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

Members Present: Yolanda Garcia, Glen Harding, Mary Huebsch, Jarek Janio, Jorge Lopez, Jane Mathis, Melanie Mowrer, Mila Paunovic, Irene Soriano

Guests: Susan Gaer, Monica Porter, Kirsten Robinson

Jarek Janio chaired the meeting in Bonnie’s absence.

I. Public Comments—A discussion related to a downturn in enrollment lead to the following comments: Enrollment may be down due to construction even though this is beneficial in the long run. Better PR is needed to underscore that this is ultimately good for the college. In addition, concern was voiced that infrastructure issues, e.g., possible mold in the Chavez Building and asbestos in Russell Hall. A second concern was related to faculty cuts. Even though there has been hiring in the last few years, it will take time for full functionality of faculty and students to return.

II. Approval of the Minutes of April 18, 2016—The minutes of April 18, 2016 were approved as written.
III. Quadrennial Report Presentations: Kinesiology (deferred upon request); SLPA (1:30); SCE ESL (2:00); Legal Studies (2:20) -- The following are some highlights from the presentations of Quadrennial Reports. Please follow the attached links for the complete reports. All Annual and Quadrennial Reports may be found on the Program Review Repository, by department, at www.sac.edu/program_review.

- Speech Language Pathology Assistant (SLPA): Monica Porter presented the Quadrennial Capstone Report on behalf of the SLPA program.

MISSION OF THE SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM
The mission of the Speech-Language Pathology Assistant Program is in keeping with the mission of Santa Ana College in that it provides students with a rich, skill based learning environment that recognizes the diversity each student brings to his or her education. It encompasses the genuine respect and desire to embrace all cultural diversities and individual uniqueness. It provides the students with the competencies they will need to meet the criteria established by the American Speech-Language-Hearing Association through academic course work, clinical observations, field experiences and workplace behaviors for performing assistant level job requirements in assisting the speech-language pathologist in providing quality services to individuals with communication disorders.

Program Level Outcomes:
(1) to provide a strong foundation in the skills and knowledge necessary for the development of competencies needed to work productively and responsibly as a speech-language pathology assistant
(2) to provide a program that encourages and values the richness of diversity in its students and the population it is trained to serve
(3) to provide the necessary skills, resources and learning environment that encourages lifelong learning
(4) to provide learning experiences that foster a positive environment that emphasizes respect for the individual and development of the student’s personal and academic growth in assisting in the provision of quality services to individuals with communication disorders.

PHILOSOPHY OF SPEECH-LANGUAGE PATHOLOGY ASSISTANT PROGRAM
The ability to communicate is the essence of all humanity. It is through speech and language that we express our thoughts, ideas, and our feelings - that we reach out and touch one another and form interpersonal relationships. Speech and language form the building blocks of all learning. Problems in communicating affect success in school, in getting and keeping a job and in establishing and maintaining relationships with others. The Speech-Language Pathologist helps give people the words they need to make connections with family, colleagues and friends and to achieve the communication skills they need to be successful in life. The speech-language pathology assistant provides the speech-language pathologist with support and assistance that can make a difference in peoples’ lives by bringing quality services to help people overcome communication disorders.
Degrees & Certificates Offered: **ASSOCIATE OF ARTS DEGREE**

The Speech-Language Pathology Assistant Program is designed to prepare trained speech-language pathology assistants to assist speech-language pathologists in the speech and language development of communicatively disordered children and adults. They will be trained to conduct screenings for speech-language and hearing disorders (without interpretation), administer treatment assistance as prescribed by the speech-language pathologist, and provide support assistance to the speech-language pathologist. They will work with infants, children, young adults and seniors in educational, clinical and medical settings such as schools, day care centers, hospitals, nursing homes and clinics.

The Associate of Arts program offers an intensive course of study in the area of speech and language disorders, including supervised treatment and field experience in a variety of settings. Upon completion of the AA degree program, the graduate is eligible for registration as a Speech Language Pathology Assistant by the California Speech-Language Pathology and Audiology Examining Board (www.slpab.ca.gov).

**Goals:**
- Re-acquire part-time clerical support for department
- Build non-personal budget to include departmental supplies, professional conferences, mileage and equipment.
- Acquire a dedicated lab classroom for the SLPA program and office space for the SLPA faculty for improvement of student contact, sharing of resources and class preparation.

**Needs:**
- The RAR submission reflects the need for dedicated classroom space. Dedicated space is related to the program's goal of training students for employment, and equipping students with the knowledge, and core technical skills that are required of the student in functioning as a licensed SLPA.

The SLPA program have access to a "lab" type classroom that includes the following: a. Seating for 30 students; b. technology/mediation; c. cupboards to store materials and supplies related to course instruction d. Access to computers for opportunities for 'hands on' learning.

This request relates to the college mission by striving to meet the academic and workforce needs. Preparing students for career, lifelong learning and transfer.

- The RAR submission reflects the need for Part-time clerical support for department - Re-acquire part-time clerical support for department. Fifteen hours per week for the following duties: Provide liaison with the SLPA students and instructors to assist with answering questions about the program, provide support assistance with SLPA classes as needed, provide general program support organizing SLPA student records, providing prospective students with information regarding the program, and program support to organize and assist in tracking of SLPA students as required by Speech-Language Pathology and Audiology Board and State Chancellors office for CTE programs.
SLOs
Course level SLO's are assessed every semester and results are posted on SharePoint. Overall assessment results indicates success from 75%-100% demonstrating that criteria has been met in all instances. SLO assessment results continues to be used to evaluate the effectiveness of the SLPA program and to evaluate need for program improvement.

Conclusions:
Due to the high demand of the SLPA program (as determined by number of students waitlisted consistently every semester), and the desire to enhance student persistence/retention and graduation rates of the program, the program coordinator continues to evaluate the pros and cons of a formalized application process for students to enter into the SLPA program.

Changes that have been made over the last two years is to create a more direct pathway for prospective students by offering coursework over a Fall/Spring schedule. This was done in efforts to promote students to complete the program in a more efficient time frame, in addition to improving the consistency of enrollment numbers from semester to semester (on several occasions, when courses were offered every semester, several courses had to be cancelled due to low enrollment which had a significant impact on the students effected and the completion of their pathway).

To better track student retention, persistence, graduation rates, and employment post-graduation, the program coordinator will work to implement a program database.

Due to job statistics acquired through student’s survey and challenges with fieldwork placements, there are no plans to increase the size of the program. 20 graduates per year will remain the goal of the program.

Internal Conditions- SLPA program is at capacity.
Sections offered-
2011-2012- 14 sections
2012-2013- 16 sections


The following discussion occurred as a result of comments and questions from TLC members:

1. The program needs more space, for example a lab classroom.
2. In a department of one, such as this, more part-time clerical support is needed.
3. The budget is improving; however, the chair does not believe the department can grow in the near future due to job market considerations.
4. There is utilization of social media to track students who graduate. Retention and success is at 90%. For the most part students are employed at good salaries.
5. Collaboration with community agencies is always important. The chair collaborates with CSUF and CSULB for university transfer.

- **School of Continuing Education English As a Second Language (SCE ESL)**
  Susan Gaer presented the Quadrennial Capstone Report on behalf of the SCE ESL department.

**MISSION STATEMENT**

The Santa Ana College School of Continuing Education is a responsive community leader dedicated to adult student success through innovative educational programs and services. The School of Continuing Education prepares students to transition to college, improve language and workforce skills, increase civic involvement, and promote lifelong learning. The ESL Department vision is to move students through a well-structured and effective program with the perspective of transitioning to college and the workplace in order to help them reach their personal, educational, and workplace goals and to encourage a love of learning.

**DEGREES & CERTIFICATE OFFERED**

**Academic ESL**

- Academic ESL Beg-Int A Certificate of Completion
- Academic ESL Beg-Int B Certificate of Competency
- Academic ESL Int A Certificate of Completion
- Academic ESL Int B Certificate of Competency
- Academic ESL Int C Certificate of Completion
- Academic ESL Int D Certificate of Completion

**Vocational ESL**

- Vocational ESL A Certificate of Completion
- Vocational ESL B Certificate of Completion
- Vocational ESL C Certificate of Competency

**General ESL**

- Communication ESL INTRO A Certificate of Competency
- Communication ESL INTRO B Certificate of Competency
- Communication ESL BEG A Certificate of Completion
- Communication ESL BEG B Certificate of Completion
- Communication ESL TRANSITIONING A Certificate of Completion
- Communication ESL TRANSITIONING B Certificate of Competency
- Communication ESL INT A Certificate of Completion
- Communication ESL INT B Certificate of Competency
- Communication ESL INT C Certificate of Completion
• Communication ESL INT D Certificate of Completion

Goals:

• Develop, support, and deliver curricula, programs, and services designed to prepare students for academic, workforce, and personal success.
• Serve the dynamic community by building relationships and providing access to educational opportunities.
• Increase student transition to other noncredit programs, credit programs, and the workplace.
• Provide current technology, safe facilities, appropriate allocation of resources, and enhanced services to the educational community.

New Goals:

• Hire additional full-time tenure track classroom ESL faculty.
• Research and plan for the ESL Curriculum redesign.
• Collect baseline data.

SLOs

The ESL Department’s SLO process has evolved dramatically over the past four years. The biggest challenge to managing the process has been the sheer number of ESL courses and sections in the program. There are approximately 25 courses and 200 sections scheduled during each of the fall and spring semesters. As there are typically four to five SLOs per course, it seemed reasonable to limit the scope of the formal assessment process. While instructors still informally assessed all SLOs, they would only report the assessment results of a single SLO to the department. The SLO to be formally assessed would rotate each semester to align with practices at SAC.

Needs:

• SLO assessment indicated a lower proficiency rate among students in pronunciation classes. To address this need, a part-time faculty facilitator was hired to redesign and remodel the Pronunciation Center to allow for more classroom interaction and to better align with best practices. The result of these activities is readily observable: pronunciation classes have grown in terms of enrollment and number of sections offered since the redesign (SLO Program Assessment Report, spring 2014).

• Following program assessment results, the ESL Department has established a permanent placement center to allow newly admitted students to obtain their placement test results in a timely manner. To address the need for better access to the ESL program, a "one stop" admissions process that includes placement, orientation and registration has been established.

• Following the evaluation of the program, the ESL Department has made technology a budget priority in the past four years. Interactive whiteboards and desktop computers have been upgraded in a number of ESL classrooms at CEC. Class sets of iPads have been purchased for use at CEC, and notebook computers and portable document
cameras have been purchased for instructor use at community sites. In addition, notebooks have been purchased to increase access and instruction with technology in the Community Learning Center (CLC). Selection of computer programs available to students in the CLC has been expanded to address the need for better academic attainment of students participating in CLC programs (ESL Department Budget, 2013/2014).

**Equity:**
Since fall 2015, the School of Continuing Education has had a Student Equity Coordinator. The coordinator is currently working on disaggregating performance data relative to students' ethnicity, age, and gender. In the future, this information will be used to identify student needs and allow the formulation of plans to narrow the identified learning gaps.

**Survey:**
The 2012 ESL Department student survey was conducted to gather data from ESL students. Almost 1,880 ESL students at different levels, sites, and varying times were surveyed. This short six-page survey gathered information about demographics, prior school experiences, motivation/preferences, learning needs, course applications, and locations of instruction.

**Conclusions:**

- This report has provided the department with a forum to objectively review and assess its goals and mission statement over a period of four years following the first PA/PR report. Keeping student success and achievement in mind, both qualitative and quantitative data along with student survey results were gathered and the department consulted with students, faculty, staff, and administration to understand the issues and needs of the stakeholders.

- In planning for further growth and addressing the changing needs of new students, several new goals have been identified to allow the department to strengthen pathways for student transition to credit/noncredit college programs, certificate programs, or community-based organizations; to explore innovative instruction and technology as well as managed enrollment opportunities; and to expand VESL instruction to help students meet the needs of employers.

- It is clear that ongoing collaboration and dialogue with other programs in our school, at SAC/SCC, and in community-based organizations will afford new opportunities to develop certificates, pathways, and courses for students.

- The ESL Department will need to collect and analyze baseline data to participate in local and college-wide budget planning discussions.
The following discussion occurred as a result of comments and questions from TLC members:

1. Transition from non-credit to credit, from non-credit to vocational training, and from non-credit to the workforce is the primary concern of this program.
2. There is an issue related to a lack of full-time faculty. This has been an ongoing problem.
3. Curriculum is a major challenge. Formal change has not occurred since 1993. This is a major project for the near future, i.e., realignment and major adjustments.
4. Recent curricular innovations include embedded counseling—counselors are available for students in the classrooms.
5. There is also a new transfer course with 40 students who are ready at transfer to college level next year. Tracking of transitional students is still a challenge, however.
6. For the most part CEC is satisfied with the efficacy and innovative ways technology is used (e.g., mobile devices, iPad carts). Blackboard implementation is also imminent.

- **Legal Studies (formerly Paralegal)**
  
  *Kristen Robinson presented the Quadrennial Capstone Report on behalf of the Paralegal department.*

**MISSION STATEMENT**

This American Bar Association (ABA) approved program is designed to prepare the student to work in a paraprofessional capacity as an assistant to an attorney in a law firm, governmental agency or corporation as defined by section 6450 of the California Business and Professions Code. The paralegal performs many tasks normally handled by an attorney, such as preparing forms and pleadings, interviewing clients and witnesses, legal research and document organization. Strong English skills, computer knowledge and good organizational skills are an asset in this profession. A paralegal/Legal Assistant as defined by California Business and Professions Code 6450 is qualified by education.

**Program Learning Outcomes**

1. **Make ethical decisions in the workplace**
   1. Students will complete the Para 121 Ethics class
   2. Students will incorporate ethical standards in the Law Office Management class through problem solving and discussion board discussions.

2. **Understand legal concepts**
   1. Students will demonstrate legal concepts in the legal specialty classes through examination and practical exercises.
   2. Students will draft law office memorandum and appellate briefs in the Advanced Legal writing class incorporating analysis of legal concepts.

3. **Communicate effectively orally and in writing**
1. Students will draft law office memorandum.
2. Students will use proper grammar, punctuation, and spelling.
3. Students will create client correspondence.

**4. Be proficient in using legal technology**
1. Students will demonstrate the use of the Microsoft suite (Word, PowerPoint and Excel) in their completion of assignments.
2. Students will complete assignments using legal specific software.

**5. Exhibit critical thinking skills**
1. Students will analyze cases related to the legal specialty classes.
2. Students will analyze fact patterns to demonstrate the application of legal concepts to fact patterns.

The Paralegal program at Santa Ana College is an ABA approved program that meets the requirements of California Business and Professions code 6450.

**Note:** This American Bar Association approved program is not intended to prepare the student for the practice of law. Paralegals are not allowed to practice law in the state of California. This program is intended to prepare the student to perform legal services under the direct supervision of an active member of the California State Bar as set forth in the Business and Professions code 6450 and the Rules of Professional Responsibility which may be reviewed on the California State Bar WEB site: [http://www.calbar.ca.gov/state/calbar/calbar_home.jsp](http://www.calbar.ca.gov/state/calbar/calbar_home.jsp).

**Goals:**
- To be recognized in the local legal community as an institution that produces graduates of a high caliber in their paralegal education enabling them to be capable and prepared to enter the job market with the ability to complete the tasks assigned to a paralegal.
- To provide the paralegal students with a quality legal education that provides them with an ethical foundation, applied skills, proficiency and the ability needed to perform tasks competently and succeed in their paralegal career.
- The Santa Ana College paralegal graduate shall be able to perform many tasks normally handled by an attorney, such as preparing and understanding needed forms and pleadings, interviewing clients and witnesses, legal research and document preparation and organization.
- To educate, and network with, attorneys on the advantages associated with the employment of paralegals in their practice.

**New Goals:**
- To develop new legal specialties appropriate for cross listing.
- To explore additional certificates of achievement for students.

**SLOs**
The program has revised the SLO and PLOs to align with the ILOs. The SLOs have been assessed. Based on the assessment the curriculum has been reviewed and revised to help meet the SLOs. The PLOs have been assessed and the program is achieving its goals.
Needs:
- The RAR submissions reflect the needs for updated equipment and supplies to continue to achieve the PLO of currency for the skill sets students graduate with from the program.
- The RAR for additional facilities for the research materials for the program have been achieved. Students now have access to the types of research materials necessary for achieving the PLOs on research.
- The program reviews indicated the needs for directed counseling and intern/job placement personnel. Steps toward this goal have been started and students are receiving appropriate counseling and intern/job placement assistance from the adjunct faculty hired with grant funding. The time for the counselors and intern/job placement coordinator is limited. Additional funding is necessary to broaden the impact of these services.
- Requesters have been made for technology for research. In response the RARs have provided for access to online research through Lexus. Students are now being appropriately trained for online legal research.
- A specific computer mediated classroom has been assigned to the department. The equipment in the classroom is outdated and needs to be brought current in order for students to learn the state of the art procedures for success in the legal profession.
- Based on the expansions of the number of certificates and programs, additional full time faculty is needed. The Department recently participated in the college faculty hiring process and are scheduled to hire an additional full time faculty member.

Curriculum:
We have made several significant changes to our curriculum over the last several years.

Paralegal Program
We noticed a trend in our program completion data (and indicated from anecdotal conversations with students) that many students were getting stuck completing the math requirements for the associate degree. We were able to talk with other program directors at the AAFPE conferences, as well as receive guidance on the ABA standards about this problem. We discovered that we could change our program to offer the certificate without having a math requirement. This would be in line with the ABA guidelines and was also mirror many other programs across the country. The paralegal certificate was changed in the 2015-16 catalog; now a student can get a certificate without having to take math classes. If a student wants the associate degree, they will still need to complete math classes, but this change allows students to enter the workforce earlier.

Pathway to Law School
We made a dramatic change by creating a new certificate of achievement for the Pathway to Law School program. We are still waiting for final approval on the certificate from the state chancellors’ office, but we hope to offer this to students in the 2016-17 catalog. We created the LAW 100 – Introduction to Legal Studies course, and started offering it Fall of 2015. We have almost doubled the students registered in our introductory classes in Fall of 2015.

External:
The legal studies department receives input from two external groups each semester: graduating students and the advisory board.
Graduating students are surveyed in the PARA 297, which is the capstone course for the paralegal program. We ask students numerous questions about their perceptions of the program, faculty, courses, and services. We started surveying our students in fall 2014; so we only have two semesters of student data.

**Important Conclusions:**
1. The institution as a whole needs to recognize the merit of the career education programs. The college as an institution needs to support the mission statement which states in part: "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." Transfer is not the only goal. It is a goal recognized by our department, we developed the Pathway to Law School program. However, transfer is not the only path students should be directed to. Students should not be told by representatives of the college that our classes and programs lack merit. Students in our program when armed with their Paralegal certificate or degree are able to earn $45,000 per year as an entry level position!
2. The work place is evolving into a digital work place. Students need to be armed with the latest skill sets that will allow them to compete in the work place. To that end the technology presently provided to students needs to be constantly updated to insure current skills required to compete.
3. The program needs to continually insure compliance with the ABA approval requirements and needs of the employment community. Resources need to be made available to insure the continued development of critical certificates and programs to allow our students the ability to achieve their goal of a well-paid career. To that end the department is reviewing the curriculum in current programs and developing new programs for legal technicians and legal interpreters.

**The following discussion occurred as a result of comments and questions from TLC members:**
1. The department just had an American Bar Association (ABA) site visit. The site visitation team has recommended to the ABA commission on paralegals (the approval committee) that the program at Santa Ana College be re-approved for seven (7) years without and conditions and or restrictions.
2. The department collaborates with other institutions e.g., Legal Aid Society of OC, local law schools, and creates pathways for certificates and transfer.
3. Another focus is on certificates that prepare students for the workforce immediately.
4. The department tries to track students after graduation to learn about their employment or further educational endeavors.
5. Here at SAC, in A-226, they have establishes a Paralegal Research Room filled with donated books.

As always, the TLC appreciates the time and effort taken by our colleagues and is grateful to have had the opportunity to learn about the SLPA, SCE ESL, and Legal Studies departments. These presentations stimulated a great deal of dialogue which led to the following common threads:
• Facilities challenges
• Lack of full-time faculty and clerical support
• Transition and transfer issues.

IV. ILOs: Follow-Up Communication Skills; 2015-2016 ILO--Thinking and Reasoning—The TLC discussion of the ILO of the year, Thinking and Reasoning, will occur at the May 16th meeting. The TLC ILO chart will be completed at that time as well.

V. Accreditation Update: Role of the TLC in the Midterm Report—No Report

VI. Research—No Report

VII. Professional Development—Mary discussed culturally-responsible teaching. The concept of cultural humility was defined as respect and acceptance of other cultures. She also announced a 3CSN (CA CC Support Network) grant for community of practice.

VIII. TracDat—Jarek reported that the goal for TracDat is for all departments to utilize this platform this semester. We are at 90% at this time.

Note: Congratulations to Jarek!!! (BJ’s comment…)

IX. A. Book-of-the-Year: Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream—Yolanda reported the upcoming events. These are also posted on the Nealley Library Book of the Year page at http://www.sac.edu/Library/BookOfTheYear/Pages/spareparts.aspx

(Please see Appendix A)

Yolanda has a concern that Book-of-the-Year events have been poorly attended. If we are to continue expending resources and time for these events, we need more support from the college community. To that end, PLEASE ATTEND THE MAY 12th FREDI LAJVARDI KEYNOTE ADDRESS!

B. Selection of BOTY for 2016-17—The voting has occurred…The Book-of-the-Year for 2016-2017 is…


Lexile Measure: 1090L
Audience: General Adult

<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
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<tbody>
<tr>
<td>Wed. April 13</td>
<td><em>Underwater Dreams</em> • Documentary (86 mins.) Wed. 4-13-2016 • 3:00 – 5:00pm • A-210</td>
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<tr>
<td>Thurs. April 14</td>
<td><em>Underwater Dreams</em> • Documentary (86 mins.) Thurs. 4-14-2016 • 1:30 – 3:30pm • A-210</td>
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<tr>
<td>Mon. April 18</td>
<td><em>A Better Life</em> • Feature Film (98 mins.) Mon. 4-18-2016 • 3:00 – 5:00pm • A-210</td>
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<td>Wed. April 20</td>
<td><em>A Film related to Robotics (TBA)</em> 3:00-5:30 • A-210</td>
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<td>Mon. April 25</td>
<td><em>Spare Parts</em> • Feature Film (114 mins.) Mon. 4-25-2016 • 1:15 – 3:45pm • D-101</td>
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<td><em>Underwater Dreams</em> • Documentary (86 mins.) Mon. 4-25-2016 • 4:00 – 6:00pm • A-210</td>
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<td>Wed. April 27</td>
<td><em>AB540SAC STUDENTS: Struggles &amp; Successes</em></td>
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<td>A student panel program.</td>
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<td>Sponsored by University Transfer Center</td>
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<td></td>
<td>Wed. 4-27-2016 • 1:30 - 3:00pm • D-101</td>
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<tr>
<td></td>
<td><em>Spare Parts</em> • Feature Film (114 mins.) Wed. 4-27-2016 • 3:30 - 6:00pm • A-210</td>
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<td>Fri. April 29</td>
<td><em>Student Competition STEM–TBA</em></td>
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<td>Thurs. May 12</td>
<td><em>Fredi Lajvardi</em> • Nationally recognized STEM educator, inspirational robotics</td>
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<td>teacher and subject of this year’s SAC Book of the Year <em>Spare Parts</em>, by Joshua</td>
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<td>Davis, the documentary <em>Underwater Dreams</em>, and the major motion picture *Spare</td>
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<td>Parts*, will address our college community on Thursday, May 12, 2016 in Phillips</td>
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<td>1:00 – 2:00pm Keynote Address w/Q &amp; A Session 2:00 – 3:00pm Book/DVD Signing</td>
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<td>Event sponsored by the Center for Teacher Education &amp; the SAC Book of the Year</td>
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<td>Committee</td>
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SANTA ANA COLLEGE
Teaching Learning Committee
Agenda
May 16, 2016

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.

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

I. Public Comments
II. Approval of the Minutes of April 18, 2016
III. TLC End-of-Year Report 2016 (See Attachment 1)

IV. ILOs: Follow-Up Communication Skills; 2015-2016 ILO--Thinking and Reasoning (See Attachment 2)

V. Accreditation Update: Role of the TLC in the Midterm Report
VI. Research
## Attachment 1

### For End-of-Year Report Discussion of Interdisciplinary Themes

#### Interdisciplinary Thematic Issues of Spring 2015 and status:

<table>
<thead>
<tr>
<th>Interdisciplinary Themes</th>
<th>Status</th>
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<tbody>
<tr>
<td>1. Full-time <strong>hiring of Researcher for Academic Affairs</strong>; Need for an <strong>Institutional Researcher and Research Office</strong> on the Santa Ana Campus linked to the IE&amp;A Office (Vision Theme I-VI; BSI; Equity)</td>
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<td>2. <strong>Professional development</strong> 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)</td>
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<td>3. <strong>Facilities Enhancement</strong> (performing arts; labs; science and math building; and other campus facilities) (Vision Themes ID, IIB, IIIA)</td>
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<td>4. <strong>Technology enhancement</strong> (Vision Theme V)</td>
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<td>5. More <strong>interdisciplinary dialogue</strong> about teaching techniques and assessment, e.g. academic literacy ILO Communication Skills (Vision Themes IA, VID)</td>
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<td>6. More interdisciplinary dialogue between CTE programs and Counseling (Vision Themes IA, VID)</td>
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<td>7. More discussion related to the <strong>Reading levels and academic literacy</strong> (Vision Themes IA, IC, VB, VIC; BSI strands; Equity)</td>
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<td>8. Continue to seek <strong>grants</strong>, other funding sources and cooperative projects with high schools and four-year institutions as well as the community (Vision Themes IIC, VA)</td>
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<td>9. Create materials for <strong>program promotion</strong>; develop/maintain</td>
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### Outreach to Community
(Vision Themes IE, IIB, IIIC, IVA, IVB, IVC);

| 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) |

### Interdisciplinary Themes of Spring 2016

**February 29**
- How do we best serve underrepresented students? e.g., advisement, requirements
  - Shorter trajectory to transfer-level English, i.e., English redesign; EMLS curriculum revision
  - Focus on contextualized learning for increased success and achievement
  - Interactive learning
  - How to best integrate Counseling

**March 14**
- Reading and prior basic skills preparation greatly affects success rates. Prerequisites should be considered on a case by case basis. The issue of reading needs further discussion. **NOTE:** This has risen to a level of Interdisciplinary Theme for several years.
  - The need for readability of textbooks; knowing the reading level of students is very helpful.
  - Use of SEAT data can highlight areas that need interventions.

**March 28**
- Basic Skills once again rose to a high level of concern.
- Facilities concerns: there is not sufficient space to house equipment needs and growth.
  - There is a need for Classified Staff assistance in many areas.
- Students who come to the College for CTE programs often do not complete General Education here at the College. This needs to be addressed.
- Research and documentation style is needed in every discipline.
- There is a need for currency among adjunct instructors, e.g., Title IX, Reading Apprenticeship.
- Interdisciplinary cooperation in the classroom needs to be investigated.
April 18
- Need for full-time faculty
- Importance of pathways for students
- Community involvement and/or articulation agreements
- Facilities enhancements and need for equipment

May 2
- Facilities challenges
- Lack of full-time faculty and clerical support
- Transition and transfer issues.

SANTA ANA COLLEGE
VISION THEMES

I. Student Achievement
A. Increase academic literacy and learning across disciplines
B. Eliminate economic barriers to student achievement
C. Increase program completion/transfer/employment rates for all students
D. Promote and sustain excellence in teaching/learning
E. Increase credit/non-credit articulation

II. Use of Technology
A. Graduate students with highly competitive skills for continuing education and professional life
B. Provide a technology-rich environment for faculty, staff and students
C. Provide innovative classroom technologies that will enable faculty to enhance and facilitate student learning

III. Innovation
A. Increase development of innovative teaching techniques
B. Help students embrace scholarship, inquiry and a love of learning
C. Access/Outreach: Enhance opportunities for student access to non-traditional delivery modes

IV. Community
A. Promote a higher “achievement attitude” among our prospective student population and supporting networks
B. Extend an awareness of the college as part of the community
C. Increase interest in lifelong learning/healthful living across the college
D. Increase awareness and practice of healthful living across the college and community
V. Workforce Development
   A. Expand and identify partners and collaborate with industry and communities to identify workforce needs
   B. Integrate basic skills and workplace competencies
   C. Support regional development by becoming the primary local source of skilled employees for high demand occupations

VI. Emerging American Community
   A. Increase awareness and foster proactive civic responsibility
   B. Increase “Green” efforts throughout the college
   C. Educate the faculty, staff, students and community of the New American Culture; develop an integrated community of learners throughout the institution.
   D. Create an environment among faculty, staff and students that encourages cross-disciplinary collaboration, activities and dialogues
### Attachment 2

**Division ILO Reports**

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Members:
Suzanne Freeman
Yolanda Garcia
Sue Garnett
Glen Harding
Mary Huebsch
Shelly Jaffray
Jarek Janio
Bonnie Jaros
Eve Kikawa
Cherylee Kushida
Jorge Lopez
Jane Mathis
Melanie Mowrer
Carrie Patton
Mila Paunovic
Nga Pham
Kris Ross
Irene Soriano
Brian Sos
George Sweeney

cc:
Avie Bridges
Micki Bryant
Cher Carrera
Susan Gaer
Dennis Gilmour
Gina Giroux
Madeline Grant
Bart Hoffman
Elliott Jones
Jim Kennedy
Carlos Lopez
Sara Lundquist
Monica Porter
Julia Vercelli

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