

Santa Rosa Junior College

Midterm Report



Submitted by:

Santa Rosa Junior College

1501 Mendocino Avenue
Santa Rosa, CA 95401-4395

Submitted to:

**Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges**

March 15, 2019

Certification of Midterm Report

To: Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

From: Dr. Frank Chong
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I certify there was broad participation/review by the campus community and believe this report accurately reflects the nature and substance of this institution.

Signatures:

Jordan Burns, President, Sonoma County Junior College District Board of Trustees

Frank Chong, Superintendent/President Sonoma County Junior College District/Santa Rosa Junior College

L. Jane Saldana-Talley, Vice President of Academic Affairs/Assistant Superintendent (Interim)
Accreditation Liaison Officer

Eric Thompson, President, Academic Senate

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Robert Martinez, Student Trustee, Sonoma County Junior College District Board of Trustees

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Midterm Report Preparation

The Santa Rosa Junior College (SRJC) Board of Trustees approved the College's Comprehensive Self Evaluation Report for Accreditation Reaffirmation on December 9, 2014. An External Evaluation Team visited SRJC March 9-12, 2015, issuing a report to the College and Commission. SRJC's Superintendent/President received the Action Letter from the Commission on June 29, 2015, reaffirming accreditation and requiring the College to submit a Follow-Up Report by March 15, 2016 demonstrating that the College had resolved deficiencies in Eligibility Requirements and Accreditation Standards.

The Follow-Up Report addressed two recommendations to increase effectiveness (Recommendations 1 and 2), three recommendations to meet the Standards (Recommendations 3, 4, and 5), and two important Actionable Improvement Plans for Standards I.A and I.B) stemming from the Self-Evaluation process. In a letter dated July 8, 2016, SRJC's Superintendent/President was notified that the District had resolved the deficiencies and met the Standards and Eligibility Requirements that lead to Recommendations 3 and 4. The Commission further stated that Recommendation 5 had not been met and took action to require SRJC to submit a second Follow-Up Report by March 1, 2017 (the end of the College's two-year rule period) demonstrating the College had resolved this last remaining deficiency and met the Standard. At the June 7-9, 2017 Commission meeting, SRJC's accreditation was reaffirmed on the basis of the March 1, 2017 Follow-Up Report and no further action was required.

SRJC's Midterm Report describes and provides evidence as to how each of the ten (10) self-identified Actionable Improvement Plans (AIPs) from the College's 2014 Comprehensive Self Evaluation have been integrated into the appropriate ongoing planning and implementation processes of the College. The Midterm Report also describes SRJC's response to recommendations by the External Evaluation Team meant to increase institutional effectiveness (Recommendations 1 and 2), as well as SRJC's data and analysis of trends from the ACCJC Annual Reports and Annual Fiscal Reports for the years subsequent to the Comprehensive Evaluation visit. Key institutional documents providing evidence of the College's progress in addressing each of the actionable improvement plans and recommendations are included in the appendices of the report. Links to online evidence are embedded in each section.

In fall 2017, the then Senior Vice President of Academic Affairs/Accreditation Liaison Officer (SVPAA/ALO) proposed a plan, subsequently approved by the Institutional Planning Council and the Superintendent/President, for organizing the preparation of this report and with a targeted timeline for submission to ACCJC of October 15, 2018. The plan outlined major tasks, key documents, council/committee responsibilities, assigned coordinating and writing

responsibilities for the various sections of the report to lead administrators and writing teams, and described how and when progress updates and drafts would be shared with the Board of Trustees, the College community and key shared governance bodies and other entities, including President's Cabinet, Institutional Planning Council, College Council, Educational Planning and Coordinating Council, Academic Senate, and Classified Senate.

The plan was implemented as proposed, with several dozen people contributing to initial drafts in early spring 2018, and the entire College community was given the opportunity to comment on the first draft in mid-March 2018.

Subsequent to those actions, the SVPAA/ALO was advised by ACCJC that the Midterm Report due date was changed to March 15, 2019 as a result of the new seven-year accreditation cycle. Accordingly, the existing timeline was reviewed and modified by the interim Vice President of Academic Affairs/Accreditation Liaison Officer (VPAA/ALO), shared with the Board of Trustees and the College community, and re-approved by the Institutional Planning Council, President's Consultation Council and Superintendent/President.

The revised plan was implemented as proposed, and those individuals who authored the earlier draft were given the opportunity to revise and/or update their sections as appropriate. A revised final draft was presented to the Board of Trustees, Superintendent/President and the entire College community in early February 2019 for review and comment. The interim VPAA/ALO also reviewed the draft with key college constituent groups such as the President's Consultation Council, Academic Senate, and Institutional Planning Council.

The final version of the Midterm Report was submitted to the Board of Trustees for approval on March 12, 2019.

Plans Arising Out of the Self-Evaluation Process

Standard I.A Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
1	I.A.4	The College will develop and implement a plan to widely promote the College mission statement, vision, and core values in ways that allow dialogue and a deeper understanding and connection by faculty, staff, students, and the local community.	SRJC Public Relations Office of Professional Development Student Government Assembly Institutional Planning Council	Spring 2016	Spring 2016

Response

As reported in SRJC’s Follow-Up Report, dated March 15, 2016, Actionable Improvement Plan 1 has been implemented as planned. The College’s Vision, Mission Statement, and Values have been posted in digital formats in prominent locations as a way of promoting SRJC’s core beliefs to students and the local community, and is featured in all new employee orientations, linked to all job announcements, and the Mission Statement is featured on the reverse side of employee business cards. As a result of the College-wide engagement and participation that created SRJC’s Strategic Plan, employees and student leaders feel invested in the Vision, Mission and Values they created, and that culture of ownership and engagement is sustained through conversations in committees, councils, and departments across the College (AIP.1.1)

In fall 2019, the College will begin the process of updating and refreshing the 2014-2019 Strategic Plan. That process, led by the Institutional Planning Council, will include a review and

reaffirmation of the current Vision, Mission and Values following an environmental scan and consideration of the ways in which the College has evolved since the Strategic Plan was launched in 2014. Subsequent modifications, if any, will thus emerge from a collective and inclusive college-wide dialogue of the context within which the College will serve the needs of our students and community into the future (AIP.1.2)

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Standard I.B Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
2	I.B.2 I.B.6	The College will complete the transition from College Initiatives to Strategic Plan Goals and Objectives by way of a Strategic Plan Implementation and Accountability Plan, which describes how each goal and objective will be achieved, who will be involved, and what measures and outcomes will be reported based on core indicators in the Strategic Plan Scorecard. The College will continuously evaluate this accountability framework so that it effectively reflects progress in student learning and institutional improvement.	Board of Trustees Institutional Planning Council President's Cabinet	Spring 2016	Spring 2015

Response

As reported in SRJC's Follow-Up Report, dated March 15, 2016, Actionable Improvement Plan 2 has been implemented as planned. The final report on SRJC's *2013-14 College Initiatives Update – Final Report* was presented to and approved by the Board of Trustees in November 2014, providing the official transition from College Initiatives to the 2014-2019 Strategic Plan goals/objectives. ([AIP.2.1](#))

In spring 2015, the Program and Resource Planning Process (PRPP) was modified to directly link resource requests and unit level goals to the Strategic Plan goals and the College's Mission. The PRPP serves as the College's annual program review. ([AIP.2.2](#))

During fall 2014 and spring 2015, the Institutional Planning Council, SRJC's highest shared governance body responsible for oversight of institutional planning and effectiveness, discussed and developed institution-set targets and timelines to accomplishment for Strategic Plan core indicators. Those were subsequently reviewed by the College community and approved by the Board of Trustees. Outcomes are annually updated on the Strategic Plan website and communicated to the college community are part of the PRPP process. ([AIP.2.3](#))

The Institutional Planning Council conducts an annual review of outcomes on SRJC's Strategic Plan core indicators and regularly monitors and engages in reflective dialogue around College goals and their alignment with the requirements of other local-goal setting mandates such as the Chancellor's Office Institutional Effectiveness Partnership Initiative (IEPI) indicators, ACCJC Annual Report institution-set standards, and the more recent mandate to develop local goals as aligned with the Chancellor's Office *Vision for Success*. ([AIP.2.4](#))

During fall 2015, the Institutional Planning Council also initiated a comprehensive mid-plan review of each Strategic Plan goal, including a report on implementation and evidence of accomplishment. The conclusions and recommendations of those reviews were presented to the Board of Trustees in fall 2016 and have formed the basis for ongoing collegial dialogue around student success and institutional responsiveness. (AIP.2.5)

In fall 2019, the Institutional Planning Council will begin a college-wide process of updating SRJC's 2014-19 Strategic Plan to include a report of accomplishments on the goals/objectives as proposed in 2014.

Standard II.A Actionable Improvement Plans

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
3	II.A.1.c	The College will complete its first six-year cycle of assessment in spring 2015 and will continue to demonstrate ongoing, systematic assessment of courses, certificates, and majors following established assessment plans.	Project LEARN Steering Committee Vice President of Academic Affairs Senior Dean of Liberal Arts and Sciences Department Chairs Program Coordinators and Directors Academic Senate	Spring 2015-2021, ongoing	Fall 2015
4	II.A.1.c II.A.3	The College will align General Education (GE) learning outcomes with institutional outcomes. All GE areas will be assessed through the Fall 2016 SRJC Student Survey and/or other methods of assessment at the institutional level.	Project LEARN Steering Committee Vice President of Academic Affairs Senior Dean of Liberal Arts and Sciences Office of Institutional Research	Alignment: Fall 2015 Assessment: Fall 2016 and ongoing	Fall 2015

RESPONSE TO TEAM RECOMMENDATIONS AND ACTIONABLE IMPROVEMENT PLANS

			Academic Senate		
			Vice President of Student Services		
5	II.A.1.c II.A.3	The College will require that all curriculum submitted to the Curriculum Review Committee will identify which, if any, general education and institutional learning outcomes are addressed in the course, making those outcomes more visible to discipline faculty.	Project LEARN Steering Committee Vice President of Academic Affairs Senior Dean of Liberal Arts and Sciences Senior Dean of Curriculum and Educational Support Services Academic Senate Curriculum Review Committee	Fall 2015	Fall 2017

Actionable Improvement Plans 3, 4 and 5 have been implemented as planned and described below.

Response (AIP 3 - II.A.1.c)

The College completed its six-year cycle of Student Learning Outcomes (SLOs) in spring 2015. Beginning with the fall 2015 semester, a new cycle was initiated to assess all active courses between 2015/16 and 2021/2022. At the time of this Midterm Report, SLOs in approximately 1,050 (or 20%) of all active courses have been assessed. Of those, 86% met their criteria while the remaining 14% will be reanalyzed upon modifications which are being made. In terms of modality, approximately 85% of SLO's assessed were in traditional face-to-face courses, 9%



represented online courses and the remaining 6% were hybrid courses. ([AIP.3.1](#))

In fall 2018, the College began reviewing processes for a quality improvement cycle with respect to student learning outcomes. This effort was led by the Project LEARN Steering Committee, an Academic Senate consultation committee whose function is to provide a guiding vision and direction for institutionalizing student learning outcomes identification and assessment in the District at the course, program (certificate/major), student services and institutional levels. The emphasis is to encourage collegial dialogue post initial assessment of each SLO, so that further steps can be taken to improve student learning.

As the College's efforts are guided by Project LEARN, a faculty SLO coordinator has been provided reassigned time to work directly with academic departments to accomplishing this major initiative. Furthermore, another member of Project LEARN serves as the Academic Senate liaison who provides occasional updates to the Senate and serves as a communication conduit between the Committee and Academic Senate.

The College also invested in designing a more streamlined computer-based system for reporting and documenting assessment results. In spring 2018, a new SLO reporting and documenting system was developed using Microsoft's 'Formstack' platform. ([AIP.3.2](#)) This effort was driven by two overall objectives: (1) to make SLO reporting less complex and more streamlined, and (2) to make reporting and analyzing results an easier task.

SRJC's new streamlined reporting process includes a specific step for assessment follow-up; which is already beginning to prove highly valuable as faculty members are making changes to courses as a result of this assessment and in order to improve student learning. ([AIP.3.3](#))

Response (AIP 4 - II.A.1.c and II.A.3)

All General Education (GE) learning outcomes have been aligned with Institutional Learning Outcomes (ILO's). Once every three years, SRJC conducts a survey of students registered in 10% of all course sections, with a close to 100% response rate. The survey is designed to assess the extent to which ILO's have been achieved. This was completed in fall 2016 ([AIP.4.1](#)) and will be conducted again in fall 2019.

Response (AIP 5 - II.A.1.c and II.A.3)

Since 2014 when this AIP was identified in SRJC's Comprehensive Self-Evaluation, the College through the Academic Senate, has reconsidered how best to correlate courses and Institutional Student Learning Outcomes (ISLOs). Initially, it was believed that the best means of connecting the two would be to add ISLOs to the Course Outline of Record (COR), and on that basis and with the support of Project LEARN, the COR was modified accordingly. Subsequently, this change came before the Academic Senate, and on December 6, 2017 the Senate voted to

remove institutional learning outcomes from the Course Outline of Record, recommending instead to work with Project LEARN to develop an alternative and more meaningful way to connect ISLOs and courses without adding to faculty workload ([AIP.5.1](#)). To address the intent of this AIP, the College continues to document courses or services that support achievement of ISLOs through the annual Program and Resource Planning Process (PRPP). In each program review, program faculty and unit managers are asked to list key program courses and identify the links to institutional learning outcomes ([AIP.5.2](#)).

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Standard II.B Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
6	II.B.1 II.B.3.a	The College will analyze and develop a plan for online access to Student Services, including Counseling, to serve Distance Education and all other students regardless of location or method of delivery.	Vice President of Student Services Senior Dean of Counseling and Student Success Director, Distance Education	Spring 2016	Fall 2016

Response

Actionable Improvement Plan 6 has been implemented as planned. The College took extensive action to both establish and to expand comprehensive, reliable and equitable services for all students. College constituents representing teams from Academic Affairs and Student Services organizational units analyzed all student services to ensure access to the full range of services regardless of location or method of delivery. Services for students enrolled in courses delivered online, regardless of physical location, were expanded to provide the same infrastructure of support that is available to students who are taking traditional, face-to-face courses. An intentional and deliberative approach was taken to ensure a thorough review of services, resulting in the implementation of online-accessible services in the areas of Admissions and Records, Assessment, CalWORKs, Career Development Services, Counseling,

Disability Resources, International Student Programs, Schools Relations and Outreach, Student Affairs, Student Employment, Student Financial Services, Student Health Services and Transfer Center. ([AIP.6.1](#))

Of particular note are the following expanded services. Online academic tutoring services was increased to provide robust quality instructional support equal to what is available to students who use campus-based tutoring. Live video counseling appointments are now available. Student Financial Services is in the process of implementing an artificial intelligence online chat feature that will provide thorough interactive responses to financial aid questions 24 hours per day. An Online Readiness Assessment with accompanying resources and community building activities was also developed and has a high rate of participation. Additionally, a mobile app platform was acquired recently, with an expected full launch by April, 2019. The mobile app is designed to provide tailored support to students based on their demographics and location of study. Online students will be provided access to services, specific support through the tool, and an opportunity to engage with other students, faculty and staff allowing for real-time dialogue. ([AIP.6.2](#)) ([AIP.6.3](#)) ([AIP.6.4](#)) ([AIP.6.5](#)) ([AIP.6.6](#)) ([AIP.6.7](#))

In addition to taking substantive measures to ensure the provision of services to students enrolled in all locations and modalities of course delivery, the College committed to increasing the infrastructure of support by establishing and hiring a Director of Assessment Services and Student Success Technology whose responsibilities include the provision of leadership in planning, developing, implementing, and evaluating comprehensive student support technologies and services that include service delivery for distance education students in collaboration with Academic Affairs, particularly Distance Education, and other departments. This new position reflects the College commitment to active oversight of student services to ensure equity in access and delivery for all students. ([AIP.6.8](#))

Standard II.C Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
7	II.C.1 II.C.1.c	The College will pilot and implement an online tutoring program in order to extend learning support to Distance Education students and those who cannot attend the tutorial centers during open hours.	Dean, Language Arts and Academic Foundations Instructional Computing College Skills/Tutorial Department Chair District Online Committee Director, Distance Education Senior Dean, Learning Resources and Educational Technology	Spring 2016	Spring 2016

Response

Actionable Improvement Plan 7 has been implemented as planned. In 2016, the Online Education Initiative began offering an online tutoring solution to all California Community Colleges at a reduced rate. After a rigorous vetting process, including conversations with the District Online Committee, the Tutorial Center staff, the Information Technology staff, and faculty who were using the current online tutoring product, it was decided that the District would phase out the old product (*SmarThinking*) and phase in the new (*NetTutor*). In summer 2017 the change became official. Some of the reasons for adopting the new product were



expanded tutoring hours and subjects, and a deeper integration with the District’s course management system, Canvas. Between July 1, 2017 and July 1, 2018, the service was used more than 1,100 times accounting for more than 450 hours of online tutoring. Illustration 1 provides the distribution of tutoring sessions by topic and shows the vast majority of sessions support students in writing and mathematics (AIP.7.1).

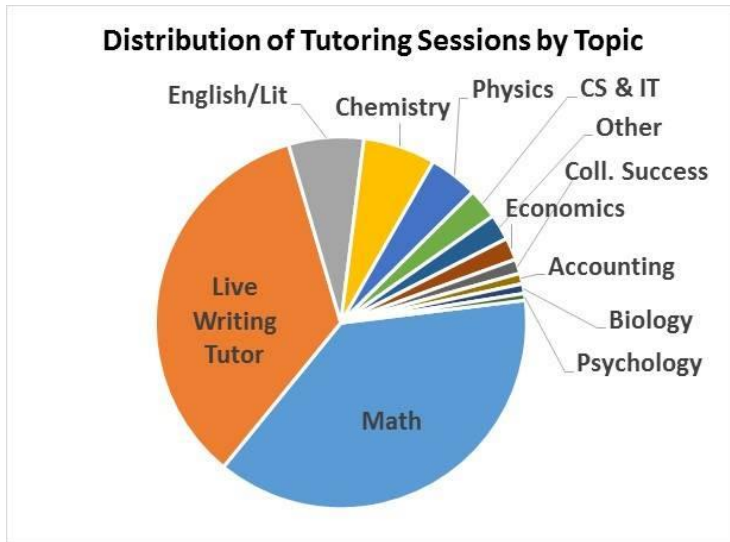


Illustration 1 – Distribution of Tutoring Sessions by Topic

Standard III.A Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
8	III.A.1.c	Student learning outcomes will be incorporated into the adjunct faculty evaluation process.	Negotiating teams for the All Faculty Association (AFA) and the District	Fall 2017	April 2015

Response

The Commission, during its January 2018 Board of Directors meeting, acted to delete Standard III.A.6. Thus, effective January 2018, the standard on which Actionable Improvement Plan 8 was created is no longer applicable. At that same meeting, the Commission acted to modify Standard II.A.2, which now states:

“(Applicable to institutions with comprehensive reviews after Fall 2019.) Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.” (AIP.8.1)

In fall 2018, the College began reviewing processes for a quality improvement cycle with respect to student learning outcomes. The emphasis is to encourage collegial dialogue post initial assessment of each SLO so that further steps can be taken to improve student learning. This effort is being facilitated by SRJC’s more streamlined computer-based system for reporting and documenting SLO assessment results, which includes a specific step for assessment follow-up that has already proven useful to faculty making changes to courses to improve student learning ([AIP.8.2](#)).

Faculty continue to review student achievement data and outcomes via the annual Program and Resource Planning Process (PRPP) program review, and to engage in collegial discussions during department meetings, departmentally determined workday plans, and departmental professional development activities (AIP.8.3).

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Standard III.D Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
9	III.D.3.a	The District will develop and implement a plan to address its structural deficit during 2014/2015 negotiations and 2015/2016 budget development to assure ongoing fiscal stability.	Board of Trustees Superintendent/President President’s Cabinet Vice President of Finance and Administrative Services Negotiating teams for: <ul style="list-style-type: none"> • All Faculty Association (AFA) • California Federation of Teachers (CFT, Unit B) • Service Employees International Union (SEIU) • District 	Fall 2015	February 15, 2017

Response

Actionable Improvement Plan 9 has been implemented as planned. On March 15, 2016, SRJC submitted a Follow-Up Report to the Accrediting Commission for Community and Junior Colleges, responding to each of the Commission’s recommendations, and which included a plan, in response to Recommendation 5, for dealing with the District’s structural deficit and assuring ongoing financial stability (R.1.1).



In its July 8, 2016 Commission Action Letter, SRJC was notified that the District had resolved the Standard III.D deficiencies that lead to Recommendations 3 and 4, but stated the following with regards to Recommendation 5:

“During its review, the Commission noted that the College has operated in deficit spending and with reduced reserves. There are structural operating losses and reduced enrollments which may place the district at financial risk. Therefore, the Commission determined that Standard III.D.1.b from Recommendation 5 is not yet met and took action to require Santa Rosa Junior College to submit a Follow-Up Report by March 1, 2017 (the end of the College's two-year rule period) demonstrating the College has resolved this last remaining deficiency and meets the Standard.” (R.1.2)

In response, the District in its February 15, 2017 Follow-Up Report, submitted an elaboration on how the plan would meet Standard III.D.1.b, and during its meeting in June, 2017, the Commission reaffirmed SRJC’s accreditation on the basis of the Follow-Up Report (R.1.3).

Actionable Improvement Plan 9 has been implemented as planned. The District has been successful in eliminating its previous ongoing structural deficit. In 2017/18, in accordance with the plan outlined in the February 15, 2017 Follow-Up Report, the District began installing photovoltaics throughout the District, initiated other efficiency projects to reduce future ongoing expenditures, contracted out the management of the bookstore, and students passed a transportation fee that eliminated the District share of a free bus ridership program. In 2018/19, in addition to the continuation of those projects, and as part of a District realignment with its declining enrollment, the District has eliminated ongoing expenses of \$8.1 million and is now budgeted to add over \$1 million to fund balance.

Standard IV.B Actionable Improvement Plan

AIP	Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
10	IV.B.1.f	In accordance with Policy 0.30, new Board members will receive full orientation through the District and the Community College League of California, and their development will be supported through mentoring, the Board retreat, conferences, Board evaluation mechanisms, and any other appropriate means.	Superintendent/President Board of Trustees President’s Cabinet	Fall 2015	Fall 2015

Response

Actionable Improvement Plan 10 has been implemented as planned. The Sonoma County Junior College District Board of Trustees fulfill the requirement, outlined by Policy 0.30, that



Trustees receive full orientation through the District and Community College League of California (CCLC) and other avenues, as shown by the following:

- Board Orientation Binder, last updated in 2016 for new Trustee Mariana Martinez (AIP.10.1)
- Annual Board Retreat agendas and Board self-evaluations from 2015 onward (AIP.10.2)
- Travel documentation showing attendance at CCLC conferences, as well as California Community College Trustee (CCCT) meetings by Trustee Don Edgar, who is on the state Board of Trustees (AIP.10.3).

Institutional Reporting on Quality Improvements

Responses to Team Recommendations for Improvement

Recommendation 1

In order to increase effectiveness, the team recommends that the College expand access to and increase the quality of comprehensive student data, including the disaggregation of student achievement data and student learning outcomes assessment results by instructional modality. (Standards I.B.3, II.A.1.a, II.A.2.a, II.A.2.e, III.C.1.a)

Response

Specific actions taken since the February 15, 2017 Follow-up Report include the following:

- Information Technology (IT) provided the Office of Institutional Research (OIR) with access to current and historical MIS data from SRJC's homegrown Student Information System (SIS). The database is updated daily and was made available to OIR in winter 2017.
- OIR has created custom programming with Tableau software accessible from the OIR homepage of SRJC's website for the public to explore, display and disaggregate student achievement data, including by instructional modality ([R.1.1](#)). Access to this information, along with SRJC's online Fact Book and Strategic Planning Scorecard, have served to democratize access to institutional data and student outcomes.
- OIR is currently collaborating with SRJC's Enrollment Management Work Group on the development of an Enrollment Dashboard using data from the college's Enrollment Management System (EMS) and Student Information System. Once complete, the dashboard will serve as a common source of disaggregated data in support of SRJC's integrated planning and institutional effectiveness initiatives.
- Student learning outcomes are tracked by specific instruction modality. In the submission form, faculty utilize a pull-down menu to identify the course as: on campus, online or hybrid ([R.1.2](#)). This modality is then tracked for courses, programs, academic clusters and the entire district. In the current cycle beginning fall 2015, 85% of assessed SLO's were in on-campus courses, 9% in online courses and 6% in hybrid courses ([R.1.3](#)).

Recommendation 2

In order to increase effectiveness, the team recommends that the College expand and make comprehensive its assessment of student learning outcomes and use assessment results to make continuous and timely improvements in student learning. (Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f)

Response:

Specific actions taken since the February 15, 2017 Follow-up Report include the following:

- The College completed its first six-year cycle of assessment at the end of spring 2015 with 100% of all courses, certificates, majors, student services, and institutional SLOs assessed (R.2.1) and that information is posted and readily accessible on the SLO website (R.2.1, R.2.2)
- Since fall 2015, adjunct faculty have been required to participate in SLO assessment according to the departmental assessment plan. This is no longer optional for adjunct faculty, but is now required and compensated. Thus, assessment will be more comprehensive, and many more faculty members will be involved. (R.2.3)
- The College has aligned General Education (GE) learning outcomes with institutional outcomes. All GE areas were assessed through the fall 2016 SRJC Student Survey and/or other methods of assessment at the institutional level (R.2.4). That assessment will occur again in fall 2019.
- Utilization of assessment results to improve student learning outcomes is a key feature of the College's new SLO documentation system. In each assessment case, faculty are asked if the assessment criteria were met and what their follow-up plans will be (R.2.5). This is already providing beneficial results where faculty members are engaging in a quality improvement conversation and planning for curricular and/or assessment changes.
 - Examples include:
 - PHYS 40: *"Future plans: The formal reports should represent a greater fraction of the overall grade and the criteria for success should be commensurate with the incentive for the students to do well on the assignment."* (R.2.6)
 - HIST 17.2: *"Despite the emphasis on primary source analysis, the discussion of the definition of primary sources beginning on the first day of class, and the analysis of both primary and secondary sources throughout the course, it is obvious that I need to further emphasize the*

various uses of and the distinction between both types of sources. I will more explicitly integrate discussions of the two types of sources and their uses into the History 17.2 curriculum.” (R.2.7)

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Data Trend Analysis

ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA
INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

(Definition: The course completion rate is calculated based on the number of student completions with a grade of C or better divided by the number of student enrollments.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	72.1%	72.1%	72.1%
Stretch Goal	N/A	73%	73%
Actual Performance	71.9%	71.9%	72.3%
Difference between Standard and Performance	-.2%	-.2%	+.2%
Difference between Stretch Goal and Performance	N/A	-1.1%	-.7%
Analysis of the data:	Please see addendum		

DEGREE COMPLETION

(Students who received one or more degrees may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	1675	1891	1511
Stretch Goal	N/A	N/A	N/A
Actual Performance	1971	2245	2093
Difference between Standard and Performance	+308	+384	+582
Difference between Stretch Goal and Performance			
Analysis of the data:	Please see addendum		

CERTIFICATE COMPLETION

(Students who received one or more certificate may only be counted once.)

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	606	658	958
Stretch Goal	N/A	N/A	N/A
Actual Performance	997	1025	855
Difference between Standard and Performance	+420	+367	-103
Difference between Stretch Goal and Performance			
Analysis of the data:	Please see addendum		

TRANSFER

Category	Reporting Years since Comprehensive Review		
	Year 1	Year 2	Year 3
Institution Set Standard	1500	1487	1300
Stretch Goal	N/A	N/A	N/A
Actual Performance	1433	1493	1448
Difference between Standard and Performance	-67	+6	+148
Difference between Stretch Goal and Performance			
Analysis of the data:			

STUDENT LEARNING OUTCOMES ASSESSMENT

	Year 1	Year 2	Year 3
Number of Courses	1816	1797	1896
Number of Courses Assessed	60	112	142
Number of Programs			
Number of Programs Assessed			
Number of Institutional Outcomes			
Number of Outcomes Assessed			
Analysis of the data:			

RESPONSE TO TEAM RECOMMENDATIONS AND ACTIONABLE IMPROVEMENT PLANS

LICENSURE PASS RATE

(Definition: The rate is determined by the number of students who passed the licensure examination divided by the number of students who took the examination.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Paramedic	70%	100%	100%	100%	+30%	+30%	+30%				
Park Ranger Academy	70%	75%	78%	74%	+5%	+8%	+4%				
Modular Police Academy	80%	82%	77%	71%	+2%	-3%	-9%				
Basic Police Academy	80%	83%	82%	87%	+3%	+2%	+7%				
EMT		96.2%	96%	96.9%							
Associate Degree Nursing		93.59%	93.8%	98.2%							
Dental Assist (Written)		100%	100%	pending							
Dental Hygiene Clinical	90%	100%	100%	100%	+10%	+10%	+10%				
Dental Hygiene National	90%	92%	100%	100%	+2%	+10%	+10%				
Dietetic Technician	70%	75%	100%	67%	+7%	+30%	-3%				
Nursing Assistant Skills			92%	84%							
Nursing Assistant Written			98%	96%							
Pharmacy Technician	80%		100%	100%		+20%	+20%				
Radiologic Technology		100%	100%	89%							
Vocational Nursing		97%	N/A	100%							



RESPONSE TO TEAM RECOMMENDATIONS AND ACTIONABLE IMPROVEMENT PLANS

JOB PLACEMENT RATE

(Definition: The placement rate is determined by the number of students employed in the year following graduation divided by the number of students who completed the program.)

Program Name	Institution Set Standard	Actual Performance			Difference			Stretch Goal	Difference		
		Y1	Y2	Y3	Y1	Y2	Y3		Y1	Y2	Y3
Paramedic	70%	86%	93%	76%YTD	+16%	+23%	+6%				
Park Ranger Academy	80%	73%	74%	75%	-7%	-6%	-5%				
Nursing Assistant	unknown	100%	100%	100%							
Dental Assist	unknown			63%							
Dental Hygiene	unknown		100%	100%							
Dietetic Technician	unknown	84.6%	95%	95%							
Pharmacy Technician	unknown		85%	85%							
Radiologic Technology	unknown	100%	100%	89%							



ANNUAL FISCAL REPORT DATA

Category	Reporting Years since Comprehensive Reviews		
<u>General Fund Performance</u>			
	Year 1	Year 2	Year 3
Revenue	147,251,755	143,274,233	150,911,053
Expenditures	141,543,855	147,385,191	151,822,614
Expenditures for Salaries and Benefits	117,400,811	123,148,373	128,489,113
Surplus/Deficit	5,707,870	-4,110,958	-911,561
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	3.87%	-2.87%	-.604%
Reserve (Primary Reserve Ratio)	8.47%	5.51%	4.59%
Analysis of the data:	The District is operating under an emergency conditions waiver but has developed a long range plan for fiscal stability. The 4.59% PRR for 2017/18 includes restricted/categorical expenditures.		
<u>Other Post-Employment Benefits</u>			
Actuarial Accrued Liability (AAL) for OPEB	21,011,494	29,216,626	N/A
Funded Ratio (Actuarial Value of Plan Assets/AAL)	0	0	0
Annual Required Contribution (ARC)	2,190,750	2,051,362	N/A
Amount of Contribution to ARC	1,673,778	1,812,992	1,598,553
Analysis of the data:	The District implemented GASB 75 in 2017/18 so no AAL/ARC. Net OPEB liability is \$31.6M as of 6/30/17		
<u>Enrollment</u>			
Actual Full-Time Equivalent Enrollment (FTES)	19,415	16,592	17,908
Analysis of the data:	Years 1 and 2 are artificially inflated and deflated for summer transfers, the district has been running around 18K FTES annually and 17/18 reflects actual.		
<u>Financial Aid</u>			
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	12%	16%	14%
Analysis of the data:	After seeing annual increases the last few years, the latest numbers have begun dropping again.		

ACCJC Midterm Report Data Reporting Form**Data Analysis Addendum**Student Course Completion

Analysis:

Successful course completion rates are relatively stable over time at SRJC (as well as statewide). In the past three years, that rate has varied only one-half of one percent at SRJC. Discussions including faculty at our Institutional Planning Council have cautioned against setting higher goals or expecting a higher rate, as students do not pass classes for reasons outside of institutional control, such as life crises. Additionally, faculty expressed the concern that expecting higher success rates might make instructors feel pressure to pass more students.

Degree Completion

Analysis:

Annual degrees awarded by SRJC have increased in number over the past few years, exceeding our institution set standards, although there was a dip in 2016 likely due to decreased enrollment from 2012 onward. Part of the increase in degrees awarded over time is attributable to the popularity of Associate Degrees for Transfer (ADT's). Non-ADT associate degree awards have been comparatively flat, but the addition of ADT's has added to the overall total of degrees awarded. (note: these numbers reflect academic year annual unduplicated degrees awarded)

Certificate Completion

Analysis:

The number of unduplicated certificates awarded has fluctuated over time with a decrease in 2016, likely due to decreased enrollment since 2012. We expect this number to continue to fluctuate but to hold near 1,000 annually. SRJC continues to work with advisory boards and industry partners to ensure our Career & Technical Education meets market demands. (note: these numbers reflect academic year annual unduplicated certificates of 12+ units awarded)

Transfer

Analysis:

Transfer numbers have been relatively stable at SRJC over time, hovering around 1,500 annually. Unfortunately we will not know 2016 transfer numbers until they are reported to us. SRJC continues to create more and articulation agreements, including Associate Degree for Transfer, to facilitate higher rates of transfer.

Appendices – Sources of Evidence

Plans Arising Out of the Self-Evaluation Process

AIP.2.1 **SRJC 2014-19 Strategic Plan**

<https://strategic-planning.santarosa.edu/2014-19-strategic-plan>

AIP.2.2 **PRPP Coordinating Committee Homepage**

<https://bussharepnt2013.santarosa.edu/committees/prppcc/SitePages/Committee%20Home%20Page.aspx>

AIP.2.3 **2014-19 Strategic Plan Scorecard**

<https://strategic-planning.santarosa.edu/2014-19-strategic-plan-scorecard>

AIP.2.4 **Institutional Planning Council Meeting Minutes, November 26, 2018**

<https://bussharepnt2013.santarosa.edu/committees/institutional-planning-council/Committee%20Documents/IPC%20Minutes%20181126.pdf>

AIP.2.5 **Board of Trustees Agenda Item E.4, November 8, 2016**

Board of Trustees Agenda Item E.4 - 11/08/2016

AIP.3.1 **Student Learning Outcomes Assessment Results**

<https://www.formstack.com/admin/submission/report/12519683?share=eP82tQAbhL&view=charts>

AIP.3.2 **Student Learning Outcomes Assessment Form**

<https://slo.santarosa.edu/slo-assessment-form>

AIP.3.3 **Student Learning Outcomes Assessment Sample, Fall 2018**

<https://www.formstack.com/admin/submission/view/464695129/13942123?page=1&share=OFAvwzQui1>

AIP.4.1

AIP.5.1 **Academic Senate Meeting Minutes, December 6, 2017**

<https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/2017%2012%2006%20AS%20Minutes.pdf>

AIP.6.1 **Services for Online Learners Website**

<https://onlinestudentservices.santarosa.edu/>

- AIP.6.2** **District Online Committee**
<https://bussharepoint.santarosa.edu/committees/district-online/Committee%20Documents/DOC%20Agenda%2002-14-18.pdf>
- AIP.6.3** **District Online Committee Meeting Minutes, April 12, 2017**
<https://bussharepoint.santarosa.edu/committees/district-online/Committee%20Documents/DOC%20Minutes%204-12-17.pdf>
- AIP.6.4** **District Online Committee Meeting Minutes, October 12, 2016**
<https://bussharepoint.santarosa.edu/committees/district-online/Committee%20Documents/DOC%20Minutes%2010-12-16.pdf>
- AIP.6.5** **Petaluma Campus App**
<http://srjcpetaluma.campusapp.com/>
- AIP.6.6** **District Online Committee Meeting Minutes, November 14, 2018**
<https://bussharepoint.santarosa.edu/committees/district-online/Committee%20Documents/DOC%20Minutes%2011-14-18.pdf>
- AIP.6.7** **Financial Aid Online Services Website**
<https://financialaid.santarosa.edu/online-services>
- AIP.6.8** **Director, Assessment Services & Student Success Technology, Job Description**
<https://hr.santarosa.edu/sites/hr.santarosa.edu/files/Director%2C%20Assessment%20Services%20%26%20Student%20Success%20Techn%20-%20Brd%20Final%2012.13.16.pdf>

Institutional Reporting on Quality Improvements - Response to Team Recommendations for Improvement

- R.1.1** **Office of Institutional Research Homepage**
<https://research.santarosa.edu/>
- R.1.2** **Student Learning Outcomes Assessment Form**
<https://slo.santarosa.edu/slo-assessment-form>
- R.1.3** **Student Learning Outcomes Assessment Results**
<https://www.formstack.com/admin/submission/report/12519683?share=eP82tQAbhL&view=charts>

- R.2.1** **Academic Senate Meeting Minutes, December 6, 2017**
<https://academicsenate.santarosa.edu/sites/academicsenate.santarosa.edu/files/2017%2012%2006%20AS%20Minutes.pdf>
- R.2.2** **Student Learning Outcomes Assessment Form**
<https://slo.santarosa.edu/slo-assessment-form>
- R.2.3** **Student Learning Outcomes Assessment Sample, Spring 2018**
<https://www.formstack.com/admin/submission/view/460933473/14227898?page=1&share=L9lNc0Onqe>
- R.2.4** **Student Learning Outcomes Assessment Sample, Fall 2018**
<https://www.formstack.com/admin/submission/view/464695129/13942123?page=1&share=OFAvwzQui1>