencia
Time: CANCELED
Location: LRC 318
College Goal(s): Technology

Discover a better way of learning. Free Web-based email, calendar & documents for collaborative study anytime, anywhere.

Title: LRCA Meeting
Presenter(s): LRCA Committee
Time: 1:00p.m.-4:00p.m.
Location: LIH 103
LRCA Meeting regarding counselor development and growth information.
Title: Improving Your WordPress Site
Presenter(s): Jen Schwedler
Time: 2:00p.m.-3:00p.m.
Location: LRC 141
College Goal(s): Technology

Have a WordPress website and want to try something new? Need to troubleshoot layout issues? Interested in adding new functionality to your site? Bring your WordPress knowledge and your site and get customized support in taking your WordPress site to the next level.

Title: D2L Drop-ins
Presenter(s): David Martin and Daniel Gilbert-Valencia
Time: 3:00p.m.-4:00p.m.
Location: LRC 114
College Goal(s): D2L, Teaching and Learning

Stop by to review how to copy your course content or update your NavBar. We are available to answer individual questions. Please request your courses the day before attending this session. Go to http://losrios.edu/ess

Title: Introduction to WordPress Content Management System
Presenter(s): Jen Schwedler
Time: 3:00p.m.-4:00p.m.
Location: LRC 141
College Goal(s): Technology

New to WordPress or just interested in a review? This presentation will introduce you to the WordPress CMS using actual page templates for the new SCC website and explore the concept of multi-site management. You will learn how to create and edit pages, publish blog posts, and add graphics, links, and widgets.

*Preregistration is required for the WordPress (Intro) Workshop.*
Title: Safe Space: Serving students who are LGBT

Presenter(s): Derrick Wydick and Tom Cappelletti

Time: 8:00 a.m.-9:30 a.m.

Location: RHN 220

College Goal(s): Access, Diversity, Health Awareness

What are some cultural competencies you should have when working with a lesbian, gay, bi, or trans student at SCC? If you have a transgendered student in your class, what are some common courtesies and competencies you should know to make your classroom inclusive and welcoming? Join us for Safe Space training that helps establish SCC as an LGBT-friendly campus. New information will be included on state/federal laws, guidelines and ideas related to working with students who are lesbian, gay, bisexual, transgender, questioning, asexual, gender-ambiguous, intersex, or allies.

Title: Exploring the Link between SCC Evidence and Accreditation

Presenter(s): Adrian Chevraux FitzHugh & Members of PRIE Committee

Time: 8:30 a.m.-10:00 a.m.

Location: RHN 228

College Goal(s): Accreditation, Program Review, SLO’s

SCC is gearing up to write the Self-Evaluation for our next accreditation visit. Many of you will hear that we are looking for "evidence" to support our evaluation of our work here at the college. We thought that it might be useful to define that term "evidence" and put it into perspective with respect to accreditation. This will be facilitated by the PRIE Committee.
A "Habit of Mind" means having a disposition toward behaving intelligently when confronted with problems the answers to which are not immediately known (Arthur L. Costa and Bena Kallick). Examples include striving for accuracy, questioning and problem posing, applying past knowledge to new situations, and communicating with clarity and precision. Sacramento City College is part of a community of practice that asks "How can we encourage our students to use the habits of mind that lead to effective learning?" and "How can we tell if they are doing this?" Join us to talk about these and related questions. See how the Habits of Mind can be infused in your class, a Learning Community and other programs. We will provide some resources related to measuring students' habits of mind. You provide your great ideas and wisdom about teaching and learning.

In March, 2014 the college launched its new WordPress based website. Come learn about the features and navigation and learn how you can contribute to the use of the site to disseminate timely and important information to faculty, staff, and students.

If you are a club advisor, or just interested, this is the workshop for you! Come prepared to connect with fellow advisors and share ideas. Submit hypothetical scenarios in advance for our intriguing and popular "What if? Addressing the unusual, unprecedented, and unfortunate." We will take a team approach to address each situation: anticipate it, plan for it, and implement it. Look forward to club chartering information, a walk through our web page, and having your questions answered. Please
Title: Lync - New Phone System Review  
Presenter(s): Karen Chewning, John Parker (DO), and Andy Divanyan  
Time: 9:00a.m.-10:00a.m.  
Location: RHN 267  
College Goal(s): Technology  
This workshop is designed to review the installation of the new telephone system, to provide any updates that may have occurred, and to provide employees with a Q&A session on this system.

Title: Cardiovascular Health and the Links between Nutrition 300, Biology 430/431/440, and Chemistry 309  
Presenter(s): Diane Bennett, Andrea Greenwell, Jessica Coppola, John Polagruto, and Karen Carberry-Goh  
Time: 9:00a.m.-12:00p.m.  
Location: LIH 204  
College Goal(s): Health Awareness, Teaching and Learning  
This workshop will build on the previous FLEX activity (Spring 14) in which we began exploring the links in curriculum between Nutrition 300, Biology 430, 431, 440, and Chemistry 309 that are related to cardiovascular health. The first half of the workshop will include the Chem 309 and Bio 440 perspective on cardiovascular health. The second half of the workshop will be a group discussion about how we can use these links to enhance the student experience by helping them see the links between these courses. All are welcome to attend – whether you teach one of these courses, are curious about your own health, or are curious about linked learning.

Title: Using Tablets in the Classroom  
Presenter(s): Sandra Camarena  
Time: 9:00a.m.-10:30a.m.  
Location: DAC 202  
College Goal(s): Smart Classrooms, Teaching and Learning, Technology  
Professor Camarena and other faculty members will share information about the ways tablets have helped make for more effective teaching.
Title: College 2 Career: Assisting Individuals with Autism/Intellectual Disabilities
Presenter(s): Tasneem Sah and Education Coaches
Time: 9:30a.m.-11:00a.m.
Location: RHS 173
College Goal(s): Access, Career Readiness, Disability Training

This is a workshop designed to provide attendees knowledge of the College 2 Career program, the students in the program, and the role of the education coach each student is assigned to and works with throughout the semester. Teachers will learn how to work with our students and collaborate with the College 2 Career Coordinator and education coaches to ensure success. The education coaches will be present to provide information from their experiences and answer any questions.

Title: A Guide to Reporting Program Student Learning Outcomes (ProLOs)
Presenter(s): SLOAC Committee Members
Time: 10:00a.m.-11:00a.m.
Location: RHS 171
College Goal(s): SLO’s

This workshop will feature the latest updates on reporting program student learning outcomes (ProLOs). It is intended for faculty, managers, and classified staff.

Title: Equity Training for the Hiring Process
Presenter(s): Julia Jolly
Time: 10:00a.m.-12:00p.m.
Location: RHN 264
College Goal(s): Accreditation, Hiring

This two-hour training workshop prepares equity representatives to serve on hiring committees for all constituency groups. The training additionally serves as a forum for input from the campus community on hiring processes and how they can be improved.

Title: Distance Education – New Course Diagnostic Rubric
Presenter(s): Jory Hadsell
Time: 10:30a.m.-12:00p.m.
Learn how you can use the new Course Diagnostic Rubric to assess the design of your online and hybrid classes! The SCC Distance Education subcommittee of the Academic Senate has developed the rubric based on a review of best practices and accreditation guidelines. Much of the information is also helpful for those using D2L to "web enhance" your face-to-face courses. The rubric can help you to identify potentially missing structural, navigation, communication, technology, or accessibility components of your course. Whether you are building a new course, or just want to tune-up your existing class—we will discuss using this rubric to increase your students' chances for success.

Title: Associate Degree for Transfer - Do they really work?
Presenter(s): Shannon Gilley & Richard Yang
Time: 10:30a.m.-12:00p.m.
Location: RHS 176
College Goal(s): Career Readiness, Student Success, Student-Centered Processes

Learn about the newest transfer programs on campus. Is your major/discipline included in this great option for students? How can you guide an interested student? How does the Associate Degree for Transfer work for students? How is this connected to C-ID? Get your questions answered. Understand more of the Transfer Process.

Title: Using the Smartboards in the Davis Center
Presenter(s): Jacek Kozikowski
Time: 10:30a.m.-12:00p.m.
Location: DAC 123
College Goal(s): Smart Classrooms, Teaching and Learning

Several of the classrooms in the Davis Center feature interactive whiteboards ('smartboards'). This workshop will introduce the basics of smartboard use and allow participants a chance to use the features.

Title: Using In-class Tutors in Basic Writing Courses
Presenter(s): Susan Griffin
Time: 11:00a.m.-12:00p.m.
Location: RHS 221
College Goal(s): Classroom Management, Teaching and Learning

This workshop is meant for faculty from the English Department who will be using tutors in their English Writing 51 classes or are considering using tutors in their courses. We will talk about how faculty and tutors can work together to increase student's odds of being successful in ENGW 51, discuss challenges faculty and tutors face working with ENGW51 students, and let faculty and tutors share ideas about ways of dealing with challenges. We also will discuss the results of surveys that ENGW 51 students took in spring 2014.

Title: You're the SLO Reporter--What Do You Do?
Presenter(s): SLOAC Committee Members
Time: 11:00a.m.-12:00p.m.
Location: RHS 171

College Goal(s): SLO’s

This workshop will feature the latest updates on reporting course and student services unit student learning outcomes (SLOs). It is intended for faculty and student services staff who have volunteered to serve as SLO reporters for an instructional department or student services unit.

Title: SCC Scholars Program (Part I)
Presenter(s): Angie Lambert, Holly Piscopo, Deb Luff, and Debbie Van Sickle
Time: 11:00a.m.-12:00p.m.
Location: RHS 172

College Goal(s): Basic Skills, Student Success

An informative presentation aimed at the entire school population. The SCC Scholars programs is designed to combine efforts in instruction, student services, and supplemental instruction in basic skills level courses. Come learn how this new model will be implemented in the fall semester. An overview of the program will be given along with plans for gauging/tracking success and adjusting for the future.

Title: LRCFT / LRCCD 2014-2017 Contract Changes
Presenter(s): Annette Barfield and Robert Perrone
Time: 11:00a.m.-12:30p.m.
Location: RHS 175
College Goal(s): Institutional Effectiveness, Organizational Effectiveness

Please join your LRCFT representatives as we discuss the changes to the 2014-2017 LRCFT contract. Substantive changes to Articles 2,3,4,5,8,9,11,14, 18,19 & 21 will be reviewed. This is a repeat of the May 2014 Contract Changes Forum for those faculty who were unable to attend.

Title: Student Success 360
Presenter(s): Norman Lorenz
Panel: Elizabeth Stevenson, Design Lab, Kim Beyrer, Student Leadership & Development, Maristella Bacod, 411, (The first Year Student)*, MarySue Allred, Veterans’, Gwyneth Tracy, DSPS, Jory Hadsell, Distance Education, & Tasneem Sah, College 2 Career (Educational Coaches)

Time: 1:00p.m.-3:00p.m.
Location: RHN 258
College Goal(s): Student Success, Student-Centered Processes, Teaching and Learning

This event will be a group discussion, similar to the spring 2014 Student Success Charette activity, in which three or more facilitators will lead a discussion about improving student success at SCC. (See pages 12-15 of this guide for more information on this workshop.)

Title: Campus Safety in the Classroom
Presenter(s): Annette Barfield and Cheryl Sears
Time: 1:00p.m.-3:00p.m.
Location: RHS 175
College Goal(s): Safety and Security, Student Discipline/Classroom Management

Cheryl Sears will provide an update and overview of new technology being introduced on the Los Rios Campuses to ensure safety and security in the classroom and departments. Annette Barfield will discuss Campus Safety as it relates to disruptive students in the classroom.

Title: SCC Scholars Program (Part II)
Presenter(s): Angie Lambert, Holly Piscopo, Deb Luff, and Debbie Van Sickle
Time: 12:00p.m.-1:00p.m.

Location: RHS 172

College Goal(s): Basic Skills, Student Success

The second hour will be a working/planning session for the teams but all are welcome to attend. This is a planning session for the SCC Scholars Program teams. Teams consisting of a faculty member, a counselor, a classified staff member, and a student tutor, will be given additional information on implementing the program. Time for team planning may be provided.

Title: SCC Scholars Program (Part III)

Presenter(s): Angie Lambert, Holly Piscopo, Deb Luff, and Debbie Van Sickle

Time: 1:00p.m.-2:00p.m.

Location: RHS 172

College Goal(s): Basic Skills, Student Success

The third hour is for our traditional Math Instructor and their Student Instructional Assistants (SIAs). Topics to be discussed will be best practices for the classroom, data collection/reporting, and a check-in on the requirements for the semester. The focus of these topics will be in implementing the new SCC Scholars Program. Results from tutoring surveys and collaborative efforts will be shared and discussed and time will be given for course planning.

Title: Internships and Work Experience: How we can help students gain valuable work experience in their related major by working together.

Presenter(s): Tracey Hodge

Time: 2:30p.m.-4:00p.m.

Location: RHS 208

College Goal(s): Career Readiness, Community Partnerships, Student Success

Learn how the SCC work experience education and Internship Program operates - the services we offer, how to connect students to our program, and the eligibility requirements for students. We will also discuss collaborative efforts to work with disciplines across campus - how we can work together to best serve our students in gaining valuable work experience. Build partnerships with employers that best fit the majors and career technical programs we offer. We will share our collaborative efforts with community agencies and employers, that WEXP currently has established and ways we can spread the word across campus.

Title: New Library Resources and Services in D2L
Presenter(s): Shu Chen and Jeff Karlsen

Time: 3:00p.m.-4:00p.m.

Location: LRC 220

College Goal(s): D2L, Technology

Do you know the online library tutorial PILOT is now a self-registration course in D2L? Do you know you have the option to NOT receive email reports from your students using PILOT? Do you know you can link to the library subscription databases directly from your D2L classroom? Do you know how to point your students to a specific article in the databases in D2L? Come and check out the new library services and resources for you and your students!

Title: West Sac Campus Orientation

Presenter(s): Janet Lake and Gurpreet Bhatia

Time: 3:00p.m.-4:30p.m.

Location: WSC 114

College Goal(s): Institutional Effectiveness, Smart Classrooms, Teaching and Learning

You will find teaching at an off-campus site often presents unique challenges for students as well as staff. For a smooth transition into off-campus instruction, we invite all instructors, especially first time off-campus instructors, to visit the Center before the semester begins, so that we can meet with you to address any questions you may have. Orientation will include important information about the new semester and a refresher on using the smart equipment in the classroom.
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Sacramento City College
3835 Freeport Blvd
Sacramento, CA 95822
www.scc.losrios.edu