



SANTA ANA COLLEGE
Teaching Learning Committee
Minutes
March 13, 2013

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

Members Present: Steve Bautista, Susan Gaer, Yolanda Garcia, Gina Giroux, Mary Huebsch, Bonnie Jaros, Cherylee Kushida, Melanie Mowrer, Carrie Patton, Kris Ross, Brian Sos

Guests: Heather Gillette, KC Huynh, Randy Schultz, John Tashima

- I. **Approval of Minutes of February 27, 2013**—The minutes of February 27, 2014 were approved as written.
- II. **TLC Work for Today**
 - A. **PA/PR Capstone Review Cont'd: Dance; TV/Video; Pharmacy Technology; Ethnic Studies**—Capstone reports were presented by the chairs; Ethnic Studies is deferred. **(Please see Appendix A)**
 - B. **SharePoint Update**
 1. Due to exigency to have all program review documents available to students and the general public, the Program Review Repository must be made public. To that end, Allen is working with Alfonso Oropeza and others to effect this. In the meanwhile, please update all department and division program review documents by the end of the month. A conversion process will occur to the public side.
 2. The college will be acquiring TracDat, and assessment management system, to post our program review documents. The Academic Senate program review workgroup will be reviewing the program review process to see how it best fits

this new system. However, as the transition will take some time, we will continue with the current process until clear decisions are made.

C. Accreditation Update

1. There was a Standards Co-Chairs meeting on March 6, 2014. The next iteration of the Standards, due March 28, 2014, will be bound and disseminated to the chairs for complete review. In addition, Dr. Rose and Bonnie are working on the introductory sections. Nga Pham is working to provide some data for the introduction as well.
2. There will be a college-wide forum on Accreditation, led by President Martinez, on March 21, 2014 from 10:00-11:30 a.m.
3. The ACCJC Annual Report and Annual Fiscal Report are due March 31, 2014. The Annual Report requirements are now more inclusive of several elements as follows: Student Achievement data separated out from Student Success data; need for employment data for CTE programs; narratives required for six questions related to best practices for ILO analysis, SLO alignment, institution-set standards of achievement for success, persistence, transfer, degrees and certificates.
4. The Board of Trustees will discuss the Self Evaluation Report for a first reading on May 27, 2014; the approval/second reading is June 9, 2014.
5. **The ACCJC External Evaluation Team Visit is scheduled for October 6-9, 2014.**

D. Book-of-the-Year Program S14 (Please see Appendix B)

1. Yolanda, Melanie and Kathy met today to discuss the Spring 2014 program for the Book-of-the-Year. The following are some planned activities: a. A competition for prose and performance categories, entitled “An Immigrant’s Journey” to take place between 3/24-4/24; b. “SAC Immigrant Voices” to be highlighted at the May 15th end-of-year event; c. A Film Series to include two documentaries and two feature films. The first film, *The Other Side of Immigration*, will be moderated by Angie Veyna; d. Panel of AB 540 students led by Maribel Pineda.

Please keep an eye on information at

<http://www.sac.edu/StudentServices/Library/BookOfTheYear/Pages/tortilla.aspx>

Susan and Melanie have continued to work to bring together credit and non-credit classes. They have done a project with eth Book-of-the-Year utilizing vocabulary in context and story starters. An Artistic “globe project” will also be displayed in the Learning Center later in the semester.

2. The nominations for the 2014-2015 Book-of-the-Year have been received and are listed. Since 2014-15 is the centennial year of Santa Ana College, the TLC members would like the theme of next year’s book to relate to student learning. At the next meeting, the list will be refined to four selections. Then Bonnie will send a *Survey Monkey* survey out for a vote to the college community.

E. Self Efficacy Survey Correlation (Please see Appendix C)—Gina and Melanie will report the results of the survey conducted in their classes at the next meeting on March 27th.

F. Reports from Conferences: Habits of Mind Conference—Mary reported that seven colleagues attended the habits of Mind Conference. They will meet tomorrow

to see how we might implement some of the ideas from the conference at the college. **ACCJC Assessment Conference**—Bonnie reported that a team of five, including Brian Sos, Matthew Beyersdorf, Shelly Jaffray, Linda Rose and Bonnie Jaros attended the assessment conference sponsored by ACCJC at Mira Costa College February 28, 2014. It was reiterated again how important program and institution-level assessment is. Please remind all chairs in your divisions that the Program Review Repository must be completed by the end of the month.

G. ILOs Discussion (See Appendix D)—Bonnie discussed a possible paradigm for ILO analysis which would include random sampling and interdisciplinary discussion among faculty who have courses within a program that deal with the ILO being analyzed for that year. The TLC created a calendar for college-wide review of the ILOs, which also serve as the General Education Outcomes. This spring, the TLC will have an interdisciplinary discussion about the status of the ILOs based on review of mapping charts for each division. (**Please see Appendix E** for an example of a mapping chart.) All departments are required to have the ILO mapping chart posted on the department page of the Program Review Repository.

III. Other—**A.** There will be an SLO symposium Friday, April 25th at North Orange County Community College District from 9am-3pm. More information is forthcoming.

IV. Future Agenda

A. PA/PR Capstone Reviews Cont'd

March 27: Astronomy; EMT; SCE Adult Basic Education

April 24: Physics; History; Study Skills; Ethnic Studies;

B. ILOs Discussion

C. Data Review:

1. Student Achievement Outcomes

D. Program Level SLOs

E. Professional Development for 2014

F. Book-of-the-Year: *Tortilla Curtain*

APPENDIX A

Fall 2013 Capstone Review Summary

1. Dance—**Heather Gillette** presented the Dance Department capstone PA/PR report.

Highlights and TLC recommendations include:

- The department has 13 goals related to staffing (including faculty and classified staff, e.g., a costume designer), facilities, equipment, certificate creation, touring for students. Many of these elements were limited as a result of budget constraints and are needed for a full transfer and performing discipline.
- Blackboard and other technology has been added to the pedagogical toolbox of the department
- On Course has been added
- Student Surveys have been utilized

The TLC recommends a more thorough analysis of student achievement data elements so that the goals of the department may be more substantiated. Bonnie ahs offered to assist Heather, who is a new department chair, in finding the data and analyzing it.

Please see http://teams.rscgd.edu/sac/Program_Review/Dance/SitePages/Home.aspx for the complete report as well as other SLO documentation.

The TLC thanks Heather for the work done on this report and invites her to be a regular member of the TLC to represent Fine and Performing Arts.

2. **TV/Video—Randy Schultz** presented the TV/Video Communications Department capstone PA/PR report:
 - The program accommodates 350-400 students at the Digital Media Center (DMC); some courses are also offered on eth SAC campus
 - A degree and several certificates are offered: e.g., Broadcast Journalism, Script Writing, Media Studies, Animation.
 - Budget cuts have caused reduced technician support staff (hiring freeze) and reduced hours of operation.
 - The program is limited to core classes at this point
 - A pathway has been established so a degree or certificate may be obtained in a two-year sequence.
 - Grants are obtained to replace equipment, e.g., Perkins Grant to replace cameras.
 - **Goals are:** To upgrade equipment; increase staffing to include a station manager & FT engineer.

A TLC recommendation was made to try to better track completion rates and employment rates.

Please see http://teams.rscgd.edu/sac/Program_Review/Tv-Video/SitePages/Home.aspx for the complete report as well as other SLO documentation.

The TLC Extends thanks to Randy for coming to the SAC campus from the DMC to discuss this program.

3. **Pharmacy Technology—KC Huynh** presented the Pharmacy Technology Department capstone PA/PR report:
 - The SAC Pharmacy Technology program is the only one in Orange County. There are approximately 150 entry-level students every semester. Only 50 students enter at the laboratory level (i.e., ready for the degree program) due to communication issues and need for basic-level quantitative analysis training.
 - There has been a 32% increase in employment demand as of 2010 at the Orange County, state and national levels.
 - There is both a degree program and two certificates: Basic and advanced, offered.
 - 68-83% employment data has been culled
 - There was a 78% job placement rate for 2013

- There is a 94.4% pass rate on the Pharmacy technician Certification Board Exam for 2012
- Goals of the department are: Increased classified staff, increased hours

A TLC recommendation is that the department do a complete analysis of the Communication and Quantitative Analysis Gen Ed /Institutional Learning Outcome and place the chars on eth SharePoint program Review Repository. This may lead to some in-class pedagogy changes and/or strengthen the goals requests of the department.

Please see

http://teams.rscsd.edu/sac/Program_Review/PharmacyTech/SitePages/Home.aspx for the complete report as well as other SLO documentation.

The TLC extends thanks to KC for a well presented report.

Note: Please remember that all reports must be posted on the teams.rscsd.edu program review repository in pdf format.

APPENDIX B

Book-of-the-Year 2014-2015 Nominations with information as received as of February 20, 2014

1. Songs of Willow Frost by Jamie Ford
2. I Am Malala: The Girl Who Stood Up for Education by Malala Yousafzai (two nominations)
3. A Walk Through Leadership by Darroch “Rocky” Young
4. The Boy on the Wooden Box by Leon Leyson (summary and comment provided)

Leon Leyson (born Leib Lezjon) was only ten years old when the Nazis invaded Poland and his family was forced to relocate to the Krakow ghetto. With incredible luck, perseverance, and grit, Leyson was able to survive the sadism of the Nazis, including that of the demonic Amon Goeth, commandant of Plaszow, the concentration camp outside Krakow. Ultimately, it was the generosity and cunning of one man, a man named Oskar Schindler, who saved Leon Leyson’s life, and the lives of his mother, his father, and two of his four siblings, by adding their names to his list of workers in his factory—a list that became world renowned: Schindler’s List.

This, the only memoir published by a former Schindler’s List child, perfectly captures the innocence of a small boy who goes through the unthinkable. Most notable is the lack of rancor, the lack of venom, and the abundance of dignity in Mr. Leyson’s telling. The Boy on the Wooden Box is a legacy of hope, a memoir unlike anything you’ve ever read.

5. The Distance Between Us by Reyna Grande
<http://www.reynagrande.com/books/>
6. The Hunger Games by Suzanne Collins

7. Bless Me Ultima by Rudolfo Anaya (270 pages)
8. How the Garcia Girls Lost Their Accent by Julia Alvarez (approx. 300 pages)
9. What the Best College Students Do by Ken Bain
10. American Nations: A History of the Eleven Rival Regional Cultures of North America by Colin Woodard; Penguin, 2011
11. The Man Who Mistook His Wife for a Hat by Oliver Sacks, MD
12. The Invention of Wings by Sue Monk Kid
13. Mindset by Carol Dweck

APPENDIX C
Self Efficacy Survey

Self- Efficacy for Learning and Performance Assessment Items
(MSLQ; Pintrich et al., 1991)

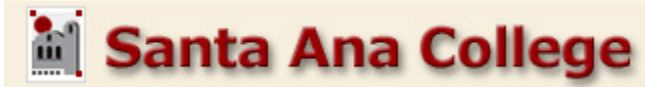
Please check the appropriate answer for each question.

| | 1 | 2 | 3 | 4 | 5 |
|--|---|---|---|---|---|
| 1. I believe I will receive an excellent grade in this class. | | | | | |
| 2. I'm certain I can understand the most difficult material presented in the readings for this course | | | | | |
| 3. I'm confident I can learn the basic concepts taught in this course | | | | | |
| 4. I'm confident I can understand the most complex material presented by the instructor in this course | | | | | |
| 5. I'm confident I can do an excellent job on the assignments and tests in this course | | | | | |
| 6. I expect to do well in this class | | | | | |
| 7. I'm certain I can master the skills being taught in this class | | | | | |
| 8. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class | | | | | |

The scale is as follows:

1= Strongly disagree 2= Disagree 3= Neutral 4= Agree 5= Strongly Agree

APPENDIX D



Institutional Learning Outcomes: College-wide Assessment Calendar

SAC MISSION STATEMENT

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.

| | |
|---|--|
| <p>1. Communication Skills</p> <p>Assessment Year 1</p> | <p>a. Listening and Speaking</p> <p>Students will listen actively and respectfully to analyze the substance of others’ comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p>7. Reading and Writing</p> <p>Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p> |
| <p>2. Thinking and Reasoning</p> <p>Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p> <p>Assessment Year 2</p> <p>3. Information Management</p> <p>Assessment Year 3</p> | <p>7. Creative Thinking</p> <p>Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p>7. Critical Thinking</p> <p>Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p>7. Ethical Reasoning</p> <p>Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning</p> <p>Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p> <p>a. Information Competency</p> <p>Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p>7. Technology Competency</p> <p>Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases; graphing calculators; etc.</p> |

| | |
|--|---|
| <p>4. Diversity Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p> <p>Assessment Year 3</p> <p>5. Civic Responsibility Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p> <p>Assessment Year 4</p> | <p>7. Cultural Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>7. Social Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>7. Environmental Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p> |
| <p>6. Life Skills</p> <p>Assessment Year 4</p> | <p>a. Creative Expression Students will produce artistic and creative expression.</p> <p>b. Aesthetic Appreciation Students will respond to artistic and creative expressions.</p> <p>c. Personal Growth Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>d. Interpersonal Skills Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p> |
| <p>7. Careers Students will develop the knowledge and skills necessary to select and develop careers.</p> <p>Assessment Year 4</p> | |

Note: The Institutional Learning Outcomes, originally called Core Competencies, also serve as the General Education Program Outcomes.

For an example of the course-embedded mapping chart, please see the Nursing Department homepage on the SharePoint Program Review Repository.

http://teams.rscdd.edu/sac/Program_Review/Nursing/SitePages/ILO_Map.aspx

APPENDIX E
Institutional Learning Outcomes for Current Courses

Department of Modern Languages at SAC

| INSTITUTIONAL LEARNING OUTCOMES (Core Competencies) MAPPING | | | | | | | |
|--|--------------------------------|---------------------------------------|-------------------------------------|--------------------------|-------------------------------|--------------------------------|------------------------------|
| COURSES | I. Comm. Skills | II. Thinking Reasoning | III. Info Management | IV. Diversity | V. Civic Resp. | VI. Life Skills | VII. Career s |
| Chinese 101 | X | X | | X | | | |
| Chinese 102 | X | X | | X | | | |
| | | | | | | | |
| French 101 | X | X | | X | | | |
| French 102 | X | X | | X | | | |
| French 201 | X | X | | X | | | |
| French 202 | X | X | | X | | | |
| French 201H | X | X | X | X | | | |
| French 202H | X | X | X | X | | | |
| French 211 | X | X | | X | | | X |
| French 214 | X | X | | X | | | X |
| | | | | | | | |
| Italian 120 | X | X | | X | | | |
| Italian 121 | X | X | | X | | | |
| | | | | | | | |
| Japanese 101 | X | X | | X | | | |
| Japanese 102 | X | X | | X | | | |
| | | | | | | | |
| Spanish 101 | X | X | | X | | | |
| Spanish 101H | X | X | | X | | | |
| Spanish 102 | X | X | | X | | | |
| Spanish 102H | X | X | | X | | | |
| Spanish 195a | X | X | | X | | X | X |
| Spanish 195b | X | X | | X | | X | X |
| Spanish 201 | X | X | | X | | | |
| Spanish 201H | X | X | | X | | | |
| Spanish 202 | X | X | | X | | | |
| Spanish 202H | X | X | | X | | | |
| Spanish 212 | X | X | | X | | X | |
| Spanish 213 | X | X | | X | | X | |
| Spanish N51 | X | X | | X | | X | X |
| | | | | | | | |
| Vietnamese 101 | X | X | | X | | | |
| Vietnamese 102 | X | X | | X | | | |



SANTA ANA COLLEGE
Teaching Learning Committee
Agenda
March 27, 2013; 2:00-4:00pm; 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.

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- I. Approval of Minutes of March 13, 2013**
- II. TLC Work for Today**
 - A. PA/PR Capstone Review Cont'd: Physics, Astronomy; EMT; SCE Adult Basic Education**
 - B. SharePoint Update**
 - C. Accreditation Update**
 - D. Book-of-the-Year Update**
 - E. ILOs Discussion: Communication Skills; ILO/GE Mapping Chart (Please see attachment)**
- III. Future Agenda**
 - A. PA/PR Capstone Reviews Cont'd**
 - April 24: Physics; Ethnic Studies; History; Study Skills**
 - B. ILOs Discussion**
 - C. Data Review:**
 - 1. Student Achievement Outcomes**
 - D. Program Level SLOs**
 - E. Professional Development for 2014**
 - F. Book-of-the-Year: *Tortilla Curtain***
 - G. End-of-the-Year Report: Program Review Summary**

Attachment 1

| 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 | | | |
| 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 |

Members:

Steve Bautista
Allen Dooley
Susan Gaer
Yolanda Garcia
Heather Gillette
Gina Giroux
Glen Harding
Ray Hicks
Mary Huebsch
Shelly Jaffray
Bonnie Jaros
Crystal Jenkins
Cherylee Kushida
Melanie Mowrer
Carrie Patton
Kris Ross
Irene Soriano
Brian Sos

cc:

Avie Bridges
Beverly Birnbaum
Micki Bryant
Paula Canzona
Cher Carrera
Karen Dennis
Dennis Gilmour
Bart Hoffman
Jim Kennedy
Eve Kikawa
Sara Lundquist
Nga Pham
Monica Porter
Linda Rose
Julia Vercelli
John Zarske

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Members Present: Allen Dooley, Heather Gillette, Gina Giroux, Glen Harding, Mary Huebsch, Bonnie Jaros, Crystal Jenkins, Melanie Mowrer, Carrie Patton, Kris Ross, Brian Sos

Guests: Elaine Dethlefsen

- I. Approval of Minutes of March 13, 2013**—The minutes of March 13, 2014 were approved as written.
- II. TLC Work for Today**
 - A. PA/PR Capstone Review Cont'd: Physics/Astronomy** (This item is deferred; the chair will confer with Gina and Bonnie prior to the April 24, 2014 meeting); **EMT; SCE Adult Basic Education (Please see Appendix A)**
 - B. SharePoint Update**—As soon as all documents within a division have been placed on the Program Review Repository on teams.rscsd.edu, Allen and the IT team should be notified so they can transition them to the public website. It is vital that all program review documents be placed on the private site so that the transition process may occur. The External Evaluation Visiting Team must have complete access to all documents.
 - C. Accreditation Update**
 - 1.** There was a well-attended college-wide forum led by President Martinez on March 21, 2014.

2. The final drafts of the Self Evaluation Report are due to the Vice President Academic Affairs and the ALO on April 4, 2014. At that time, the editing team will commence its work (Linda Rose, Shelly Jaffray and Bonnie Jaros). The Introductory sections are also being completed at this time.
3. The SAC Annual Report and Annual Fiscal Report have been completed and submitted to ACCJC. These documents will be provided to the External Evaluation Visiting Team for the October visit. The Annual Report required even more data elements related to student success and achievement and asked for narrative statements related to ILO/GE/PLO analysis. It is vital that all existing SLP/PLO/ILO data be placed on eth Program Review Repository by eth end of the semester.

D. Book-of-the-Year Update—

1. Yolanda has created a Book-of-the-Year website with all the upcoming activities listed. Please go to:
<http://www.sac.edu/StudentServices/Library/BookOfTheYear/Pages/tortilla.aspx>

She has also sent a flyer to us. Please take note of all deadlines on the calendar and encourage students to participate in competition. **(Please see Appendix B)** The Learning Center has two scheduled workshops, April 3rd at 1:30pm and April 16th at 1:00 in D-307, for students writing their immigrant journey story or their autobiographical statement for the SAC Immigrant Voices Program.

2. The TLC has selected three books for the college-wide vote. The 2014-2015 selections are based on the theme “Student Success,” in honor of SAC’s 100th anniversary. The books are:

I Am Malala: The girl Who Stood Up For Education by Malala Yousafzai;
What the Best College Students Do by Ken Bain; and
Mindset by Carol Dweck.

As soon as Bonnie receives a brief synopsis, the reading level and other pertinent information, she will send out a *Survey Monkey* survey to the college community.

- E. Report on Self Efficacy for Learning and Performance Assessment—**Gina reported the results of the Self Efficacy Assessment items survey, which she conducted in her RN 112 (Nursing Concepts) course during the fall 2013 semester. **(Please see Appendix C)**

- F. ILOs Discussion—**There was a discussion of the Institutional Learning Outcomes (formerly the Core Competencies), which all need to be assessed at the institutional level. An ILO assessment calendar is recommended by the TLC in which 1-2 ILOs would be analyzed each year college-wide. **(Please see Appendix D)**. The recommended method of assessment to try as a pilot is as follows: Several ILO mapping charts that address the ILO under analysis for that year are selected; faculty from those disciplines are invited to form a discussion group and report back how the ILO impacted courses and their respective programs. It is also recommended that the faculty review the ILOs and consider if we would like to maintain seven ILOs.

1. **ILO Discussion: Communication Skills—**One ILO will be discussed at each of the remaining TLC meetings this semester to initiate analysis. We will look at disciplines in our respective divisions that have the ILO in question indicated on the mapping charts starting with Communication Skills.

2. ILO Mapping to GE Areas of Emphasis (Please see Appendix E)—At SAC the ILOs also serve as the GE Area outcomes. GE must be assessed as a program, so it is recommended that PLOs be developed for each GE area in the fall. In the meantime, the ILO-GE Mapping Chart has been created and is under Resources on the Program Review Repository.

http://teams.rscsd.edu/sac/Program_Review/SitePages/Program%20Review%20Resources.aspx

Carrie will develop a similar chart for SCE which will include the ILOs mapped to the six SCE programs.

III. Other—A new group of California Community College professionals have formed a **Student Learning Outcomes Network: SLO-Net**. Our very own Jarek Janio was a principal player in developing this group. We thank him! The first meeting will be held on April 25, 2014 from 9:00am-1:00pm at the North Orange County CCD on 1830 N. Romneya Dr. in Anaheim. All are invited. **Please RSVP** to slogroup.weebly.com. It is also encouraged that you complete a survey on that site to help the lead group plan. If you have further questions, please contact Jarek at Janio_jarek@savc.edu or 714-241-5773.

IV. Future Agenda

- A. PA/PR Capstone Reviews Cont'd: Physics; Ethnic Studies; History; Study Skills**
- B. ILOs Discussion**
- C. Data Review: Student Achievement Outcomes**
- D. Professional Development for 2014**
- E. Book-of-the-Year: *Tortilla Curtain***
- F. End-of-the-Year Report: Program Review Summary**

Appendix A

Fall 2013 Capstone Review Summary

1. Elaine Dethlefsen presented the **Emergency Medical Technician Department** capstone PA/PR report. The report contains student achievement data as well as student surveys. SLO Assessment Reports (course and program-level) are also embedded and are tied to the ILOs and the mission of the college. These data serve for development of the goals:
 - a. Seek funding for tutoring
 - b. Investigate requiring basic skills prerequisite courses or placement testing
 - c. Prepare for any curriculum recommendations mandated by the Department of Transportation National Education Standards

Noteworthy is the final analysis of the program as follows:

A. Changes recommended for the program:

Due to the Department of Transportation newly revised National Educational Standards that are anticipated to be implemented by 2014 the EMT program will need to undergo an additional curriculum revision. This will require additional curriculum development, curriculum hours, funding, resources, equipment, supplies, and facility space. Specifically, the courses EMT 101 and EMT 198 will need to be combined with new content added with additional hours and units attached. This additional content will necessitate the hiring of additional faculty. EMT as a program will need to be written up for the college catalog as it has never been recognized as a program, only as the individual courses.

B. Issues that have emerged that require interdisciplinary dialogue and possible

inclusion in overall college planning:

One of the greatest challenges for the Santa Ana College EMT Program is that the projected changes regarding the newly revised National Education Standards will impact this program in its present format. The projected needs include the expansion of courses/program with the:

- Prerequisites of English, Speech, and Math or the addition of this content into the current EMT curriculum
- Addition of an Emergency Medical Responder component with curriculum hours.
- Addition of an Advanced Emergency Medical Technician component with curriculum hours.

These additional components will allow the progression of the EMT graduate to the paramedic career pathway. Due to these new standards, the current EMT program may also need additional faculty and course offerings.

Please see http://teams.rscsd.edu/sac/Program_Review/EMT/SitePages/Home.aspx for the complete report and other pertinent data.


The TLC thanks Elaine for attending the meeting and presenting this well-documented report.

2. Carrie Patton presented the **SCE Adult Basic Education** capstone PA/PR report. The SLO charts are included within the capstone report, and the report also contains a great deal of student achievement data. There is also a student survey related to the competency “Writing.” The goals of the department are based on these data and are directly linked to the Strategic Plan Goals:
 1. Replace full-time faculty
 - a. No full-time faculty in the department
 - b. SLO assessment suffers
 - c. Off-sites suffers—assessment, grades
 2. Promote Professional Development
 3. SLO Training and Instruction
 - a. 2010 listed all SLOs on course outlines
 - b. It was discovered through assessment that some SLOs were not measurable
 - c. ASE Department and adjunct faculty made revisions
 4. Increase Technology Use in the Classroom
 - a. BSI supported purchases
 - b. Group lessons
 5. Encourage Matriculation
 - a. From ESL to ABE
 - b. From ABE to High School
 - c. Developed new curriculum to better track transition through certificates—reading, writing, math and leadership

Please see http://teams.rscsd.edu/sac/Program_Review/SCE-ABE/Annual%20Department%20Planning%20Portfolio/SCE_ABE_PAPR_F13.pdf for the complete report and other pertinent data.

The TLC thanks Carrie for presenting this report.

Appendix B



EVENTS

March - April **AN IMMIGRANT'S JOURNEY** A college wide student competition. Opens: Mon. 3-24-2014, PARTICIPATION DEADLINE: 4-24-2014 • 6:00pm

March - May **FILM SERIES:** www.sac.edu/bookoftheyear

Under the Same Moon • Feature Film
Fri. 3-21-2014 • 12:30pm • U-102 (The Spot)

The Other Side of Immigration • Documentary
Wed. 3-26-2014 • 2:00 - 3:30pm • R-124

El Norte • Feature Film
Mon. 3-31-2014 • 1:30 - 4:30pm • A-210

Which Way Home • Documentary
Mon. 4-14-2014 • 3:00 - 5:00pm • A-210

A Better Life • Feature Film
Mon. 5-5-2014 • 1:30 - 4:00 pm • A-210

April - May **DREAM CATCHER** A portable display. Write down your dreams, don't let them pass you by! Sponsored by Associated Student Government (ASG). April - May 2014

April 23 **AB 540 SAC STUDENTS:** Struggles & Successes. A student panel program. Sponsored by University Transfer Center
Wed. April 23, 2014 • 1:30 - 3:00pm • D-101

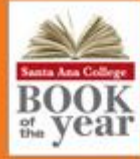
May 15 **SAC IMMIGRANT VOICES** Grand opening of exhibit featuring immigrant stories as written and read by members of the Santa Ana College community.
Thurs. May 15, 2014 • 12 Noon - 1:30pm
Art Gallery Lobby (Building C)
PARTICIPATION DEADLINE: 4-18-2014

Event & competition details:
www.sac.edu/bookoftheyear

Send questions or feedback to garcia_yolanda@sac.edu

Extra credit slips: Will be available for all events

Santa Ana College • **Book of the Year**



2013-2014

Appendix C Self Efficacy for Learning and Performance Assessment Results

Teaching Learning Committee Report on Self Efficacy for Learning and Performance Assessment Items in RN112-Nursing Concepts

| Item | 1 | 2 | 3 | 4 | 5 |
|---|---|---|------------------------|--------------------------------|---------------------------------------|
| 1. I believe I will receive an excellent grade in this class. | | | 1 A=1 | 10 A=2 B=6 C=2 | 11 A=4 B=4 D=2 |
| 2. I'm certain I can understand the most difficult material presented in the readings for this course. | | | 3 B=3 | 10 A=5 B=5 | 9 A=2 B=5 D=2 |
| 3. I'm confident I can learn the basic concepts taught in this course. | | | | 3 A=2 C=1 | 19 A=7 B=9 C=1 D=2 |
| 4. I'm confident I can understand the most complex material presented by the instructor in this course. | | | 2 B=2 | 11 A=4 B=5 C=2 | 9 A=3 B=4 D=2 |
| 5. I'm confident I can do an excellent job on the assignments and tests in this course. | | | 3 A=1 B=2 | 9 A=6 B=3 | 10 A=2 B=6 D=2 |
| 6. I expect to do well in this class. | | | | 7 A=1 B=4 C=2 | 15 A=5 B=8 D=2 |
| 7. I'm certain I can master the skills being taught in this class. | | | | 10 A=3 B=5 C=2 | 12 A=4 B=6 D=2 |
| 8. Considering the difficulty of this course, the teacher, and my skills, I think I will do well in this class. | | | | 8 A=1 B=7 | 14 A=6 B=6 D=2 |

- 1 = Strongly Disagree
- 2 = Disagree
- 3 = Neutral
- 4 = Agree
- 5 = Strongly Agree

Notable Findings:

1. Twenty-one (21) students completed the survey.
2. No students responded "Disagree" or "Strongly Disagree."
3. Twenty of 22 (20/22) passed the course with a C or better; in fact, 18/20 received a grade of B or better (82% and above). Interestingly, two students who rated each item as a "5" failed the course.
4. This course is part of the multi-criteria for entrance into the Nursing program; the higher the grade received the more points awarded.

Appendix D



Institutional Learning Outcomes: College-wide Assessment Calendar

SAC MISSION STATEMENT

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| | |
|---|--|
| <p>1. Communication Skills</p> <p style="text-align: center;">Assessment Year 1</p> | <p>a. Listening and Speaking</p> <p>Students will listen actively and respectfully to analyze the substance of others’ comments. Students will speak in an understandable and organized fashion to explain their ideas, express their feelings, or support a conclusion.</p> <p style="text-align: center;">7. Reading and Writing</p> <p>Students will read effectively and analytically and will comprehend at a college level. Students will write in an organized and grammatically correct fashion to explain their feelings and support a conclusion.</p> |
| <p>2. Thinking and Reasoning</p> <p>Students will identify and analyze real or potential “problems” and develop, evaluate, and test possible solutions using creative thinking, analysis and synthesis, quantitative reasoning, and/or transfer of knowledge and skills to a new context as appropriate.</p> <p style="text-align: center;">Assessment Year 2</p> | <p style="text-align: center;">7. Creative Thinking</p> <p>Students will develop the skills to formulate original ideas and concepts in addition to integrating those of others in the creative process.</p> <p style="text-align: center;">7. Critical Thinking</p> <p>Students will think logically in solving problems; explaining their conclusions; and evaluating, supporting, or critiquing the thinking of others.</p> <p style="text-align: center;">7. Ethical Reasoning</p> <p>Students will demonstrate an understanding of ethical issues that will enhance their capacity for making sound judgments and decisions.</p> <p>d. Quantitative Reasoning</p> <p>Students will use college-level mathematical concepts and methods to understand, analyze and explain issues in quantitative terms.</p> |
| <p>3. Information Management</p> <p style="text-align: center;">Assessment Year 3</p> | <p>a. Information Competency</p> <p>Students will do research at a level that is necessary to achieve personal, professional and educational success. They will use print material and technology to identify research needs, seek, access, evaluate and apply information effectively and responsibly.</p> <p style="text-align: center;">7. Technology Competency</p> <p>Students will use technology learning tools and technology applications at a level appropriate to achieve discipline-specific course requirements and standards. Demonstrated skills might include, but are not limited to: word processing and file management; use or development of simulations, web pages, databases; graphing calculators; etc.</p> |



| | |
|---|---|
| <p>4. Diversity</p> <p>Students will develop individual responsibility, personal integrity, and respect for the earth and diverse peoples and cultures of the world.</p> <p>Assessment Year 3</p> <p>5. Civic Responsibility</p> <p>Students will take personal responsibility for becoming informed, ethical and active citizens of their community, their nation and their world.</p> <p>Assessment Year 4</p> | <p>7. Cultural</p> <p>Students will respect and work with diverse people including those with different cultural and linguistic backgrounds and different abilities.</p> <p>7. Social</p> <p>Students will interact with individuals and within groups with integrity and awareness of others' opinions, feelings and values.</p> <p>7. Environmental</p> <p>Students will demonstrate an understanding of ethical issues that will enhance their capacity for making decisions and sound judgments about the environment.</p> |
| <p>6. Life Skills</p> <p>Assessment Year 4</p> | <p>a. Creative Expression</p> <p>Students will produce artistic and creative expression.</p> <p>a. Aesthetic Appreciation</p> <p>Students will respond to artistic and creative expressions.</p> <p>b. Personal Growth</p> <p>Students will demonstrate habits of intellectual exploration, personal responsibility, and practical and physical well-being.</p> <p>c. Interpersonal Skills</p> <p>Students will participate effectively in teams, committees, task forces, and in other group efforts to make decisions and seek consensus.</p> |
| <p>7. Careers</p> <p>Students will develop the knowledge and skills necessary to select and develop careers.</p> <p>Assessment Year 4</p> | |

Note: The Institutional Learning Outcomes, originally called Core Competencies, also serve as the General Education Program Outcomes.

For an example of the course-embedded mapping chart, please see the Nursing Department homepage on the SharePoint Program Review Repository.

http://teams.rscdd.edu/sac/Program_Review/Nursing/SitePages/ILO_Map.aspx

Appendix D ILOs Mapped to GE Areas of Emphasis

| 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 |

SAC MISSION STATEMENT

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SANTA ANA COLLEGE
Teaching Learning Committee
Agenda
May 8, 2014; 2:00-4:00pm; 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.

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

- I. Approval of Minutes of March 27, 2013**
- II. TLC Work for Today**
 - A. PA/PR Capstone Review Cont'd: Physics; Astronomy; Ethnic Studies; History; Study Skills**
 - B. SharePoint Update**
 - C. Accreditation Update**
 - D. Book-of-the-Year Update**
 - E. ILOs Discussion: Communication Skills**
- III. Future Agenda**
 - A. PA/PR Capstone Reviews Cont'd**
 - B. ILOs Discussion**
 - C. Data Review:**
 - 1. Student Achievement Outcomes**
 - D. Program Level SLOs**
 - E. Professional Development for 2014**
 - F. Book-of-the-Year: *Tortilla Curtain***
 - G. End-of-the-Year Report: Program Review Summary**

Members:

Steve Bautista
Allen Dooley
Susan Gaer
Yolanda Garcia
Heather Gillette
Gina Giroux
Glen Harding
Mary Huebsch
Shelly Jaffray
Bonnie Jaros
Crystal Jenkins
Cherylee Kushida
Melanie Mowrer
Carrie Patton
Kris Ross
Irene Soriano*
Brian Sos

*on sabbatical

cc:

Avie Bridges
Beverly Birnbaum
Micki Bryant
Paula Canzona
Cher Carrera
Karen Dennis
Dennis Gilmour
Bart Hoffman
Jim Kennedy
Eve Kikawa
Sara Lundquist
Nga Pham
Monica Porter
Linda Rose
Julia Vercelli
John Zarske

bnj/03-28-14



SANTA ANA COLLEGE
Teaching Learning Committee
Minutes
May 8, 2014

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

Members Present: Allen Dooley, Susan Gaer, Yolanda Garcia, Gina Giroux, Mary Huebsch, Bonnie Jaros, Cherylee Kushida, Melanie Mowrer, Carrie Patton, Kris Ross

Guests: Timo Budarz, Christine Leon, Gabriela Sanchez

- I. Approval of Minutes of March 27, 2013—The minutes were approved as written.**
Note: The meeting of April 24, 2014 was cancelled due to hiring committee conflicts for many members.
- II. TLC Work for Today**
 - A. PA/PR Capstone Review Cont'd: Physics; Astronomy; Ethnic Studies; History; Study Skills—the following reports were reviewed: Study Skills, Physics. (Please see Appendix A)**
 - B. SharePoint Update**—Allen explained that we may continue to upload documents to the program review repository on the private site teams.rscd.edu. The transition to the public site sac.edu/program_review will be taken care of. When it is complete, we will be notified as to how to upload documents on the public site.
 - C. Accreditation Update**—The Self Evaluation Report will be submitted to the Board of trustees for a first reading on May 27, 2014 and approval on June 9, 2014. Dr. Rose, Shelly Jaffray, Nell Yang and Bonnie Jaros are working on revisions and documentation. The External Team site Visit will be October 6-9, 2014.

- D. Book-of-the-Year Update**—**1.** Yolanda reported that the end-of-year program for the Book of the Year will be held May 15, 2014 in the foyer of the Art Gallery in Building C from 12:00-1:30pm. “SAC Immigrant Voices” will be presented. **2.** The results of the creative competition will also be announced. **3.** The 2014-2015 Book of the year has been chosen by the college community: *I Am Malala: The Girl Who Stood Up for Education* by Malala Yousefzai
- E. ILOs Discussion**—The TLC began a discussion as to how to assess the GE program and the ILO’s, which have been determined to be equivalent at SAC. Up to this point, a mapping chart has been created to demonstrate how the General Education categories link to the institutional Learning Outcomes (Please See Appendix B). Since all programs assess outcomes in the context of the SAC Mission and the ILO’s, it was suggested that the ILOs could be assessed individually on a quadrennial schedule by the faculty at the division level.

The assessment cycle suggested 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 suggested structure would be 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.

This process will be discussed further and presented to the Academic Senate for consideration.

- F. Other**—Melanie presented the following: **1.** Melanie and Julia Vercelli attended the 3CN Conference in San Diego, where transition from non-credit to credit programs was discussed. San Diego City College has had great success with transitioning students. **2.** Melanie, Mary, Julia and Karen Dennis attended the BSI Coordinators Meeting. A best practice was presented which they would like to investigate more for SAC: embedded tutoring and counseling for Basic Skills students. **3.** The Student Pathways event took place May 7th, with 75 students from both the credit and non-credit programs in attendance. Presenters included Robert Gallego, Yolanda Garcia, Mary Huebsch, Gina Giroux, Melanie Mowrer, Susan Gaer and Wenona Kossler. **4.** Mary and Steve Bautista have written two resolutions related to institutionalizing FEP and the Math Center which will be presented to the Academic Senate on May 13th.

III. Future Agenda

- A. PA/PR Capstone Reviews Cont'd—Ethnic Studies, History
- B. ILOs Discussion
- C. Data Review:
 - 1. Student Achievement Outcomes
- D. Program Level SLOs
- E. Professional Development for 2014
- F. Book-of-the-Year: *Tortilla Curtain*
- G. End-of-the-Year Report: Program Review Summary

Appendix A Fall 2013 Capstone Review Summary

1. **Study Skills**—Christine Leon and Gabriela Sanchez presented the **Study Skills** capstone PA/PR report. A discussion about Study Skills and its relationship to EOPS took place. As of July, the two Study Skills courses (Study Skills 091— Effective Study Skills, 1 unit & Study Skills 109—College Learning Skills, 3 units), which comprise the discipline area, will not be under the Associate Dean of EOPS but rather placed in another area, e.g., Counseling. The vice presidents of academic affairs and student services are considering the best place for this program.

After a great deal of discussion, it was determined that interdisciplinary partnerships would be greatly beneficial to students in the School of Continuing Education and EMLS students. Gabriela will be in touch with Melanie and Carrie to discuss this further.

Cherylee also brought up the issue of hybrid courses and completely online courses considering students in these courses might not have the computer skills needed. She highlighted that there are student tutorials on Blackboard.

The TLC also recommends that a baseline be created for success rates and that a standard for improvement be determined with interventions that are clearly documented. The new SLO chart, which may be found on the resources page of the TLC, should be used instead of Appendix C. The new form closes the loop from assessment to intervention to reassessment, which the old form did not indicate. Pre and post analysis of overall student success can also be conducted with an analysis of how students are achieving in all their courses as they enter the Study skills course and after they have taken it.

After achievement data analysis of 240 students was conducted over a five-year period, the goals of the department were determined after achievement data analysis of as follows:

1. Assign a full time faculty member as chair of the Study Skills department. Currently there is only 1 full time faculty teaching Study Skills as part of their full-time assignment,

the rest are adjunct or full time faculty teaching the class as overload. Assigning a chair with release time would allow the faculty member to better coordinate the department and engage in resource and curriculum development activities.

2. Provide professional development opportunities for all Study Skills faculty and identify funding sources.
3. Initiate discussions with other departments (such as EMLS, English, Math) regarding the inherent benefits of linking Study Skills 091 with a remedial or introductory course. By special arrangement, a Study Skills 091 course is linked with Math 170 for a MESA student cohort in Spring 2014. We believe such partnerships would greatly benefit students, especially when curriculum is adapted to support the application of study skills strategies to subject-specific learning assignments.
4. Textbook review, including the newly revised Becoming a Master Student textbook and the accompanying on-line resources.
5. Devise a plan to ensure that both Study Skills 109 and 091 are included in the next four year cycle for a complete program review.
6. Work with Administrative Services to ensure a classroom assignment for the Study Skills department.
7. Create a Study Skills website to provide additional information, education and resources for students enrolled in the course.

The TLC thanks Christine and Gabriela for attending the meeting and presenting this well-documented report.

2. **Physics**—Timo Budarz presented the **Physics/Astronomy** capstone PA/PR report.

Dr. Budarz explained the goals of the department and that the discipline of Astronomy has been incorporated since there is no degree or certificate offered in Astronomy. Since there is the Tessman Planetarium, however, which serves the students and the community, the TLC recommends that the Astronomy wing of the department create outcomes for the planetarium and analyze them for next year's program review report.

There was also a discussion as to the difference between SLO analysis and achievement data analysis. Whereas the department does have clear objectives and it does a great deal of statistical achievement data analysis, success could be analyzed in more detail. It was recommended that the SLO course-level chart be used so that not

only achievement could be analyzed in the aggregate at the end of a semester or year, but reasons for non-success could be determined and addressed after assignments or even major exams. With this analysis, individual competencies can also be disaggregated from the entirety, and specific interventions can be developed and then analyzed for efficacy. For example, if a student does not do well on an examination, is it the mathematical skill or the reading skill that was lacking?



The goals of the Physics department are linked closely to its mission statement and are clearly stated in the report. The goals are “to provide activities in laboratory and lecture settings that engage the students, and require creative and critical thinking. Ultimately these are intended to lead to subject mastery and the appreciation of natural law.”

The core objectives used to accomplish these goals are:

1. Design new laboratory experiments using modern sensor technology and software, and use that technology in diverse ways. Focus on making these labs relevant and interesting while incorporating latest technology.
2. Provide skills for engineering and physical science students that go well beyond the national norm and leave them with real skills to solve real-life problems even after only one semester of coursework.
3. Evaluate learning outcomes and review and assess them each semester while modifying course emphases if data indicate.
4. Monitor retention and completion rates in courses.

The TLC thanks Timo for attending the meeting and presenting this report.

**Appendix B
Appendix D
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 |

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School of Continuing Education

ILOs Mapped to School of Continuing Education Programs

| ILOs  SCE Programs  | 2. Communicati on 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 |

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- I. Approval of Minutes of May 8, 2013**
- II. TLC Work for Today**
 - A. PA/PR Reports: Ethnic Studies; History**
 - B. End-of-the-Year Report: Program Review Summary Accreditation Update**
 - C. Book-of-the-Year Update**
 - D. ILOs/GE Categories Discussion of Process**
- III. Future Agenda**
 - A. ILOs Discussion Cont'd**
 - B. Data Review:**
 - 1. Student Achievement Outcomes**
 - C. Program Level SLOs**
 - D. Professional Development for 2014**
 - E. Book-of-the-Year: *I Am Malala: The Girl Who Stood up for Education* by Malala Yousafzai**

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Bonnie Jaros
Crystal Jenkins
Cherylee Kushida
Melanie Mowrer
Carrie Patton
Kris Ross
Irene Soriano*
Brian Sos

*on sabbatical

cc:

Avie Bridges
Beverly Birnbaum
Micki Bryant
Paula Canzona
Cher Carrera
Karen Dennis
Dennis Gilmour
Bart Hoffman
Jim Kennedy
Eve Kikawa
Sara Lundquist
Nga Pham
Monica Porter
Linda Rose
Julia Vercelli
John Zarske

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