



SANTA ANA COLLEGE
Teaching Learning Committee
End-of-Year Report
May 19, 2015

To: President Erlinda J. Martinez, EdD; TLC Committee Members; College Council Members

From: Bonita Nahoum Jaros, PhD, Chair, Teaching Learning Committee

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

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

Vision Themes of Santa Ana College: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. Emerging American Community

Institutional Learning Outcomes: Communication Skills; Thinking and Reasoning; Information Management; Diversity; Civic Responsibility; Life Skills; Careers

Dear Colleagues,

The Teaching Learning Committee (TLC) is a group of interdisciplinary colleagues from different operational divisions dedicated to the enhancement of teaching and learning, thereby increasing student learning college-wide. It is based on sincere dialogue with the main outcome: Student Success. To accomplish this outcome, the TLC goals, reflected on every agenda, include discussion of program review processes, student learning outcomes, professional development, the Basic Skills Initiative strand activities, the Book-of-the-Year Initiative, the college-wide Institutional Learning Outcomes, and interdisciplinary integration efforts. Other items of academic interest are also included. The TLC is a workgroup with links to planning, accreditation and academic program review. The TLC also makes recommendations to the Curriculum and Instruction Council (C&I) on academic policy issues. The TLC advises the C&I Council on issues of academic program review as well and sponsors workshops dedicated to SLOs and assessment as it relates to program review.

Membership of the Teaching Learning Committee for 2014-2015:

- Steve Bautista, Counseling Division; Center for Teacher Education
- Karen Dennis, School of Continuing Education
- Josh Dorman, Equity Researcher (spring 2015)
- Yolanda Garcia, Librarian
- Heather Gillette, Fine and Performing Arts Division
- Gina Giroux, DNSc, Science, Mathematics and Health Sciences (Health Sciences wing)
- Glen Harding, Business Division
- Mary Huebsch, Basic Skills/Professional Development Coordinator
- Shelly Jaffray, Dean Humanities and Social Sciences Division
- Bonita Jaros, PhD, Institutional Effectiveness and Assessment Coordinator
- Crystal Jenkins, Science, Mathematics and Health Sciences Division (Science wing)
- Eve Kikawa, Dean Fine and Performing Arts
- Cherylee Kushida, Distance Education Coordinator
- Melanie Mowrer, Humanities and Social Sciences Division (Humanities wing)
- Carrie Patton, School of Continuing Education
- Nga Pham, RSCCD Director of Research
- Kris Ross, Human Services and Technology Division
- Irene Soriano, PhD, Fine and Performing Arts
- Brian Sos, PhD, Kinesiology
- John Tashima, School of Continuing Education

I. SAMPLE AGENDA



SANTA ANA COLLEGE
Teaching Learning Committee
Agenda
May 18, 2015; 1:00-3:00 pm; A-112

To: Distribution

From: Bonnie Jaros, Chair, Teaching Learning Committee

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

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

Vision Themes of Santa Ana College: I. Student Achievement; II. Use of Technology; III. Innovation; IV. Community; V. Workforce Development; VI. Emerging American Community

Institutional Learning Outcomes: Communication Skills; Thinking and Reasoning; Information Management; Diversity; Civic Responsibility; Life Skills; Careers

I. Approval of Minutes of May 4, 2015

II. Public Comments

III. TLC Work for Today

A. End-of-Year Report

B. Update ILOs: Communication Skills

Attachment: TLC_ILO Report_Annual_S15_Communication

A. Accreditation Recommendations Follow-Up Report

Attachment: Follow-Up Report draft; Accreditation Oversight Committee Minutes

B. Student Success and Equity Plan Update—Mary and George

C. Professional Development Update—Mary

D. Update Academic Program Review

E. Book-of-the-Year Update: *I Am Malala: The Girl Who Stood up for Education* by Malala Yousafzai—Yolanda and John

I. Other

II. Future Agenda

A. ILOs—2015-2016 Thinking and Reasoning; Update ILO activities Communication Skills

B. Follow-Up Report Update

C. Student Success and Equity Plan Presentation--George

D. Professional Development Update--Mary

E. Book-of-the-Year

Members:

Steve Bautista
Karen Dennis
Josh Dorman
Yolanda Garcia
Heather Gillette
Gina Giroux
Glen Harding
Mary Huebsch
Shelly Jaffray
Jarek Janio
Bonnie Jaros
Crystal Jenkins
Eve Kikawa
Cherylee Kushida
Melanie Mowrer
Carrie Patton
Nga Pham

Kris Ross
Irene Soriano
Brian Sos
George Sweeney
John Tashima

cc:

Avie Bridges
Micki Bryant
Cher Carrera
Susan Gaer
Dennis Gilmour
Madeline Grant
Bart Hoffman
Jim Kennedy
Sara Lundquist
Monica Porter
Omar Torres
Julia Vercelli
John Zarske

bnj/05-04-15

II. BASIC SKILLS INITIATIVE

Ongoing discussion of Basic Skills strand reports, professional development activities and Equity activities occurred at every TLC meeting (Please see minutes on <http://www.sac.edu/committees/TLC/Pages/default.aspx>). The Basic Skills/Professional Development Coordinator is a member of the TLC and reports regularly; in addition, several members of the TLC serve on the Strand A committee of the BSI, including the chair of the TLC. As of spring 2015, the Equity Researcher and the Equity Coordinator also attended meetings. They will serve as regular members fall 2015.

Some recent activities include:

- Mary Huebsch, Madeline Grant, and Melanie Mowrer will represent Santa Ana College at the Basic Skills Initiative Leadership Institute (BSILI) at the UCLA Conference Center, Lake Arrowhead from June 14-19.
- Michelle Parolise and Melanie Mowrer collaborated on the writing of contextualized DLAs for OTA students and presented their interdisciplinary project at the 2014 Strengthening Student Success Conference on October 7, 2014
- A new non-credit course ESL: Transition to College was written by Susan Gaer, Melanie Mowrer, John Tashima, and Julia Vercilli and will be offered in the spring 2016. Susan and Melanie will present the course at the Summer CASAS National Institute on June 24.

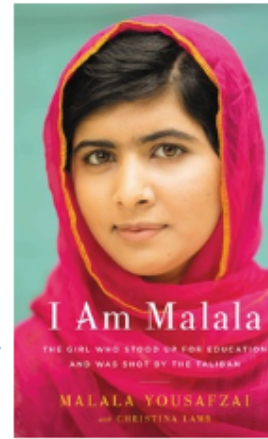
III. BOOK-OF-THE-YEAR

The Book-of-the-Year, sponsored by the Teaching Learning Committee and the Nealley Library, has been a college-wide initiative for six years, to support READING. It was created in response to the interdisciplinary thematic issue raised by several quadrennial capstone program review documents related to reading. It also is in direct support of Institutional Learning Outcome I— Communication Skills: Reading and Writing and Vision Theme I: Student Achievement. This year's book was *I Am Malala: The Girl Who Stood Up for Education* by Malala Yousafzai. A Librarian, Yolanda Garcia, led the TLC worked in planning events, and she created a webpage on the Nealley Library page of sac.edu <http://sac.edu/Library/BookOfTheYear/Pages/malalanew.aspx>. On the webpage is also a list of curriculum activities conducted by different departments.

"We realize the importance of our voices only when we are silenced."

"Let us pick up our books and our pens."... "They are our most powerful weapons.

One child, one teacher, one book and one pen can change the world." -Malala Yousafzai



COLLEGE PROGRAMS AND EVENTS

- **Monday, October 6 - Friday, October 31**, at the SAC Nealley Library (first floor, Building L). The Nealley Library proudly presents **Orange County Civil Rights: A History of an Enduring Struggle for Equality**, an OC Human Relations traveling exhibit celebrating the 50th Anniversary of the Civil Rights Act. Exhibit is available for viewing: Mon-Thurs 7:30 a.m. to 8:00 p.m., and Fri 9:00 a.m. to 1:00 p.m. Click [here](#) for a virtual tour of the exhibit and view **The Civil Rights Act - 50 Years of Change in Orange County**, a 10:23 minute documentary created by OC Human Relations and videographer Eli Reyna.
- **March 17, 23, 24 & 26**, Associated Student Government presents ***Girl Rising***, a moving documentary showcasing the "strength of the human spirit" as portrayed by nine extraordinary young girls from different parts of the globe.
- **March 17, 18, 25 & 26**, The Learning Center (U-202) invites you to ***Take a Break with Malala***.
- **March 24 - June 4**, The Learning Center (U-202) invites you to "**Speak out for your education!**" Check out the Learning Center "***Malala Wall***" located in the hallway outside of U-202. Post your thoughts. In a few words tell everyone what your education means to you. Read what others have written.
- **Thursday, April 2**, The Puente Program of Santa Ana College presents ***A Celebration of Women: Stories of Survival & Empowerment***. Location: VL (Village) 110, 1:30 - 3:30 p.m.

The program culminated with a forum entitled "Stand Up: Speak for Education" in Phillips Hall on May 27th from 1:00-2:30.

CURRICULUM-RELATED ACTIVITIES

- Adult Secondary Education and Adult Basic Education, SAC/SCE
 - [Group Sample](#)
 - [Quotes](#)
 - [Assessment of Course or Program Activity](#)
- BUS 150
 - [Malala Blog Assignment](#)
 - [Assessment of Course or Program Activity](#)
- EMLS 107
 - [Lesson Plan](#)
 - Photos and Graphic Organizers
 - [Photo 1](#)
 - [Photo 2](#)
 - [Photo 3](#)
 - [Photo 4](#)
 - [Assessment of Course or Program Activity](#)
- EMLS 110
 - [Importance of Education Paragraph -- Maria Beas](#)
 - [Importance of Education Paragraph -- Victoria Navarrete](#)
- School of Continuing Education
 - [Book Club Photo](#)
 - [25-Word Assignment](#)
 - [I Am Malala Display](#)

The 2014-2015 Book of the year has been chosen by the college community: *Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream*, by Joshua Davis

Please see the Nealley Library page on www.sac.edu and go to Book of the Year for complete details on Book of the Year events. <http://sac.edu/Library/BookOfTheYear/Pages/malalanew.aspx>

IV. PROGRAM REVIEW

A. Program Review Processes

Every semester all departments must assess student learning in each of the courses offered. The departments develop SLOs and assessment instruments. After assessing whether students learned a concept, acquired a specific skill, or changed an attitude, the department determines if changes need to be made to increase success rates (e.g., pedagogical changes, assessment instruments, method of delivery). At the end of the academic year, the departments assess their programs in a similar fashion. The assessment is ongoing, cyclical and meaningful to both the instructor and the student.

COURSE-LEVEL SLO ASSESSMENT CHART, SAC

Department:

Course:

Semester: Year:

Faculty Member:

Institutional SLO	Course SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Program/Degree/Certificate SLO ASSESSMENT REPORT, SAC

Division: _____ **Department:** _____

Program/Degree/Certificate _____

Courses: _____

Semester: _____ **Year:** _____

Faculty Members: _____

Institutional SLO	Program SLO	Method of Assessment	Outcomes	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Institutional Learning Outcomes are assessed annually at the division level by the division curriculum committees. The Academic Senate, through the Teaching Learning Committee, has developed a cycle of quadrennial assessment of the seven ILOs. Through this process, the college is able to ensure that the students are receiving a well-rounded education. The college can therefore certify to the public and the workforce community that degrees and certificates are rigorous and appropriate.

INSTITUTIONAL LEARNING OUTCOME ASSESSMENT REPORT, SAC

Division: _____ **Departments:** _____

ILO _____

Courses: _____

Semester: _____ **Year:** _____

Faculty Members: _____

Institutional SLO	Departments	Methods of Assessment	Outcomes	GE Categories (credit)/ Program (SCE)	Plan for Implementation	Reassessment	Outcome	Plan for Implementation

Notes and References:

Signature Faculty Division Curriculum Committee Co-Chair _____ **Date** _____

Signature Division Dean _____ **Date** _____

Departments assess the status of their goals annually on the Annual Program Review Report. Quadrennial Program Review Reports include a summary/capstone of analysis of the four-year cycle and include analysis of trend data.

The Academic Senate has conducted a review of the program review process and the templates used for annual and quadrennial reporting. These templates have been revised by to standardize the format of reports for each department and make data more easily accessible. Information related to Equity and closing achievement gaps has also been added.



Please see http://www.sac.edu/program_Review/Pages/default.aspx for all program review reports.

B. TracDat

The College has acquired the assessment software system TracDat for program review.

Jarek Janio has been appointed the TracDat Coordinator; he will be developing training tools for the faculty, and he will lead the college in TracDat implementation. Jarek will join the TLC in the fall as a regular member and make regular reports. The timeline for TracDat implementation is as follows:

- Report addressing ACCJC recommendations:
 - Report addressing this recommendation is due in October 2015
 - Most of the documents must be ready by June 30th.
 - Board approval of the report will take place September 28, 2015
- TracDat roll out:
 - Fall 2015: TracDat pilot to start for SLOs/PLOs
 - All divisions and programs are to continue using the Program Review Repository on Share Point using the new .pdf fillable format for Annual and Quadrennial Program Review reports
 - Spring 2015: Campus-wide TracDat roll-out for SLOs and PLOs
 - Fall 2016: Pilot for Annual and Quadrennial Program Review on TracDat to start
 - Spring 2017: TracDat for Program Review campus-wide roll-out.

C. ILO for 2014-2015: Communication Skills

The TLC conducted the first review of ILOs: Communication Skills. It was also determined that the ILOs should continue to serve as the GE Outcomes, which will be infused into the annual ILO report. The Academic Senate approved the process and received the annual TLC ILO Analysis Report on May 12, 2015.

The ILO assessment cycle is:

2014-2015—Communication Skills (a, b in the fall semester by November 15th;

c, d in the spring semester by April 15th)

2015-2016—Thinking & Reasoning (a, b in the fall semester;

c, d in the spring semester)

2016-2017—Information Management (fall semester);



Diversity (spring semester)

2017-2018—Civic Responsibility (fall semester);



Life Skills and Careers (spring semester)

The structure is for each division (at a division meeting or division curriculum committee meeting) to review a GE courses from each department and aggregate results of analysis of the ILO being analyzed college-wide that year. The results would be documented and sent to the dean of the division. The dean would then provide the data to the TLC, which would then aggregate the results of the divisions, by November 15th in the fall semester and April 15th in the spring semester.

**ILOs Mapped to GE Areas of Emphasis
Credit Program**

ILOs  GE Categories 	1. Communication Skills a. Listening and Speaking b. Reading and Writing	2. Thinking and Reasoning a. Creative Thinking b. Critical Thinking c. Ethical Reasoning d. Quantitative Reasoning	3. Information Management a. Information Competency b. Technology Competency	4. Diversity a. Cultural b. Social c. Environmental	5. Civic Responsibility	6. Life Skills a. Creative Expression b. Aesthetic Appreciation c. Personal Growth d. Interpersonal Skills	7. Careers
Natural Sciences	1a ,b	2b, c, d	3a,b	4c	5		
Social & Behavioral Sciences	1a,b	2b,c,d	3a,b	4a,b	5		
Humanities	1a,b	2a,b,c,d	3a,b	4a,b			
Cultural Breadth	1a,b	2b,c	3a	4a,b,c	5		
Language & Rationality	1a,b	2a,b,c,d	3a,b				
Lifelong Understanding & Self-Development	1a,b	2b,c,d	3a,b	4a		6	7

School of Continuing Education
ILOs Mapped to School of Continuing Education Programs

ILOs  SCE Programs 	2. Communication Skills a. Listening and Speaking b. Reading and Writing	2. Thinking and Reasoning a. Creative Thinking b. Critical Thinking c. Ethical Reasoning d. Quantitative Reasoning	3. Information Management a. Information Competency b. Technology Competency	4. Diversity a. Cultural b. Social c. Environmental	5. Civic Responsibility	6. Life Skills a. Creative Expression b. Aesthetic Appreciation c. Personal Growth d. Interpersonal Skills	7. Careers
Adult Basic Education	1a, b	1a,b,c,d	3a,b				
Adult Secondary Education	1a,b	2a,b,c,d	3a,b	4a,b,c	5	6a,b	
Career & Technical Education (Short Term Vocational)	1a,b	2b	3b			6c	7
Counseling	1,a	2,b				6,c,d	
English as a Second Language	1a,b	2b					
Parent Education	1a,b		3b		5	6d	
Substantial Disabilities	1a,b					6c,d	7



**SANTA ANA COLLEGE
TEACHING LEARNING COMMITTEE
INSTITUTIONAL LEARNING OUTCOME ASSESSMENT REPORT**

ILO: Communication Skills

Divisions: Counseling; Fine & Performing Arts; Human Services & Technology; Humanities & Social Sciences; Kinesiology; School of Continuing Education; Science, Math & Health Sciences

Year: Spring 2015

TLC Members: Steve Bautista, Karen Dennis, Yolanda Garcia, Heather Gillette, Gina Giroux, Glen Harding, Mary Huebsch, Bonnie Jaros, Eve Kikawa, Melanie Mowrer, Carrie Patton, Kris Ross, Irene Soriano, Brian Sos, George Sweeney

From Teaching Learning Committee Minutes, May 4, 2015

III. Item TLC Work for Today

A. ILOs: Communication Skills

The members of the TLC reviewed all the division ILO charts and made recommendations for improvement. It was determined that changes should be made fall 2015 in a pilot project at the course level. Bonnie will report to the Academic Senate on May 12 to get more feedback.

Institutional SLO	Divisions	Methods of Assessment	Outcomes	GE Category (credit)/ Program (SCE)	Themes Noted	Recommendations	Plan for Implementation
<p>Communication Skills: A. Listening and Speaking B. Reading and Writing</p>	<ol style="list-style-type: none"> 1. F&PA 2. HS&T 3. H&SS 4. Kin. 5. SCE 6. SM&HS 7. Counseling 	<ol style="list-style-type: none"> 1. F&PA:Exam, museum report, oral presentation, persuasive essay, vocabulary assessment, argumentation paper, small group project 2. HS&T:Practical application exercise, essay, feedback from employers and advisory committees, presentation 3. H&SS:Analytical essay, oral presentation, paragraph writing, classroom research, exam 4. KIN: Recite terminology, discussion board, reflection paper 	<p>See attachments in Appendix A for specific divisions</p>	<ol style="list-style-type: none"> 1. C.1 Humanities 2 Area 3 Group A 2. N/A 3. Plan A: B. Social & Behavioral Sciences - American Institutions, Social Science Elective & Cultural Breadth – Ethnic/Women's Studies, International Perspective Plan B: D. Social Sciences D1-D10 Plan C: Area 4 – Social & Behavioral Sciences 4. Plan A: F—Lifelong Understanding and Self Development 	<p>Themes across disciplines demonstrated :</p> <ol style="list-style-type: none"> 1. Difficulty with analytical essays and persuasive writing: thesis statement, organization, documentation , and explanation of concepts 2. Distinguishing fact from opinion both in writing and orally 3. Reading comprehension 4. Application of discipline-specific vocabulary from reading and listening 5. Comprehending directions given orally 6. Understanding concepts when presented orally 7. Organization and delivery of individual and group presentations 	<ol style="list-style-type: none"> 1. Through professional development, create sessions on: modeling techniques for writing essays and making oral presentations; developing rubrics for assessing writing and oral presentations; discipline-specific application of techniques for reading and writing; develop scaffolding to break down assignments into smaller pieces 2. Create DLAs to support writing and speaking across disciplines 3. More interdisciplinary dialogue for sharing of techniques for creating discipline-specific writing and assessment 4. Utilize expertise of Communication Studies, Reading and English departments at the classroom level (e.g., brief presentation to classes related to 	<ol style="list-style-type: none"> 1. The Professional Development Coordinator will create sessions to support the recommendations 2. The Chair of the TLC will report back to the Academic Senate to elicit support and more ideas 3. The members of the TLC will each select one course to use as a pilot for implementing modeling and scaffolding of assignments; the Equity Coordinator will help is establishing a baseline of success rates and conduct a comparison 4. The Learning Center Coordinator will work with discipline experts to create DLAs












		<p>5. SCE: Vocabulary exercise, exam, oral presentation and observation, writing exercises</p> <p>6. SM&HS: Oral presentation, exam, online survey, group presentation, comparison of research articles, problems</p> <p>7. Counseling: 1. 4-5 page career research paper including oral presentation. 2. The Department allowed each instructor to select a level-appropriate topic for assessing their students' oral and/or written proficiency. Assessment could include oral presentations, interviews, group discussions, or autobiographical journals.</p>		<p>5. N/A</p> <p>6. A. Natural Sciences; E. Language and Rationality</p> <p>7. Plan A: F1. Lifelong Understanding and Self Development Plan B: E1. Lifelong Learning and Self Development</p>		<p>reading, writing, and speaking)</p> <p>5. Utilize expertise of counselors for study skills</p>	
--	--	---	--	---	--	---	--

Signature Chair Teaching Learning Committee: _____ Date: _____

Signature Academic Senate

President _____ Date: _____

**Spring 2015
Division ILO Reports**

<p>Fine & Performing Arts</p> <p> ILO ASSESSMENT REPORT Fine and Pe</p>	<p>School of Continuing Education</p> <p> Institutional_Learnin g_Outcomes_Assessr</p>
<p>Human Services and Technology</p> <p> 2015 HST Division Level Assessment Ch</p>	<p>Science, Mathematics & Health Sciences Nursing/EMT</p> <p>   INSTITUTIONAL INSTITUTIONAL ILO and SLO and LEARNING OUTCOME LEARNING OUTCOME Course Grid Update</p>
<p>Humanities and Social Sciences</p> <p>  ILO_Social ILO Assessment Sciences_Communic Report_Humanities. </p>	<p>Counseling</p> <p> ILO-CNSL.pdf</p>
<p>Kinesiology</p> <p>  2015_SLOassess_KN 2015_SP_SLOassess PE_Communication. _KNPR_Communicati</p>	

A. Program Review Schedule

Portfolio Assessment/Program Review Four-Year Capstone Cycle by Division

The following departments will submit a quadrennial capstone Program Review Reports to the dean of the division by October 15th. These will be reviewed by the division curriculum committee and then sent to the chair of the Teaching Learning Committee by October 30th.

Please Note: All departments will submit an Annual program Review Report to their respective deans by October 30th so the Division Plan/Resource Allocation Requests may be submitted to the Vice President of Academic Affairs by December 15th.

◆ **The TLC** reviews all capstone PA/PR reports annually and assesses them, making recommendations for immediate or future revision.

The Quadrennial Program Review Schedule for 2015-2016 is as follows:

Business Division: Global Business/ Entrepreneurship; Paralegal; Business Applications (deferred from 2014-15)

Fine and Performing Arts: Communication Studies

Human Services and Technology: Auto/Diesel/Welding; Fire Technology; Human Development

Humanities and Social Sciences: English/English as a Second Language; Philosophy

Kinesiology: Professional Studies

School of Continuing Education: English as a Second Language

Science, Mathematics and Health Sciences: Mathematics; Nursing

V. SUMMARY AND ANALYSIS OF SPRING 2013 PA/PR REPORTS

- A. As PA/PR reports have been analyzed by the TLC for eight years, the second complete review cycle was completed in the 2014-2015 academic year. The Academic Senate has also been assessing the academic program review process. Some reports contain more analysis and more depth than others. In an effort to give departments autonomy to determine how they will assess their respective goals, the TLC has not suggested which statistical reports should be used for indirect assessment. However, at the same time, it must be understood that the 19QT capstone report must be a reflection of how a department may achieve goals and systematically increase student achievement. Student success must also be addressed through direct-SLO assessment of course and programs.
- B. The following Portfolio Assessment/Program Review Reports were reviewed:** November 24, 2014: Quadrennial Capstone Presentation-- Business Administration/Accounting (Presented by Professor Jinhee Trone); Biology (Presented by Professor Jorge Lopez); Reading (Presented by Professor Wenona Kossler) —Please see Appendix A of TLC Minutes

To view the complete PA/PR Reports, please go to [www.sac.edu/program_review-- Division/Department Index; Department X](http://www.sac.edu/committees/TLC/Documents/TLC_Minutes_11-24-14_Agenda_12-08-14.pdf), left side libraries.

http://www.sac.edu/committees/TLC/Documents/TLC_Minutes_11-24-14_Agenda_12-08-14.pdf

December 8, 2014: Quadrennial Capstone Presentation--Theater Arts (Presented by Professor Valinda Tivenan); Economics/ Geography (presented by Dean Shelly Jaffray on behalf of Professor Bill Courter and Professor Gus Montes)—Please see Appendix A of TLC Minutes

http://www.sac.edu/committees/TLC/Documents/TLC%20Minutes%2012-08-14_Agenda%2003-02-15.pdf

March 2, 2015: Quadrennial Capstone Presentation—Communications and Media Studies (Presented by Professor Charles Little) –Please see Appendix A of TLC Minutes

http://www.sac.edu/committees/TLC/Documents/TLC%20Minutes_03-02-15_%20Agenda%2003-16-15.pdf

March 16, 2015—Criminal Justice Department (Presented by Professor Andy Gonis; Criminal Justice Academies (Presented by Assistant Dean John Finch and Assistant Dean Ron Coopman); Family and Consumer Studies/Nutrition

(Presented by Professor Kyla Benson) Please Appendix A of TLC Minutes

http://www.sac.edu/committees/TLC/Documents/TLC%20Minutes_03-16-15_Agenda%2003-30-15.pdf

C. Interdisciplinary Thematic Issues

As the TLC has continued the review the PA/PR Reports and participated in dialogue of the Quadrennial Program Review reports as well as the direct-SLO assessment reports, the committee has highlighted interdisciplinary thematic issues and strategies that are in alignment with the *Vision Themes* of the *Strategic Plan 2014-2016*. It is noteworthy that many of the themes are duplicative of the themes from prior years' analyses. This does not imply, however, that progress has not been made; rather, they are ongoing concerns. Fiscal considerations have also caused some worthy recommendations to be held to subsequent years.

Interdisciplinary thematic issues are:

- 1. Full-time hiring of Researcher for Academic Affairs;** Need for an **Institutional Researcher and Research Office** on the Santa Ana Campus linked to the IE&A Office (Vision Theme I-VI; BSI; Equity)
- 2. Professional development** activities for use of data for Equity, Institution-Set Standards and Program Review; DLAs; TracDat; Reading and Writing activities and assessment; ILOs; new Accreditation Standards (Vision Themes IA, ID, IIIA, VID; BSI strands; Equity)
- 3. Facilities** Enhancement (performing arts; labs; science and math building; and other campus facilities) (Vision Themes ID, IIB, IIIA)
- 4. Technology** enhancement (Vision Theme V)
- 5. More interdisciplinary dialogue** about teaching techniques and assessment, e.g. academic literacy ILO Communication Skills (Vision Themes IA, VID)
- 6. More interdisciplinary dialogue** between CTE programs and Counseling (Vision Themes IA, VID)
- 7. More discussion** related to the **Reading levels and academic literacy** (Vision Themes IA, IC, VB, VIC; BSI strands; Equity)
- 8. Continue to seek grants**, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Vision Themes IIC, VA)
- 9. Create materials for program promotion;** develop/maintain **outreach to community** (Vision Themes IE, IIB, IIIC, IVA, IVB, IVC, VC);
- 10. Linkages to/partnering** with Learning Center and development of DLAs (Vision Themes IA, IC, ID; IIIA, VIC);
- 11. Connecting skills** to the labor market; develop ways to track employment rates (Vision Themes IA, V)

Note: Interdisciplinary thematic issues listed are not in priority order.

Budget restraints have caused enhancement of creative efforts to decrease duplication of efforts and maintain SAC as a comprehensive college with a full compendium of transferable courses and CTE programs, e.g., federal and state grant opportunities. Professional development has been amplified with the appointment of a Professional Development Coordinator and a website that juxtaposes faculty development with all staff development activities. Please see <http://www.sac.edu/facultystaff/professional-development/Pages/default.aspx> and the calendar of events at <http://www.sac.edu/facultystaff/professional-development/Pages/calendar.aspx>.

Activities related to teaching and learning include Academic Senate issues, Curriculum, Emergency Preparedness, Blackboard Basics, Reading Apprenticeship, DSPS issues, Open Education Resources (OER), and Equity forums.

In addition, the Winter Convocations, January 2013, January 2014, and January 2015 have continually strengthened the imperative to increase student achievement (success and persistence rates; transfer and certificates; and employment rates) with the additional imperative to close disproportionate achievement gaps for Equity. The January 2015 Convocation included a presentation by Dr. Darla Cooper of the Research and Planning Group. Dr. Cooper presented SAC's longitudinal trend data with regard to achievement rates so that the college could continue to develop reasonable plans for increasing success and achievement rates over time. The Student Success and Equity Committee is the leader of the effort to actualize the goals of the SAC Equity Plan. This committee is comprised of faculty, classified staff, students and administrators. Among the members are the Equity Coordinator, the BSI/Professional Development Coordinator, the Institutional Effectiveness Coordinator/ALO, and the Equity Researcher. These members also serve on the TLC so that the goals of equity and all Strategic Plan goals across the College may be infused into program review efforts in all departments. The interdisciplinary dialogue at the TLC is shared at the Student Success and Equity Committee to create linkages as data is analyzed from different perspectives. In addition, the academic support services that align to the goals of equity and the Vision Themes of the Strategic Plan are also discussed. As the chair of the TLC (IE Coordinator/ALO) also now regularly attends the Academic Senate and serves on College Council, recommendations borne of the program review reports are more broadly discussed.

Use of data has been enhanced in the program review reports, as the Equity Researcher has created easily accessed data. Please see



Santa Ana College, Research - Profile Tableau Public. website

The RSCCD Research department also continues to provide data for all department use. Please see <https://rscdd.edu/Departments/Research/Pages/SAC-Program-Review-Data.aspx>

In addition, the Equity Coordinator has been making presentations to departments individually to explain the goals of the Equity Plan and how to explicate the data provided for departments.

With the changes made in the Annual and Quadrennial Program Review report templates, the new ILO assessment process; the acquisition of TracDat; and the addition of an Equity Coordinator, a Professional Development Coordinator, and an Equity Research Analyst, it is anticipated that program review efforts will be more integrated college-wide and made public more easily. In addition, the goals of the Strategic Plan will be more easily monitored so that student success and achievement may be enhanced.

VI. FINAL COMMENTS

The TLC is a recommending body to the Academic Senate and administration for updating the Strategic Plan and strengthening success and achievement rates. Thematic issues are forwarded to the Academic Senate and College Council.

It is a pleasure to serve on the Teaching Learning Committee, as teaching and learning are the heart of this institution. Interdisciplinary discussions have many purposes, not the least of which, is to understand disciplines that are not one's own and to incorporate the "unthinkable" into a discipline and observe student success rise. This has been the experience of the members of the TLC. Chemists are infusing more writing into their learning activities; linguists want to learn to infuse numeracy into theirs! Professional development happens at every meeting, and our students benefit.

The members of the Teaching Learning Committee thank all of our faculty, administrative and classified employee partners, without whom we could not do our work in the classroom and in our offices.

All are welcome to join our discussion!

The Teaching Learning Committee meets bi-monthly on Monday from 1:00-3:00 pm, in A-112. Meeting dates for the 2015-2016 academic year are:

Fall 2015—9/21; 10/5; 10/19; 11/2; 11/16; 11/30

Spring 2016—TBA—Subject to C&I dates

Respectfully submitted,

Bonita Nahoum Jaros, PhD, Chair

bnj/05-27-15