

Standard II Student Learning Programs and Services

Standard II.A Instructional Programs



SANTA ROSA JUNIOR COLLEGE



Our Values

We value *Academic Excellence* that includes:

- Academic freedom balanced with academic responsibility, integrity and ethical behavior
- Effective and transparent communication with information being shared in a timely fashion
- Collaboration in continuous quality improvement of SRJC's programs and services



SANTA ROSA JUNIOR COLLEGE



Standard II: Instructional Programs

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Student Learning Programs and Services

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Strategic Plan GOAL B.

Foster learning and academic excellence by providing effective programs and services.

- Support and promote teaching excellence across all disciplines
- Engage students and spark intellectual curiosity in learner-centered environments
- Integrate academic and student support services across the college
- Identify and implement responsive instructional practices that increase the learning and success of our diverse students

II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

SRJC's mission addresses student learning in the broad sense and in its reference to its academic programs.

SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.

All College learning programs, regardless of location or means of delivery, fully address and uphold the mission. This is ensured through a rigorous system of review for courses, certificates, and degree programs; ongoing assessment and improvement based on that assessment; dialogue through shared governance committees; and the integrity of the faculty, staff, and administrators involved in academic programs.

Alignment with the mission and the Strategic Plan is demonstrated through the annual Program and Resource Planning Process (PRPP), which is described in depth in Standard I (II.A.1). In PRPP Section 1.b, each academic department or program must answer the question, "How is the program/unit consistent with the Mission and Strategic Plan Goals?" This narrative, developed mainly by faculty of the department, is reviewed in dialogue with the cluster dean along with the rest of the PRPP to verify mission and Strategic Plan alignment. Requests in Section 2 for faculty, staff, and physical resources must also cite their relationship to the mission and goals. Finally, in Section 6, departments must indicate which components of the mission and Strategic Plan goals have been met by program accomplishments or will be addressed through proposed plans.

Descriptions in the Standard sections below will demonstrate specific procedures and practices that ensure this alignment in all instructional programs.

SELF EVALUATION

The College meets the Standard. Every instructional program is held accountable to the institutional mission and Strategic Plan through its statements in the PRPP. The PRPP is revised and reviewed every year to ensure that programs maintain this alignment.

II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes.

DESCRIPTIVE SUMMARY

The College uses research and data to determine the educational needs of its students, the kinds of programs appropriate for their needs and goals, and the degree of success students experience as they move through those programs. Documentation of how research and data lead to course and program development and improvement occurs through the PRPP.

Identification of Educational Needs

Data regarding student learning needs and progress is collected by the Information Technology (IT) department, the Office of Institutional Research (OIR), the Office of Admissions, Records, and Enrollment, individual academic units, discipline faculty assessments, and more recently, the California Community College Chancellor's Office Data Mart. The College has also launched a new tool, the Enrollment Management System (EMS), to provide more accurate information and analysis of enrollment patterns. Reports from all these sources allow departments to develop courses and programs that address student needs within the context of their disciplines and community.

The OIR maintains the Institutional Planning website with both current information and archives of surveys and reports (II.A.2). The most comprehensive representations of data collection and analysis are the current Fact Book, the Institutional Effectiveness Report, and the Strategic Planning Environmental Scan (completed in September 2013) (II.A.3, 4, 5). In the past year, the OIR also published data from the following surveys and assessments:

- 2014 Annual Report for ACCJC (II.A.6)
- 2013 Institutional Effectiveness Assessment Report (II.A.7)
- Career and Technical Education Employment Outcomes Survey 2014 (II.A.8)
- 2013 Accreditation Faculty/Staff Survey (II.A.9)
- 2013 Accreditation Student Survey (II.A.10)
- 2013 Tri-annual Student Services Survey (II.A.11)
- Basic Skills/Immigrant Education Initiative Baseline Measures Study (II.A.12)

- Course placement in Math, English, ESL and Chemistry (II.A.13)

The IT Department also compiles data related to student achievement and enrollment from various sources. This information is available to all faculty and staff through the online Student Information System (II.A.14) and Data Mining program (II.A.15). One new data element is the date of section closure report that allows faculty to request additional sections of impacted courses to meet student demand. The IT Department also provides a large number of online data sets for the PRPP, including budget and human resources data for all units (II.A.16). Data on enrollment, course retention, successful course completion, student grade point average (GPA), and participation rates by ethnicity, gender, age and socioeconomic status are provided annually by the College and are broken out by location, term, and other variables.

The data sets related to targeted student populations labeled Student Equity Data have been a central part of the yearly PRPP process since 2011. To further ensure equity for all students, the new Student Success and Equity Committee has been created to provide visible and coordinated College level leadership (II.A.17).

Individual programs and departments also collect data for planning purposes. Career Technical Education (CTE) programs in particular have routinely made use of their own surveys of employers and former students when developing programs and courses. The Dean of Career and Technical Education and Economic Development (CTE Dean), for example, uses employment trend data from the individual CTE programs and also tracks student success on licensing tests and other external standards to determine whether courses are adequately preparing students for their career fields. Most recently, the Career and Technical Education Employment Outcomes Survey 2014 (II.A.8) provided valuable information about student employment and earnings related to their degree or certificate.

Some departments, such as English as a Second Language (ESL) and Disability Resources, conduct internal collection and analysis of data to assess student progress and plan courses and programs accordingly. The ESL Department, for example, regularly surveys noncredit students to determine their language learning and educational goals (II.A.18).

Meeting Educational Needs Through Programs

The above sources reveal trends and ongoing needs of the student population and the community served. The extent to which the College addresses the educational preparation and the diversity, demographics, and economy of the community is reflected in the wide range of courses and programs listed in the College Catalog and Schedule of Classes (II.A.19, 20). As reflected in the most recent College Catalog, these include:

- 113 associate degree majors in liberal arts, sciences, and occupational areas
- 164 state and locally approved occupational certificates
- Sequenced courses for the math and English pathways, from developmental to transfer level
- Credit and noncredit basic skills courses in both traditional and accelerated formats
- Credit and noncredit ESL courses at sites throughout the country, some with childcare available
- Disability Resources Department services and classes
- Community Education courses
- Gateway to College Program for disengaged young adults
- Weekend College for working students and others who need flexible schedules
- Online Degree Programs
- Transfer Model Curriculum majors articulated with the California State University System

In order to make educational opportunities more accessible to students, courses are offered in a variety of times, locations and formats. Courses are scheduled weekdays, evenings and weekends. Most classes take place on the Santa Rosa Campus and Petaluma Campuses and the SRJC centers: Shone Farm, the Southwest Santa Rosa Center, and the Public Safety Training Center. Many departments offer courses in other off-site locations in Sonoma County as well, particularly in rural and economically disadvantaged areas.

A variety of formats allow all students to move toward their educational goals. These include:

- Traditional lecture and lecture/discussion
- Scheduled and drop-in labs (such as computer, language, tutorial, writing and science labs)
- Work Experience/Internships
- Fully online, partially online ("hybrid") and blended courses that improve student momentum towards SLO attainment through technological enhancements
- Courses and support services for students with disabilities
- Open entry, open exit, drop-in and self-paced classes
- English as a Second Language (ESL) courses with a vocational focus (VESL)
- Accelerated, compressed, and short courses

Departments continually develop new courses and create and revise existing programs, which are reflected in each department's PRPP. Examples include:

- Based on data identifying courses closing early in the registration process, the Math, English, and Life Sciences Departments added additional sections for fall 2013 and spring 2014, particularly at high demand developmental pathway levels.
- Demand demonstrated by an ESL Department survey for noncredit ESL classes for parents with young children led to the scheduling of off-site classes with child care at three new locations in 2013-2014.
- The Gateway to College Program in Petaluma was created to address the externally identified Sonoma County population of disengaged young adults who are not employed or attending school or college.
- The Math Department doubled the space in their Math Lab to meet growing demand from both developmental and transfer-level students for individualized academic assistance and computer-assisted instruction.
- In light of the ever-increasing role of technology in society, Digital Media certificates in General Multimedia, Interactive Multimedia, Digital Filmmaking, and Digital Audio were instituted in 2012.

Using Research and Analysis to Assess Progress

As described above, the OIR has the primary role regarding institutional and academic research as well as analyzing, interpreting, and reporting the data it compiles. The IT Department also contributes through regular reports based on the Chancellor's Office's Management Information System (MIS) data when requested by administrators and instructors. Illustration II.A.1 shows specific examples of how OIR and IT have contributed to informed program planning.

Student progress towards their educational goals and the course and program level has been analyzed much more visibly for the past ten years as student learning outcomes (SLOs) assessment has been fully integrated into the PRPP, making the connection between assessment and program improvement. All courses and programs have SLOs approved by the Curriculum Review Committee (CRC), all institutional

outcomes have been assessed, and all units have developed six-year outcomes assessment rotation plans as part of the PRPP. Faculty members are focused on the creation and administration of assessment tools and on formalizing the organizational behaviors that allow assessment results to continually drive course and program improvements. The dialogue behind this effort helps faculty collaboratively determine student learning needs and optimal pedagogy towards instructional improvement.

Ultimately, the PRPP is the paramount system for assessing student success. Every department receives historic course success and retention data that highlights deviation from institutional averages. All areas are thus fully aware of any underperforming courses or programs and translate that awareness into short and long-term unit goals that are then tracked over time by the same process.

Distance Education

Distance Education (DE) courses have an additional layer of review. To ensure the quality of all online instruction, specific faculty members of the CRC with expertise in online teaching review the Distance Education Proposal for any course that proposes to be offered online (II.A.21, 22). The review includes a careful assessment of effective student contact and interaction, adherence to the course outline of record, and the degree to which student learning outcomes (SLOs) can be met in the online setting. The designated CRC members either recommend the course for DE to the entire committee or return it to the submitter with feedback for

changes. The CRC makes the final decision about whether or not a course is suitable for online delivery. Review and approval processes for the online class itself must take place before the class is scheduled.

At times faculty are invited to develop online sections of existing courses through the Online College Project, in which instructors receive a stipend to create an online section of a course (II.A.23). For example, through the Weekend College program, ten new hybrid online courses were funded in this manner. In these cases, the College requires the instructor to participate in online training for one of the course management systems and submit the newly designed class for review for ADA compliance and functional design by the DE Office, the cluster dean, and usually the department chair or faculty with online expertise.

The contractually required implementation of special expertise requirements for online instructors has also maintained the quality of the College's online courses (II.A.24). At the departmental level, instructors must demonstrate that they have acquired the appropriate instructional competencies, as defined by their department, through formal instruction, hands-on experience, or a combination of the two.

Once courses are offered online, retention, success rates and student feedback are included in the PRPP and are reviewed by the Dean of Library and Learning Resources to determine if the online version is indeed meeting student needs and leading them to achieve the outcomes.

Illustration II.A.1

Examples of How Research and Analysis Inform Program Planning

- At the request of the ESL Department, in spring 2013 OIR developed and distributed a survey to noncredit ESL student at the relatively new Southwest Center in the Latino-dominant Roseland neighborhood. Enrollment trend data allowed the College to conclude that that rental site occupied in 2009 generated sufficient student demand and increased student progress to justify operational costs.
- OIR provides the Basic Skills Committee yearly updates on a group of Basic Skills benchmarks defined at the state level. Using that information about student success trends, the Committee makes recommendations regarding program funding, staffing and curriculum and support services.
- When questions arose regarding the role of 100-level degree applicable courses in the English, ESL, and math pathways, IT was able to compile a report that demonstrated the number of students who applied such courses to their degree completion. This information subsequently concretely informed curriculum revision discussions while keeping student completion central to the process.
- IT upgraded the College's Timekeeper software program, which tracks student attendance and course demand at all tutorial and other learning support locations. In addition to providing utilization data to inform appropriate staffing levels of instructional assistants and faculty, this system will allow the College to determine if student course grades can be correlated with time spent with tutors.

SELF EVALUATION

The College meets this standard. SRJC relies on a large number of data elements to drive all organizational assessments and planning decisions. The College implements new practices to increase data driven decision making whenever possible so that it will maintain a true culture of evidence. All academic programs use the extensive data generated by IT, the OIR, and individual departments and request additional data as needed. The College uses this information to develop and offer a wide range of courses and programs that are clearly consistent with students' educational preparation and the diversity, demographics, and economy of many sectors of Sonoma County.

Departments currently use available data to gauge student learning needs, and the continued refinement of the PRPP demonstrates the College's commitment to strengthening and systematizing the measurement of students' achievement of learning outcomes.

The IT Department and the OIR provide the college community with a great deal of data on the educational preparation and needs of students plus the diversity, demographics, and economy of the community.

II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

SRJC offers a variety of delivery systems and modes of instruction to help students meet the objectives of the curriculum. The variety is evident through the selection of courses in the College Catalog and Schedule of Classes as well as the activities and approaches of individual instructors formalized in course outlines of record (II.A.19, II.A.20). Many students meet their educational goals within the traditional weekday class schedule, evenings, or weekends, but others rely on or integrate alternative formats of instruction to meet program or personal objectives. The College addresses these needs through a variety of delivery systems and modes of instruction across courses, such as those listed below.

Distance Education (DE) programs continue to grow to meet ever-increasing demand from students, with numerous fully online sections that require no on-site attendance. The number of hybrid sections (i.e., at least 50 percent online) with a reduced number of on-campus meetings is also growing to provide more convenient access to students whose work and family limit their ability to attend regularly scheduled classes.

Disability Resources Department (DRD) facilitates access to instruction throughout the College by offering support services and special classes to students with disabilities (II.A.25). Students with disabilities may have their learning needs met in the classroom through the authorized use of:

- Adapted technology
- Alternate media
- Voice recognition software
- Screen readers
- Scan and read software
- Text enlargement equipment
- Individualized adapted technology instruction
- District wide computer accessibility
- Auxiliary Aides (sign language interpreters, transcribers and note takers)

DRD also offers specialized classes to meet the diverse learning needs of its students. These classes include: Adapted Physical Education, Coping Strategies for Students with Acquired Brain Injuries, Study Skills, Career Exploration, English for Deaf Students, and Adapted Computer Technology. There are special workshops for instructors who have hearing-impaired or blind or low-vision students in their classrooms.

Learning Communities offer a selection of high demand courses linked so that the same students are in both sections, thereby promoting more interpersonal engagement and out-of-class collaboration and support than in typical sections (II.A.26). The curricula are also integrated so students receive contextualized instruction when a skill-based English, ESL or math course is included, particularly at the developmental levels. Most learning communities consist of a section of an English course that is linked to either a counseling or content area course. In 2013/2014, several different counseling classes were included in learning communities along with Anthropology and Child Development classes.

Gateway to College, a grant-funded program at the Petaluma Campus, allows at-risk high school young adults to enroll in the College, finish their high school graduation requirements, and earn college credit at the same time. Enhanced support services including targeted counseling, tutoring, and a learning laboratory (II.A.27).

SRJC programs for Latino/a students have grown significantly in the last decade in response to the increased Latino/a population countywide. Many students from the Latino/a community are involved in the Extended Opportunity Programs and Services (EOPS), Mathematics, Engineering, Science Achievement (MESA), and the Puente Project (II.A.28, 29, 30). The College also offers bilingual Spanish/English classes to give Spanish-speaking students the option to pursue a degree or occupational certificate while working on their English skills (II.A.31). The most promising development in the effort to address Latino/a student needs occurred in 2014, when the College achieved emerging Hispanic Serving Institution status and was awarded a five-year, \$2.5 Million Title V grant in order build capacity to serve Latino/a and low-income students. This grant includes a guided pathway to the associate degree, integrated support services, integrated technology for student success, and the development of an accelerated ESL pathway leading to transfer-level English.

Meeting Current and Future Student Needs

In all respects, the College employs delivery systems appropriate to the current and future needs of students. The Enrollment Demand report provides deans and chairs with data about how many students attempted to enroll in a class after it closed. This is a measure of unmet demand. For example, demand data indicate that the College is offering sufficient sections of online courses in business and professional areas, but that there is a strong, unmet demand for general education classes. The College is addressing this demand by developing more general education online courses through the Online College Project.

Information from recent surveys shows that the different modes and delivery of instruction are appropriate. The College's commitment to equity for all students is demonstrated by the survey data elicited from faculty and

students as part of the current institutional self evaluation. Instructors were asked if they regularly included multicultural issues, ideas, approaches, materials and/or examples in their instruction: 90 percent of students agreed or strongly agreed. The faculty's perception that they respect the diversity of their students is affirmed by the students themselves: 86 percent of students either agreed or strongly agreed that instructors use methods and activities that respect their ethnic, cultural and linguistic backgrounds (II.A.32).

SELF EVALUATION

The College meets the Standard. SRJC provides a wide variety of delivery systems for its courses. Students have options for taking courses at different times, in various locations, in a variety of formats or through the Internet. In the classroom, many instructors go beyond a traditional lecture format to ensure that the information and concepts are accessible to students and/or students have a chance to practice skills.

Illustration II.A.2 Examples of Student Learning Outcomes

ANTHRO 1: Physical Anthropology

1. Adopt the framework of Evolutionary Theory to evaluate biological change over time.
2. Define scientific inquiry and its methods.
3. Utilize a vocabulary to discuss the cornerstones of physical anthropology (*genetics, primatology, the fossil record, and modern human variation*).
4. Explain ancient and modern human variation in biocultural terms.
5. Evaluate the impact of human evolution on past, present, and future environments.

CUL 253A: Culinary Café 1

1. Explain the importance of local and seasonal products in menu design and planning
2. Apply basic skills, techniques, and guidelines used in restaurant food preparation
3. Define and use the basic terminology of the professional culinary arts
4. Apply a working knowledge of sanitation and safety in a professional kitchen
5. Demonstrate a working knowledge of the various stations in a restaurant.

II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

The College has identified student learning outcomes for all active courses, certificates, majors, degrees, and for the institution as a whole. The College assesses student achievement of those outcomes through an ongoing, systematic cycle and uses assessment results to improve learning and services to students.

The Project LEARN Steering Committee, which includes Academic Affairs and Student Services faculty and administrators, provides leadership for student learning outcomes assessment activities (II.A.33). The Project LEARN Steering Committee works closely with the Academic Senate and the College administration to establish both short and long-term goals. These goals have been reflected in the past College Initiatives and are now stated in the Strategic Plan. (II.A.34, II.A.35).

The Academic Senate has been actively engaged in promoting SLO assessment. In fall 2010, the Academic Senate approved a new, more departmentally driven course assessment process. The Senate endorsed a six-year cycle of assessment and required that academic and Student Services departments submit a plan for systematic, ongoing assessment. In September 2012, the Senate passed a resolution requiring that the six-year cycle of assessment be completed in 2014/2015 (II.A.36).

Course Student Learning Outcomes and Assessment

Faculty members with appropriate expertise identify student learning outcomes (SLOs) for all courses, including online courses. In 2012, the College concluded a six-year process of identifying SLOs for all active courses (about 2,000) in the curriculum.

The institution defines “student learning outcomes” as the broader statements of the knowledge, skills, abilities and values students should acquire, as distinguished from “objectives” that are defined as the more specific skills students are expected to master (II.A.37). Course SLOs are listed in the official course outlines of record, so the development of SLOs goes through the curriculum review process every time a new course is developed or an existing course is revised. As part of this, SLOs are reviewed by the department, the Cluster Technical Review (CTR) committee and approved by the Curriculum Review Committee (CRC) (II.A.38). The dialogue involved in this process ensures the

appropriateness of the SLOs, especially for degree and transfer courses (those numbered 1-299), which must reflect high levels of critical thinking. (See Illustration II.A.2.)

Once the course is approved, the course outline, including the SLOs, are posted through the Student Information System and are visible to students and the public on the College’s website (II.A.39). To raise students’ awareness of course outcomes, the SLOs or a link to the official course outline of record with the SLOs are required in every syllabus (II.A.40).

Faculty members have the primary responsibility for course assessment, although classified staff may be involved in some of the logistics. The College provides support for assessment through two SLO Coordinators, who have been instrumental in assisting individual faculty, discipline leaders, and departments in implementing methodologies such rubrics, embedded assessment, performances and presentations, and pre- and post-tests, many of which are described on the SLO website (II.A.41). The same methods of assessment are appropriate for online courses, with the same level of achievement expected through either method of delivery. For example, while an on-site class may feature extensive classroom discussion, an online class might use discussion boards to achieve the same outcome.

Dialogue regarding assessment takes place among faculty members in the same or related disciplines and may include directors and support staff. Dialogue may be conducted face to face, by email, at department meetings and/or in department retreats. This dialogue is documented in the SLO assessment reports on the SLO SharePoint site and in minutes of departmental or discipline meetings (II.A.42). Generally speaking, dialogue regarding assessment of online courses occurs in the same way, with faculty members who teach from a distance being involved via email or communication technology.

Illustration II.A.3 summarizes two course assessments that led to reflection and improvement.

Program Student Learning Outcomes: Certificates and Majors

For the purposes of SLO assessment, the College defines a “program” as a certificate, major, or student service. Faculty members have identified SLO statements for all existing certificates and majors. SLOs are required as part of the application process for new certificates and majors as well. All certificate and major SLOs are posted on the individual certificate and major web pages for students and the public to view. The alignment between course SLOs and certificate/major SLOs are represented on a curriculum “map” (II.A.43).

The Academic Senate established a goal to assess all certificates and majors at least once by the end of 2014/2015. The SLO coordinators have been assisting faculty with strategies for assessing certificates and majors. As described on the SLO website, the main methods are (II.A.44):

- Assessment of capstone courses when those are used as a culminating experience
- External assessment, such as public safety and Board of Registered Nurses exams

- Cumulative or “ground up” assessment, which analyzes the course SLO assessments and their alignment with certificate/majors expected outcomes

A number of Career and Technical Education (CTE) programs have used the first two methods. For example, the Diet Technician program uses assessment of the final portfolio in its capstone course to assess the student achievement of program outcomes (see Illustration II.A.4).

Other CTE programs accredited or licensed by external agencies are held accountable to externally identified program SLOs that reflect the competencies mandated by professional associations or regulatory bodies. Several of these programs, particularly in Public Safety and the Health Sciences, use exam and survey results to assess their programs (see Illustration II.A.5). Also, in collaboration with CTE deans, the Office of Institutional Research (OIR) has provided follow-up surveys of all students who have left the college with a declared goal of a certificate or degree in a CTE area (II.A.8). Analysis of the data will inform the PRPP, the Educational Plan, the Program Evaluation process, and related Strategic Plan objectives.

Illustration II.A.3 Course Assessment Results Used for Improvement

AJ55, Criminal Court Proceedings

SLO: Demonstrate an understanding of Constitutional protections in the context of search, seizure, arrest, custody, and criminal court proceedings.

Results: 87% of the students assessed received a passing grade when demonstrating proficiency when applying the US Constitutional protections. The weakest application for all students was the case law relevance to the protection. This is possibly due to a lack of emphasis on the court proceedings affected by the constitutional protections.

Change: Course content will be revised to include a greater instructional emphasis on court procedures and applicable Constitutional protections. Instructors teaching this course will meet to discuss the necessary changes.

Speech 9

Critical Thinking and Argument

SLO: Compose argumentative essays that utilize sound reasoning, clear organization and evidentiary support.

Results: The criterion for success was met, as 74.19% were able to achieve a score of 60 or above.

Change: However, it is agreed that to truly achieve strong retention in Speech 9, we need to get a much higher evidence success rate early in the semester. Starting Spring 2014, immediately prior to and after paper #2 will be a skills test of some manner, asking students to demonstrate the ability to use evidence effectively. Essentially, there seems to be a widely believed myth among students that we can “just make stuff up” and “use our own brains” to create solid arguments. Our job is to bust that myth as early as possible. While creative and critical thinking are important (using their own brains), to be successful in debate, that must be done through solid evidence usage, not as a substitute for it.

Illustration II.A.4 Summary Report on Assessment of the Dietetic Technician Major

SLOs Assessed

1. Take and pass the Commission on Dietetic Registration Exam for Dietetic Technicians, Registered or be prepared to continue education in nutrition, dietetics, or foodservice at a higher level.
2. Communicate clearly and professionally as a Dietetic Technician, Registered, in written and verbal formats.
3. Exhibit professional behaviors in all aspects of work as competent DTRs.

Method of Assessment

During the last term of enrollment, students must complete a portfolio that provides evidence of meeting the Commission on Dietetic Registration's 31 competencies. Achievement of these competencies is consistent with expected student preparation to take and pass their registration exam after graduation. These competencies are achieved in one of the major Supervised Field Experience (SFE) courses for the program and/or in pre-requisites for these SFE courses.

Reviews of student portfolios were completed to assess students' ability to complete and document achievement of the CDR competencies. SLO # 2 and 7, above, reflect two of the competencies; these are specifically assessed as part of students' work in SFE courses and in the subsequent documentation of these experiences in the student portfolio.

Criteria for success: 100% of students enrolled in their last term will submit portfolios with documentation of completing all competencies. 90% or more of the enrolled students submitting portfolios will have 100% of submitted competencies complete and approved by the end of the term.

Summary of Results

Overall, student portfolios met or exceeded expectations. However, some students were delayed in completing some competencies in one or both SFE courses due to student or preceptor misinterpretation of course instructions about activities for these rotations. Some preceptors planned appropriate and complete activities for students more easily than others.

100% of enrolled students submitted portfolios with documentation of completing course competencies. Students' entries demonstrated their ability to communicate clearly and professionally in written format and documented professional behavior in the SFE course. However, the program coordinator and discipline faculty agree that planning materials provided to students and sent to field supervisors could be improved to help clarify rotation learning activities and support student success at each site.

One of the competencies (#CDT 4.5) was not met easily by some students, indicating a need for addition of a specific activity to help all students meet this competency.

Departmental Dialogue

Department meeting; dialogue with colleagues who teach this course; report to national accrediting body.

Changes Based on Results

Course objectives, matched with learning activities and required DT competencies will be re-written for Supervised Field Experience courses to make it easier for our off-campus field supervisors (preceptors) to plan rotations in which students meet expected program competencies and be prepared to enter the field. Specific budget development assignment will be added to DIET 106.2 to help students meet competency CDT 4.5 related to planning a new service, including budget.

Plans for Follow-up Assessment

We will continue to assess the courses in this program on a regular cycle and continue to use the final student portfolios as our primary assessment tool for the major. The next assessment will review documentation of completion of new competencies and will assess achievement of other program outcomes.

Many programs use the third method, the “cumulative” approach, which bases the assessment of certificate or major SLOs on the assessment results of directly related course SLOs. This approach relies on the completed assessments of all required courses in the certificate or major and has been an effective approach for Liberal Arts and Sciences majors that do not have capstone courses, exit exams, or even a culminating class with a majority of declared majors.

Majors and certificates that are completed entirely through online courses are considered the same as those obtained through face-to-face or a combination of methods of delivery. Assessment occurs through whatever means the department uses to assess the program in general, with online course SLO assessment contributing to the data.

The College has assessed approximately 37% of all certificates and majors, with SLO Assessment Reports posted in the SLO SharePoint site. Assessment results have provided insights into potential improvement at the program level, as shown in Illustration II.A.4 on the previous page.

Institutional Student Learning Outcomes and Assessment

After considerable college wide dialogue, the Institutional Planning Council (IPC) approved Institutional Learning Outcomes (ILOs) in 2004/2005. In keeping with the College’s mission, ILOs relate to all students at the college, whether their purpose is to transfer, acquire a degree or certificate, enhance job skills, or develop basic skills (II.A.45). These ILOs have been assessed in 2007, 2010, and 2013, mainly through the tri-annual Student Services Survey (II.A.46).

The 2013 survey results shown in Illustration II.A.6 reflect trends from the earlier surveys, with students indicating that SRJC has most had the highest degree of impact in writing, math, and communication skills. The indication of less impact towards the ILO “Maintaining or improving personal health” has initiated several actions by Student Health Services, including implementing in the National College Health Assessment survey and using the results to determine areas for program emphasis (II.A.47).

OIR reports results through Professional Development Activity workshops, presentations to SRJC shared governance and other leadership groups, and links on the Institutional Planning website. Recent institutional level discussions about the ILOs have focused on their relationship to the Strategic Plan and to the development of General Education Learning Outcomes (II.A.48).

Degree and General Education Learning Outcomes

Recent focus on degree completion, outcomes, accreditation requirements, and the Strategic Plan goals and objectives led SRJC to initiate the development of General Education Learning Outcomes (GELOs). As one of 15 colleges in the Western Region accepted into an ACCJC Lumina Degree Qualifications Profile Project (DQPP) grant, SRJC took this opportunity to identify its GELOs within a national context. This yearlong process involved many steps and close dialogue with the Academic Senate.

1. **April 2013:** Selected Project LEARN members attend regional DQPP training
2. **September 2013:** Initial GELOs discussed and drafted by the Project LEARN Steering Committee, aligning GE outcomes with Degree Qualification Profile standards, University of California (UC) and California State University (CSU) requirements, and ILOs (II.A.49).
3. **November 2013:** Draft GELOs presented to Academic Senate. Discussion and feedback incorporated in second draft.
4. **March 2014:** Second draft approved conditionally by Academic Senate. Further discussion of specific wording will take place in 2014/2015 in relation to Strategic Plan assessment plans and revision of ILOs (II.A.50).
5. **May 2014:** Project LEARN members attend DQPP conference and present project results. Presentation posted on National Institute of Learning Outcomes Assessment (NILOA) website (II.A.51).
6. **Fall 2014:** Project LEARN begins discussion and proposal to revise ILOs and align with GELOs, shown in Illustration II.A.7 (II.A.48).

Illustration II.A.5 Examples of Certificate and Majors Using External Assessments

PROGRAM	METHOD OF ASSESSMENT
Associate Degree Nursing	Board Examinations
Psychiatric Technician	Board Examinations
Radiologic Technology	Board examinations; student job placement and employer satisfaction surveys
Dental Hygiene	Board Examinations
Public Safety (various)	Board Examinations
Administration of Justice	Student job placement and employer satisfaction surveys

Illustration II.A.6 2013 Student Survey, Responses Regarding Institutional Learning Outcomes

SRJC's mission is to improve the skills, increase the knowledge, and enhance the lives of the students who participate in our courses and programs. We want to know if we are achieving our mission.

To what extent do you think your SRJC education so far has contributed to your knowledge, skills, and abilities in the following areas:

	<i>A lot</i>	<i>Some</i>	<i>A little</i>	<i>None</i>	<i>I don't know/can't answer</i>
Writing skills	37.6%	38.0%	13.4%	7.6%	3.4%
Reading comprehension skills.....	28.4%	39.6%	17.5%	10.4%	4.0%
Performing mathematical operations	33.9%	27.9%	13.0%	14.3%	11.0%
Using technology	20.4%	31.8%	21.7%	19.7%	6.4%
Developing self awareness and confidence	26.0%	34.3%	20.7%	13.8%	5.3%
Maintaining or improving personal health.....	18.9%	25.9%	20.1%	25.3%	9.7%
Appreciating the value of lifelong learning.....	37.7%	31.7%	16.8%	9.5%	4.3%
Listening actively and respectfully	38.4%	33.9%	16.4%	8.2%	3.1%
Speaking coherently and effectively	34.6%	36.9%	16.1%	8.6%	3.8%
Locating, analyzing, evaluating, and synthesizing relevant information.....	34.7%	39.1%	15.9%	5.9%	4.4%
Drawing reasonable conclusions in order to make decisions and solve problems	32.8%	40.9%	14.6%	7.1%	4.6%
Responding creatively to ideas and information.....	30.6%	40.1%	17.5%	6.8%	4.9%
Understanding and demonstrating social and civic responsibility.....	25.1%	35.0%	19.6%	12.4%	7.9%
Understanding and demonstrating personal responsibility.....	32.1%	36.8%	16.3%	9.8%	5.0%
Understanding and demonstrating environmental responsibility.....	24.9%	32.8%	18.6%	15.3%	8.4%
Becoming a more productive local and global citizen	25.2%	31.1%	21.3%	15.8%	6.7%
Recognizing and acknowledging individual and cultural diversity	32.1%	33.5%	17.9%	11.1%	5.4%
Practicing respectful interpersonal and intercultural communication.....	30.6%	34.7%	17.9%	11.0%	5.9%
Recognizing and understanding the ideas and values expressed in the worlds cultural traditions	30.5%	34.5%	17.4%	11.4%	6.2%
Managing resources (such as time and money) in order to advance my personal and career goals	27.8%	33.9%	18.5%	14.2%	5.6%

Other comments:

100.0%

Illustration II.A.6 SRJC General Education and Institutional SLOs

(With annotations italicized to reflect revisions toward closer alignment, currently under discussion by Project LEARN.)

OUTCOMES FOR DEGREE AND TRANSFER STUDENTS	OUTCOMES FOR ALL STUDENTS (as appropriate to their educational goals)
Written Communication (Area A: English Composition) Present substantially error-free prose in both argumentative and narrative forms to identified audiences.	Foundational Skills <ul style="list-style-type: none"> Read and write at the college level
Oral Communication (Area B1: Communications) Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.	Communication <ul style="list-style-type: none"> Listen actively and respectfully Speak coherently and effectively
Quantitative Fluency (Area B2: Analytical Thinking) Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.	Proposed: Quantitative Fluency Apply mathematical operations in selected field of study
Civic Learning (Area F, American Institutions) Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities (from SRJC Mission statement).	Responsibility Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen.
Engaging Diverse Perspectives (SRJC Area G, American Cultures & Ethnic Studies and Area H: Global Perspectives and Environmental Literacy) Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions; use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.	Intercultural Literacy and Interaction <ul style="list-style-type: none"> Recognize and acknowledge individual and cultural diversity Practice respectful interpersonal and intercultural communication Recognize and understand the ideas and values expressed in the world's cultural traditions.
Use of Information Resources (SRJC Area I, Information Literacy) Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.	Proposed: Use of Information Resources <ul style="list-style-type: none"> Locate, analyze, evaluate and synthesize relevant information as appropriate to educational goals Utilize technology (Originally under "Foundational Skills")
Analytic Inquiry (applies to all GE courses) Analyze, evaluate and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.	Critical Analysis <ul style="list-style-type: none"> Locate, analyze, evaluate and synthesize relevant information* Draw reasonable conclusions in order to make decisions and solve problems
Applied Learning (Applies to all GE courses) <ul style="list-style-type: none"> Apply academic skills and knowledge to real world situations. Utilize technology appropriate to the discipline or field of study. 	Creativity <ul style="list-style-type: none"> Creatively respond to ideas and information <i>Proposed: Create "Applied Learning" ILO and include creativity.</i>
Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities (Area C: Natural Sciences; Area D: Social and Behavioral Sciences; Area E: Humanities) <ul style="list-style-type: none"> Describe how existing knowledge or practice is advanced, tested, and revised; analyze a range of perspectives on key debates and their significance both within the field and in society; illustrate core concepts of the field while executing analytical, practical, or creative tasks; select and apply recognized methods of the field in interpreting discipline-based problems; and/or assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems. 	Personal Development and Management <ul style="list-style-type: none"> Develop self-awareness and confidence Manage resources, such as time and money, in order to advance personal and career goals Maintain or improve health Appreciate the value of lifelong learning
*Proposed as newly created ILOs.	

The current GELOs are posted on the General Education Learning Outcomes page of the SLO website (II.A.52). In terms of assessment, there are six areas of overlap between the ILOs and GELOs, and, as discussed above, those areas have been assessed through the Student Surveys.

SELF EVALUATION

The College meets the Standard for most courses and some certificates and majors. SRJC will complete a cycle of assessment of all courses, certificates, and majors in 2014/2015. General Education Learning Outcomes have been established and partially assessed. Institutional Learning Outcomes have been assessed every third year. General Education and Institutional SLOs will be aligned and correlated with the Strategic Plan in order to make assessment of those more feasible and sustainable.

See Actionable Improvement Plans at the conclusion of Standard II.A.

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students and contract or other special programs, regardless of the type of credit awarded, delivery mode, or location.

II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

The College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. These procedures recognize the central role of the faculty in ensuring quality and improving instructional courses and programs.

Institutional procedures include:

- A rigorous curriculum development and approval process that includes identification of student learning outcomes.
- A rigorous application and approval process for new certificates and majors that includes student learning outcomes.
- An effective administrative structure to deliver courses and programs.
- An annual Program and Resource Planning Process (PRPP) that includes program review of every academic discipline and department.
- A meaningful program evaluation process to determine the vitality of all certificates and majors on a six-year cycle.

Curriculum Development and Approval Process

The California Community College Chancellor's Office outlines curriculum standards in the Course and Approval Handbook 2012. These are strictly followed at SRJC and applied to institutional policies and procedures to develop courses, as described in the Curriculum Writer's Handbook, accessed through the Curriculum website (II.A.53). Additionally, the Project LEARN website provides further direction on how to identify student learning outcomes for all courses (II.A.41).

The College recognizes the central role of the faculty in developing courses and student learning outcomes. As described in II.A.1.b, curriculum is developed exclusively by faculty. As shown in Illustration II.A.8, new and revised courses are submitted by discipline experts for review by a Cluster Tech Review committee consisting of the cluster dean and faculty members from related disciplines. Then, through the Office of Curriculum and Educational Support Services (Curriculum Office), courses are placed on the Curriculum Review Committee (CRC) agenda. The CRC, composed of a majority of faculty appointed by the Academic Senate plus several administrators by position or appointed by the Vice President of Academic Affairs, reviews and approves new and revised courses (II.A.54). All credit and noncredit courses at the College undergo this rigorous curriculum development and approval process.

The College expects courses to be reviewed and updated on a six-year cycle. Many Career and Technical Education (CTE) courses are updated more frequently to keep abreast with changes in the field. Courses transferable to the University of California (UC) follow the required UC five-year review cycle.

Study Abroad courses, while offered in foreign locations, are chosen from established curriculum and are identical to the same course offered on College sites.

Community Education classes comprise a separate program not under the same requirements of Title 5 and the Chancellor's Office. They follow a different development and evaluation process based on informal outcomes. Potential instructors propose classes that they would like to teach. Faculty and courses are selected and evaluated by the Director of Community Education.

Assuring Quality of Distance Education Courses

Online courses go through the same curriculum development and review process as face-to-face courses, using the same Course Outline of Record (COR) plus a Distance Education proposal form that is completed by the submitting faculty, reviewed by DE specialists on the CRC, and recommended for approval by the entire committee. This application requires submitters to describe how the online class will cover the topics, ensure the rigor, and assess students' achievement of the SLOs through the DE format. It also includes information about student online orientation and methods for effective contact between the instructor and student and students

with each other (II.A.22). In addition, all online courses must meet the American Disabilities Act (ADA) standards. A College specialist works with faculty members initially and on a six-year cycle to ensure compliance.

Quality of instruction is also ensured through instructor evaluation. The District Online Committee (DOC) created a rubric to evaluate faculty teaching online, which was adopted by the District Tenure Review and Evaluation Committee (DTREC) (II.A.55). The evaluation criteria are the same as for on-site instruction, but the criteria may be met in different ways (II.A.56).

Application and Approval Process for Certificates and Majors

The College has an established process for the approval of certificates and majors. Policy 3.2.1 and Procedure 3.2.1P (II.A.57) state that only faculty members may propose certificates and majors in their areas of expertise, and only the sponsoring department is responsible for administering the certificate or major. SRJC does have three exceptions, which are broad, exploratory majors that were approved directly by the Academic Senate and are administered by appropriate deans of Social and Behavioral Sciences, Natural Sciences, and the Humanities.

Faculty members with appropriate expertise propose certificates and majors, including establishing the SLOs. The department chair and supervising administrator(s) review the application to ensure that five criteria are met:

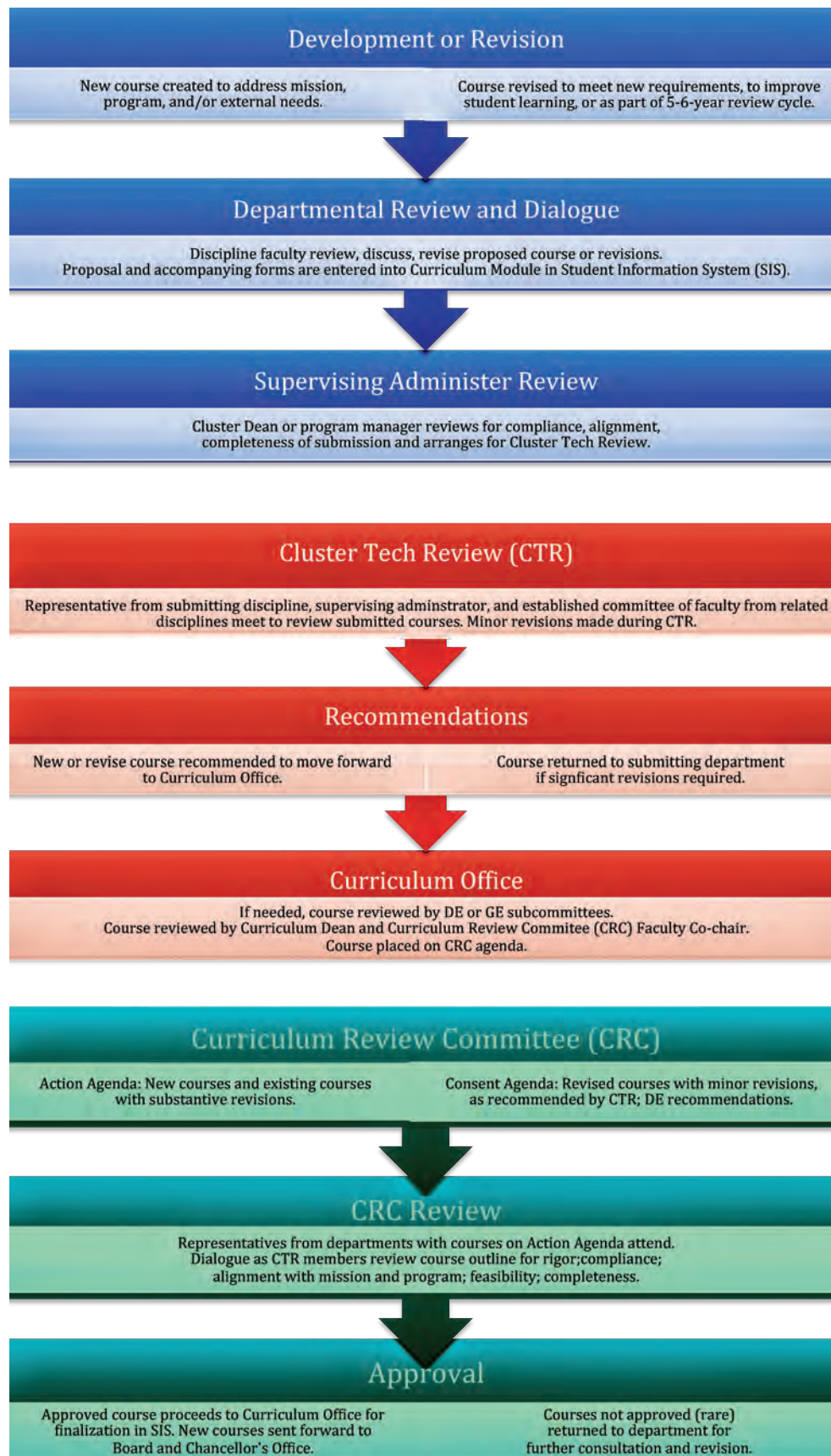
- Appropriateness to the College's mission
- Regional need
- Alignment with Chancellor's Office program approval standards
- Availability of adequate resources
- Compliance with state and federal law

The Academic Affairs Council (AAC) and the Educational Planning and Coordinating Council (EPCC) evaluate the proposed certificate/major based on alignment with a similar set of criteria:

- Mission and the Strategic Plan
- Regional needs or transfer alignment
- Enrollment potential
- Financial feasibility
- Sustainability
- Possible business and industry partnerships

After considering recommendations from the two Councils, the Vice President of Academic Affairs (VPAA) makes the final decision to move the certificate or major forward. The certificate or major is then reviewed by the Majors Review Committee (MRC) and recommended for approval by the

Illustration II.A.8 Curriculum Review Process



CRC, the VPAA, the College president, and the Board of Trustees. As the final step, the Curriculum Office submits the certificate/major to the Chancellor's Office for final approval.

Online certificates and majors generally evolve over time from already approved certificates and majors and go through the exact same approval process as all other majors and certificates.

This rigorous process ensures the effectiveness of SRJC certificates and majors. Labor market need or transfer alignment are established at the very outset. Two review bodies, the AAC and the EPPC, review the proposed certificate/major and ask for any information that they need to make an informed recommendation. Financial feasibility is considered and care is taken not to create negative competition with other certificates and majors at the College. The MRC and the CRC, both primarily comprised of faculty, review certificate and major applications and ensure that all Chancellor's Office guidelines have been met and that SLOs for the program are appropriate and at college level.

Effective Administrative Structure to Deliver Programs and Services

The College has an effective administrative structure for the delivery of courses, certificates, majors and educational pathways. The VPAA supervises five high level deans, each of whom supervises large areas of related curriculum (II.A.58):

- Liberal Arts and Sciences (including General Education and transfer)
- Career and Technical Education
- Learning Resources and Technology
- Curriculum and Educational Support
- Public Safety

Cluster (division) deans each supervise a number of related academic departments that administer the majority of majors, certificates and courses at the College.

Program Review

Program review and planning at the College are combined in one process called the Program and Resources Planning Process (PRPP), which is described in depth in Standard I. Each department, program, or unit completes an annual plan. Every third year, program review elements must be updated in specific areas, for which Academic Affairs, Information Technology (IT) and the Office of Institutional Research (OIR) provide the data (see Illustration II.A.9). Academic program reviews begin with faculty members and staff at the program or departmental level. Faculty members have the primary responsibility for evaluating the quality of their programs and for recommending needed improvements. The program review process includes online traditional courses, classes, certificates, and majors.

Supervising administrators review PRPP documents, discuss findings with the department chair and/or program coordinator, and approve the final version. IPC and the President's Cabinet, as primary decision making bodies, rely on program review information when planning for faculty, classified, and management staffing, budget enhancements, instructional equipment, non-instructional equipment and facilities.

PRPP documentation is captured in a web-based software and is available on the web for review by any individual in the institution with a College email account and password. This cyclical, intensive review process ensures the quality of programs and courses (II.A.59).

Evaluation for Certificate and Major Programs

In addition to program review of disciplines or departments every third year, at least once every six years every certificate and major is evaluated for vitality. Policy and Procedure 3.6, Program Review, Evaluation, Revitalization and Discontinuance, was implemented in spring 2011, and, after the first implementation and extensive faculty and management dialogue, revised and approved in spring 2014 (II.A.60). The criteria for evaluating certificate and major vitality apply whether the program is offered on site, online, or as a mixture of both.

- Alignment with the Strategic Plan goals and strategic objectives
- Articulation (for transfer programs) or labor market demand (for CTE programs)
- Adequate facilities
- Sufficient revenue
- Successful certificate or major completion
- Headcount in required courses
- Curriculum currency
- Labor market demand
- Retention rates in required courses
- Enrollment efficient in required courses
- Student learning outcomes assessment and improvement of learning

The results of the six-year cycle of Program Evaluation are documented in spreadsheets posted on the Institutional Planning website. Program evaluation rubrics and recommended actions are kept in Academic Affairs (II.A.61). The comprehensive process shown in Illustration II.A.10 ensures that all responsible parties are involved in the final decision.

Illustration II.A.9 Program Review Elements in PRPP

1.1A	REVIEW OF THE PROGRAM/UNIT MISSION
1.2b	Alignment with College mission
1.2	Environmental scan
5.0	Analysis of metrics unique to the unit
5.1	Effective class schedule
5.2a	Enrollment efficiency
5.2b	Average class size
5.3	Instructional productivity
5.4	Curriculum currency
5.5	Successful program completion
5.6	Student success
5.7	Student access
5.8	Curriculum offered within reasonable time frame
5.9	Curriculum responsiveness
5.9b	Alignment with high schools
5.10	Alignment with transfer institutions
5.11	Labor market demand
5.12	Academic standards

Illustration II.A.10 Process for Program Review, Revitalization, Evaluation, and Discontinuance

1. Supervising administrators, in consultation with department chairs or program coordinators, complete rubric based on the criteria above.
2. IT provides certificate/major with specific data set, including headcount, retention, and enrollment efficiency in all required and elective courses.
3. The Academic Affairs Council (AAC) and Academic Senate Evaluation Committee (faculty appointed by Academic Senate) review rubrics and the data.
4. AAC and Academic Senate Evaluation Committee make recommendations to the Vice President of Academic Affairs, who determines whether to revitalize or recommend discontinuance.
5. The College president recommends certificates/majors for discontinuance to the Board of Trustees for final decision. Policy and Procedure 3.6 and 3.6P provide a process to avoid negative impacts for students if a certificate/major is discontinued.

As of fall 2014, the College had evaluated 139 certificates and majors.

- 61 were considered vital
- 50 were recommended for revitalization
- 22 were discontinued
- 1 required further evaluation
- 5 had other recommended actions

Of the 50 that were revitalized, pathways were simplified, units reduced, and programs were made more responsive to labor market needs. For example:

- The three existing Fashion Studies certificates were discontinued and entirely restructured to better align with labor market needs and to allow completion with fewer units.
- All of the visual art certificates except for photography were discontinued as not meeting a labor market need. The photography certificate was refocused towards commercial photography.

- The Latin American Studies transfer major was considered vital to the community and especially important to the increasing Latino/a student population, but requires additional marketing, both internal and external, to attract future students.

SELF EVALUATION

The College meets the Standard. Established policies and procedures ensure that faculty expertise is the driving force behind evaluating the quality and improvement of instructional programs and services, and the administration and delivery of programs is accomplished through effective organizational structures. The College has an effective, faculty based curriculum review and approval process. The application and approval process for new certificates and majors relies on faculty expertise at the department level and rigorous review by the Educational Planning and Coordinating Committee and Academic Affairs Council. The PRPP's annual cycle of program planning and three-year cycle of program review incorporates faculty expertise at the discipline and departmental level. Certificates and majors are evaluated on a six-year cycle through District policy and procedures using collegially developed criteria and rubrics.

II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees where appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

DESCRIPTIVE SUMMARY

The College relies on faculty expertise to identify competency levels and measurable student learning outcomes (SLOs) for all courses, certificates, and majors. The Academic Senate approves the General Education SLOs and considers and endorses the institutional SLOs. The outcomes for an associate degree consist of the general education outcomes plus the specific outcomes of a major. The College assesses outcomes at the course, certificate, major, program, and institutional levels.

Course Student Learning Outcomes Assessment

The College relies on faculty expertise to identify competency levels and measurable student learning outcomes for all courses that are then reviewed and approved by the Curriculum Review Committee (CRC), as described in the previous section. Outcomes and competency levels for online courses are established in exactly the same way. The College regularly assesses student progress toward achieving course SLOs, as described in II.A.1.c in this standard.

For transfer courses, faculty members work to align course SLOs with the competency levels and outcomes requirements of courses in the California State University (CSU) and University of California (UC) systems. These efforts ensure that transfer courses are at transfer level rigor.

- The College maintains high levels of articulation agreements with every CSU and UC campus and with some private colleges as well.
- In addition, the College is aligning all transfer and general education courses (numbered 1-99 at SRJC) with course identification descriptors (C-ID) that have been accepted by both the community college and CSU systems.
- With Academic Senate support, the CRC has upheld its policy that all courses with a CSU transfer number (50-99) must reflect a comparable course at CSU in content, rigor, and unit value.
- All SRJC courses that transfer to UC (1-49) are aligned with the lower division UC course requirements.

Career and technical education (CTE) courses in vocational programs depend primarily on faculty expertise to align with competencies and SLOs with the needs of business and industry. Most CTE programs also rely on information from advisory committees, which are composed of experienced individuals from business and industry and fulfill the functions described in Policy and Procedure 3.13 and 3.13P (II.A.62). These committees generally meet at least once a semester and provide valuable perspectives, feedback, and updates on the skills, competencies, and knowledge required in the field. This information not only facilitates the development of new courses or revisions to existing courses, but also allows faculty to ensure that SLOs directly reflect competencies within the career path. The Dean of Career and Technical Education and Economic Development (CTE Dean) maintains a roster of occupational advisory committees, and the roster is reviewed and approved annually by the Board of Trustees (II.A.63).

Basic Skills courses, reflecting the College's mission to improve foundational skills, require the same level of faculty involvement as degree applicable courses. The College has a strong basic skills curriculum, mainly through courses in math, English, and English as a Second Language (ESL), plus a few that are vocational. These courses, numbered at the 300-level, are non-degree applicable but still credit bearing. While these courses do not comprise a formal Basic Skills program, they are the foundational levels of the Math and English Pathways, and their outcomes, student success rates, and alignment are developed and monitored by their respective departments (English, Mathematics, ESL, and College Skills) in relation to College and state expectations for basic skills students (II.A.64). The Basic Skills Committee, composed of Academic Senate appointed faculty along with specific administrators, leads the coordination, support, assessment, and reporting of basic skills programs and students (II.A.65). Faculty with expertise in their discipline as well as appropriate pedagogy for basic skills students fully participate in all levels of course development, SLO identification and assessment, and institutional dialogue about student success.

The noncredit basic skills programs in ESL and College Skills, which cover English language development and academic skills respectively, also involve a high degree of faculty involvement. Both departments have Chancellor's Office approved noncredit Career Development/College Preparation (CDCP) Certificates of Completion, which have undergone program assessment by faculty in the same manner as credit certificates (II.A.66, 67).

Program (Certificates and Majors) Student Learning Outcomes and Assessment

Faculty members with appropriate expertise determine the competency levels and SLOs for certificates and majors, which are subsequently reviewed by the Cluster Technical Review (CTR) committees and approved by the CRC. As mentioned in II.A.2.a, this process guarantees that extensive dialogue has set appropriate levels of achievement expectations. Advisory committees also provide recommendations for curriculum and outcomes that align with business and industry standards. Certificate and major outcomes are publicly displayed on their respective web pages (II.A.68, 69). Competency levels and SLOs for online certificates and majors are determined in exactly the same way.

The College regularly assesses student progress toward achieving those certificate and major student learning outcomes, as described in II.A.1.c above.

Course SLOs support certificate/majors SLOs. This relationship is visually shown in “maps,” which are graphic grids showing the courses that support the certificate or major outcomes. Maps have been completed for all certificates and majors (II.A.43).

Degree Student Learning Outcomes

The College defines associate degree SLOs as the outcomes for the general education pattern (GELOs) plus the SLOs for a specific major.

As described in II.A.1.b, the College based its GELOs on the nationally vetted outcomes and competencies of the Degree Qualifications Profile. The final version that was approved reflects the expertise, dialogue and careful reflection of faculty regarding the appropriateness of outcomes for degree level programs.

Six of the nine GELOs have already been assessed as they align substantially with existing institutional outcomes. Project LEARN is working with the Curriculum Office to incorporate GELOs into official course outlines of record to make them more visible to discipline faculty and to align assessment at the course level (II.A.70). The combined assessment of GE courses and required and elective courses of the major provide an assessment of the degree. This process is in the beginning stages at SRJC.

SELF EVALUATION

The College meets the Standard. The College relies on faculty expertise and the assistance of advisory committees, as appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, majors, degrees, and general education. The institution assesses student progress toward achieving those outcomes.

II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs

DESCRIPTIVE SUMMARY

College programs are characterized by appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning. High-quality instruction is ensured through several means.

High Quality Instruction

One component that leads to high quality instruction is the rigorous faculty hiring process, codified in District policies and covered in depth in Standard III.A (II.A.71). A second major factor is the evaluation process used for regular faculty, adjunct faculty, and tenure review, outlined in the District/All Faculty Association (AFA) Contract (II.A.72, 73, 74). The District uses established criteria for classroom observations, as well as guidelines and rubrics recommended by the District Tenure Review and Evaluation Committee (DTREC), for evaluation of face-to-face and online instruction (II.A.75, 56). Finally, the College values ongoing professional development of its faculty by offering them a variety of workshops and trainings on teaching strategies, and, when possible, financial support for attendance at conferences.

Characteristics of Quality Learning Programs

The appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning in SRJC certificates and majors is ensured by Policy and Procedure 3.2.1 and 3.2.1P (II.A.57). The detailed application form for every new certificate or major proposal requires an overview of the proposed sequence, prerequisite or co-requisite requirements, and time to completion for a student attending full-time (II.A.76).

- **For transfer majors**, the breadth, depth, rigor, and sequencing of CSU and UC majors at the lower division are studied and emulated. Faculty members with appropriate discipline expertise develop majors with discipline colleagues and often through departmental meetings as well. A major is considered to be at the collegiate level if all required courses and restricted electives are articulated with a CSU or UC campus, as evidenced in ASSIST.org. The department chair, supervising administrator(s), and VPAA verify with their signatures on the application form that the proposed certificate or major meets the College's standards for high quality. The College has a designated Articulation Specialist to ensure that transfer courses meet all criteria for transfer institutions (II.A.77).

- **For CTE certificates and majors**, the College relies on faculty expertise and, as described in II.A.2.b above, the recommendations of advisory committees to ensure that the breadth, depth, and rigor of CTE programs is appropriate and current.

Evidence of breadth, depth, and rigor is found in the COR of Record for every course included in a certificate or major. In addition, the SLOs in a major or certificate program are assessed at least once every six years, and faculty members in a department or in multiple departments related to the certificate/major review assessment results to determine if changes are needed.

All certificates and majors in the College can be completed within a reasonable time frame, usually two years for a full-time student, and sometimes including summer sessions. Some programs offered primarily in the evening, on weekends, or formats aimed at working adult, require a longer time frame, such as three years, and this information is given to students on the web program page (II.A.78).

The recommended sequencing of courses is posted as a link on the certificate/major web pages for counselors and students to use in planning their schedules (II.A.68, II.A.69). Each department at the College maintains rotation plans for certificates and majors that help ensure that courses are offered in a pattern that allows for timely student completion. This is especially important for strictly sequenced certificates and majors. Due to the severe economic constraints during California's recent recession, some sequences were elongated or interrupted. However, the College is recovering and returning to established sequencing and rotation plans (II.A.79).

As discussed II.A.2.a, District policy and procedures require the evaluation of all certificates and majors on a six-year cycle using established criteria. This process ensures that the College continues to offer high quality certificates and majors that prepare students for jobs needed in the region and for transfer to four-year institutions. Deans, chairs, and program coordinators maintain dialogue regarding the program evaluation rubric and, if needed, any changes recommended in the process. Certificates and majors that are partially or entirely online undergo the same procedures.

SELF EVALUATION

The College meets the Standard. Faculty hiring, evaluation and training processes support high quality instruction. The depth, breadth, rigor, sequencing, and time to completion of programs are evaluated in the certificate and major development and approval process. Consultation with transfer institutions and advisory committees ensure appropriate college-level depth, breadth, and rigor. The sequence of courses and time to completion is outlined in the certificate/major application, posted on the web, and monitored through the use of rotation plans in schedule development.

II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

SRJC embraces its mission as an open access community college and uses multiple instructional delivery modes and a wide variety of teaching methodologies so student can benefit from instruction that recognizes their individual learning needs and abilities. The commitment to serving the educational needs of a diverse student body begins with the College mission and is supported by specific values, goals, and objectives of the Strategic Plan (II.A.35):

- **Values:** Equal access for all students; multi-ethnic global perspectives and cultural competencies
- **Goal B:** Foster learning and academic excellence by providing effective programs and services.
- **Objectives:** Identify and implement responsive instructional practices that increase the learning and success of our diverse students.

Supporting Appropriate Pedagogy

The College's commitment to effective teaching practices that work for all students is evident through its emphasis on pedagogy in its hiring process, faculty evaluation system, curriculum development, and professional development program.

As described in II.A.2.c and III.A, the faculty hiring process places a high value on instructional strategies, teaching experience, and the candidate's ability to address the needs and learning styles of a diverse population of adult students. All job announcements include as part of the minimum qualifications "Sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." Each application requires a description of the candidate's demonstrated experience in these areas. Faculty interviews typically include a teaching demonstration that is evaluated by the hiring committee to assess, among other attributes, how the candidate's delivery modes and teaching methodologies address the diverse learning needs and styles of students.

Most instructors are familiar with learning style research, and many students are aware of their dominant style as a result of class discussions in counseling, psychology, and/or basic skills math and English courses. Incorporating a variety of learning modes is also part of the faculty evaluation process, and specific references to these concepts appear throughout the evaluation guidelines and forms, as shown in Illustration II.A.11.

The College also supports faculty in applying appropriate instructional strategies through a wide range of workshops offered during Professional Development Activity days and as part of the flex program (II.A.81). Examples are listed in Illustration II.A.12. Often times workshop leaders are fellow faculty, allowing for collegial interchange on these topics and often leading to follow up discussions.

Incorporating Technology

The College also addresses students' learning needs through the incorporation of technology.

- SRJC offers 200-250 online courses each semester, with numerous sections in the summer as well.

- The College has converted many of its traditional classrooms to "smart" classrooms equipped with computers, digital copy stands, and data projectors so that instructors may vary their presentation with visual and audio material. The passage of the new bond will expedite the process of converting all classrooms to that status (II.A.82).
- The College adopted the Moodle course management system and is transitioning to using it as the primary platform. Moodle provides students with cutting-edge functionality, allowing student access to course information, readings, and multi-media content wherever they can locate a computer or other compatible device.

Illustration II.A.11

Components of Faculty Evaluation Process Supporting Teaching for Diverse Learning Styles

EVALUATION COMPONENT	RELATED STATEMENTS
Classroom Observation Form (II.A.80)	4. Demonstrated consideration of different learning modes, such as verbal, auditory and tactile
	7. Demonstrated successful classroom management techniques by maintaining an environment conducive to learning
Example of criteria for "Satisfactory or Better" in Guidelines for Observation of Teaching related to #4, "Demonstrated a variety of instructional techniques." (Other examples exist and not included in this table.)	Instructor provided a variety of techniques, approaches and strategies in the learning environment to enhance student interest and to help improve learning, comprehension, retention of information, and critical thinking. There were diverse course materials, assignments, and classroom activities to provide variety and challenge.
Items on Student Evaluation Form with 5-point rating scale from "Strongly agree" to "Strongly disagree."	The instructor clearly communicates the subject matter. The instructor makes an effort to determine if students understand the facts, concepts, skills or other material presented.
Mandatory post-observation discussion provides opportunity to discuss the above areas of instruction.	Article 14A, Regular Faculty: The observer will meet or confer about items contained in or related to the Observation Report. Article 14B, Adjunct Faculty: Each observer meets or confers with the evaluatee to discuss the Observation Report, including the narrative and summary of student comments

Support for Specific Learning Needs

The College also addresses the specific accommodations or services required by certain student populations.

- The SRJC Disability Resources Department (DRD) is the largest in the state. One of its major goals is to provide students with verified disabilities with academic accommodations for limitations in the educational setting stemming from a disability. All students who apply and are accepted to DRD programs receive Individual Education Plans (IEP) specific to their particular disability. DRD serves about 2,500 students annually through offering courses, assistive technology, accommodations for learning differences (e.g., test proctoring in facilities that provide for special needs, note takers, interpreters for deaf students), and training for faculty and staff on learning differences.
- The College has a large and popular American Sign Language Department program that provides a variety of opportunities for deaf students to engage with the College.
- College Skills and Child Development offer Spanish bilingual courses.

Faculty and Student Perspectives on Effective Teaching Strategies

In the 2013 Faculty/Staff Accreditation Survey, instructors indicated their use of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of their students (II.A.9). Both surveys were sent out electronically college wide, one to employees and one to students. While response was voluntary, OIR considers the samples valid. As shown in Illustration II.A.13, a high percentage of instructors reported that they vary their methodologies to address the different learning needs and learning styles of

their students. Illustration II.A.14 shows that student-centered methodologies like hands-on practice and project-based learning, are employed regularly.

Institutional emphasis on addressing student diversity and the subsequent faculty response has resulted in highly positive student perception of the instruction that they receive at SRJC. Illustration II.A.15 reflects the 2013 Accreditation Student Survey, showing that a high percentage of respondents either agreed or strongly agreed that instructors use teaching methods and activities that work well for their learning needs and styles. Students' responses regarding their experience of classroom activities generally correlated with the methodologies and percentages listed by faculty (II.A.10). For instance, Students said:

- 86 percent said that hands-on practice was included in at least some of their classes
- 84% reported that project-based learning occurred in a few or more classes

The positive results in both surveys reflect the kinds of assignments and methods of evaluations listed in official course outlines of record (CORs). The Curriculum Review Committee provides recommendations in the Curriculum Writer's Handbook for a wide variety of tasks and assignments to develop and assess students' skills and knowledge (II.A.38). The Handbook lists 61 different types of assessment tools arranged in five categories: writing assignments, problem-solving assignments, skills demonstrations, exams, and other assessment methods. Specific assessment tools range from the classic (essays, lab reports) to more applied approaches that intentionally tap different learning styles (performances, projects, and presentations). Experienced peers in Cluster Tech Review groups and the CRC itself assess whether proposed methods of evaluation are appropriate for SRJC's diverse student body.

Illustration II.A.12 Professional Development Workshops Addressing Strategies to Address Students' Diverse Needs and Learning Styles

- Reframing At-Risk to High Potential: Supporting the Achievement and Success of Students who are First Generation, Low SES, Multicultural and Underprepared (Guest speaker Tom Brown, author) (Fall 2014)
- Beyond Duality: Ensuring Success for SRJC's Gender Diverse Students (Fall 2014)
- Bringing Out the Student in Student Athletes: Supporting the Unique Needs and Strengths of the Student Athlete (Fall 2014)
- Universal Principles for Course Design (Spring 2014)
- Strategies for Teaching Students with Mental Health Issues (spring 2012)
- Unleashing Student Creativity in Your Class (spring 2012)
- Interactive Engagement in the Classroom (spring 2011)
- Visual Learning for Your Students (Fall 2011)
- Art and the Brain: Linking Creativity, Intellect and Culture (Fall 2011)

Distance Education

Instructors developing courses for online delivery are also guided to address the range of learning styles within online classes. The Online Learning faculty web pages on Best Practices and on Accessibility direct instructors to develop effective online communication for all students and accommodate varying degrees of student preparedness, learning styles, and disabilities. This is further supported with links to a variety of online resources (II.A.83).

SELF EVALUATION

The College meets the Standard. College policies, practices, and the culture itself emphasize student diversity and the importance of multiple formats for course, delivery, assessment of learning, class activities, and communication with instructors. The concept that students succeed best when provided varied instructional approaches is reiterated at the course, department, program, and institutional level at meetings, workshops, various training events, and online and on-campus PDA activities. Surveys and course outlines support the fact that instructors consistently apply these practices.

Illustration II.A.13

Instructor Considerations of Diversity and Multiculturalism *(from 2013 Accreditation Faculty/Staff Survey)*

STATEMENTS IN 2013 SURVEY	% AGREE OR STRONGLY AGREE
1. As appropriate to my discipline, I make a point to regularly include multicultural issues, ideas, approaches, materials, and/or examples in my classroom instruction.	90%
2. As appropriate to my discipline, I regularly vary my instructional methodologies to address the different learning needs and learning styles of students in my classroom.	96%
3. (Paraphrased) Over 25 percent of the content of my courses and instructional methodology address the ethnic, linguistic and cultural diversity of the students enrolled in my classes.	58%

Illustration II.A.14

Classroom Teaching Methodologies Use for the Majority of or All Class Meetings

(from 2013 Accreditation Faculty/Staff Survey - Survey was sent out college wide; response was voluntary. Results include adjunct and regular faculty.)

STATEMENTS IN 2013 EMPLOYEE SURVEY)	USED FOR MOST OR ALL CLASSES
Computer projection	75%
Internet video	44%
Lecture	91%
Large group discussion	68%
Small group discussion	64%
Demonstration	64%
Hands-on practice	67%
Methodologies used at least once per semester	
Project-based learning	79%
Online assignments integrated within face-to-face class	46%
Group projects	66%
Capstone projects	25%
Scenarios or simulations	59%

II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

The College evaluates all courses and programs in three different, systematic ways, all involving dialogue and multiple perspectives.

- The curriculum review process for all courses, certificates and majors
- The Program and Resource Planning Process (PRPP), completed by all disciplines, departments, and units
- A program evaluation process for all certificates and majors, codified in the District Policy Manual

Curriculum Review Process

All courses at the College, including online courses, are systematically reviewed and evaluated in an ongoing five- or six-year curriculum review cycle, as described in II.A.2.a. Every level of course review considers:

- Appropriateness to the mission of the College
- Currency of content

- Appropriate level of rigor and student learning outcomes
- Responsiveness to changes in the field or discipline

Other components that may also be addressed during this review are prerequisites and advisories, assignments, methods of assessment, and currency of textbooks. Generally, routine revisions to existing courses are recommended to the CRC consent agenda, but should substantial changes be initiated, faculty submitters attend the CRC meeting to answer any questions. The actions of the Curriculum Review Committee are summarized in minutes posted on the Committee website (II.A.54).

Program and Resource Planning Process (PRPP)

As described in II.A.2.a, all Academic Affairs programs and units participate in the PRPP, which includes both an annual planning cycle and a program review updated every third year. This process requires departments and units to evaluate courses and certificate and major programs in light of:

- Relevancy to community needs through a review of transfer articulation and labor market demand
- Evidence of student learning outcomes assessment and subsequent improvement to student learning as a result of assessment
- Progress on goals from the previous year
- Plans for the following year based on that progress and other institutional factors

Illustration II.A.15 Student Perspectives on Effective Instructional Practices in 2013 Accreditation Student Survey

STATEMENTS IN SURVEY	% AGREE OR STRONGLY AGREE
1. My SRJC instructors present ideas fairly and objectively, distinguishing clearly between factual information and personal opinions.	86%
2. Instructors use teaching methods and classroom activities that respect my ethnic, cultural, and linguistic background.	88%
3. Instructors use teaching methods and classroom activities that work well for my learning needs and learning style.	85%
4. Instructors foster an open environment for student-teacher discussion of ideas related to course content.	86%
5. Instructors treat all students fairly and respectfully.	83%
6. Instructors encourage students to examine different points of view.	86%
7. In general, my instructors seem to know about current issues in their field of expertise.	92%
8. If I have questions about course assignments or readings, I feel comfortable approaching my instructor to ask questions.	85%
9. Overall, the quality of teaching is excellent.	88%

PRPP documents are posted and archived through the Institutional Planning website, providing accountability and transparency in this evaluation process.

Major and Certificate Program Evaluation Process

As described in detail in II.A.2.a above, every certificate and major is evaluated for vitality on a six-year cycle. The criteria for evaluating certificate/major vitality include:

- Alignment with the College mission and strategic plan
- Articulation (for transfer programs) or labor market demand (for CTE programs)
- Adequate facilities
- Sufficient revenue
- Successful certificate or major completion
- Headcount in required courses
- Curriculum currency
- Labor market demand
- Retention rates in required courses
- Enrollment efficiency in required courses
- Student learning outcomes assessment and improvement of learning

The evaluation criteria are the same whether the certificate or major is offered on site or online or as a mixture of both.

SELF EVALUATION

The College meets the Standard. The College has a well-established and well-documented five-or six-year curriculum review cycle that provides an ongoing evaluation of the relevance, appropriateness, currency, and future direction of every course and academic program. In addition, the PRPP provides a comprehensive review of the role of courses and programs within a department, including student achievement of learning outcomes. Finally, per District policy, every certificate and major is evaluated at least once every sixth year. Through these processes, the College assures evaluation of the relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans of all courses and academic programs.

II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY

The College uses its Strategic Plan, the PRPP, and curriculum and academic review processes described above to ensure currency and measure the achievement of student learning outcomes (SLOs) for courses, certificates, majors, and degrees. These ongoing and integrated systems support the College's planning, improvement, and communication of those outcomes.

Assuring Currency of Student Learning Outcomes

As described in II.A.2.e, the dialogue, planning, and evaluation of SLOs for courses and certificate and major programs takes place among faculty at the department level. At a minimum, courses are reviewed every six years. Faculty discipline experts initiate the review of the entire course as part of the cycle or due to other factors, such as meeting C-IDs for CSU transferable courses, which occurred in many departments to meet state requirements in 2012 (II.A.84). Discussions about SLOs occur in relation to all components of the course, to course assessment results, to certificate/major SLOs, and to institutional and external factors. For instance, in Public Safety areas, such as Fire Technology, SLOs are frequently updated to reflect new practices or requirements in the field.

Measuring Student Achievement of SLOs

Measuring students' achievement of course, certificate, major, and degree SLOs also takes place within the department. Each department has a plan, documented and updated in the PRPP, for assessing the SLOs for its courses and programs within the six-year cycles of assessment. For most departments, regular faculty members take the lead on specific course assessments. This includes coordinating with other faculty, full-time and adjunct, to determine which sections (including online) will be involved in each semester's assessments.

For certificates and majors, lead instructors use the most appropriate means of assessment.

- Coordinating with other faculty for a cumulative approach
- Aggregating external data that relates to program outcomes
- Directly assessing program outcomes through a capstone course

Because of the overlap between the relatively new General Education Learning Outcomes (GELOs) and Institutional

Learning Outcomes (ILOs), the College has representation of assessment for six of the GELOs through the Student Services Surveys conducted in Fall 2007, 2010, and 2013 (see II.A.1.c). The Project LEARN Steering Committee is developing approaches for more targeted assessment of the GELOs.

SLO assessment reports (see template in Illustration II.A.16) for courses and programs are posted on the SLO SharePoint site, which is accessible to all faculty and staff with an

Illustration II.A.16

SRJC Student Learning Outcome (SLO) Assessment Report Form *(Word version, preliminary to SharePoint input)*

Department		Course or Certificate/Major
Participating Instructor(s)/Staff		
Submitter Email/Phone		
1	List Student Learning Outcome(s) to be assessed (add SLO number from Course Outline of Record)	
2	Describe (a) the assessment method and (b) the criteria for success	
3	Summarize assessment results	
4a	Response to results: Check off or describe how the assessment findings are being discussed and communicated.	<input type="checkbox"/> Department dialogue <input type="checkbox"/> Department meeting presentation <input type="checkbox"/> Presentation or workshop <input type="checkbox"/> Dialogue with colleagues who teach this course <input type="checkbox"/> Written report to department chair Other (please describe):
4b	Response to results: Change or no change?	<input type="checkbox"/> No change. Describe effective practice(s) confirmed by results: OR <input type="checkbox"/> Change. Explain changes:
5	Describe plans for follow-up assessment.	
6	Submit form to Department Chair according to department procedures.	Date entered in to Project LEARN SharePoint site: Details and data available through: Comments from Department Chair, Administrative Assistant, or other faculty/staff:

SRJC email account. These reports include quantitative and qualitative information that departments use in their instructional and curriculum planning. The report forms also document department dialogue regarding the results and planning for improvement (II.A.85).

The ongoing, systematic nature of this kind of assessment is assured by the PRPP. A summary of assessment results and the department's response is submitted in Section 4 of the PRPP. This allows all department faculty members, plus the supervising administrator, to view and discuss optimal ways to use results to improve curriculum and support greater student success. Also, patterns of student achievement of SLOs can be considered in light of College compiled academic data, including that related to DE courses and programs, provided to every department for its PRPP. Section 5 lists the many data sets, but most pertinent to SLO achievement are averages for retention rate, successful course completion percentage, grade point average, and Student Equity data regarding student success broken down by ethnicity, gender, age, socioeconomic status, and disability status (II.A.86).

Improving Outcomes and Integrated Planning

The improvement of student achievement of outcomes is not only systematic, but a part of the College's culture. This is evident in the underlying premises of the Strategic Plan:

Mission (component): We regularly assess, self-reflect, adapt, and continuously improve.

Value: We value academic excellence that includes: Collaboration in continuous quality improvement of SRJC's programs and services.

Goal A: Support Student Success

- Support development of the whole student from early college awareness through successful completion of educational and career goals.
- Increase retention and academic progress through student engagement with: academic and student services, faculty and staff, and campus and community activities.
- Increase the number of students who complete their educational plans and goals.

Among the methods listed for evaluating the College's progress towards its Strategic Plan goals are the results of assessment of Institutional Learning Outcomes (II.A.11). While the exact mechanisms for correlating SLO assessments with specific goals in the Strategic Plan to demonstrate improvement are still in development, the groundwork has already been set in the PRPP.

In Section 4 of the PRPP, SLO assessment tracking is required and each program/unit is asked to report annually on any improvements to student learning resulting from recent student learning outcome assessments. For instance, SLO

assessment of the Mathematics for Medical Administration course (CSKLS/PHARM 100) led to increased emphasis on conversion calculations and the approval of Credit by Exam status (II.A.87).

As described in I.B.3, the PRPP represents SRJC's integrated planning process. Information and requests from the department level move through at least two levels of the administration and, if deemed appropriate for consideration for budget allocation, ultimately reach the Institutional Planning Council (IPC). Thus the connection between SLO assessment results, improvement, and requests for resources to improve outcomes is clear and integrated into institutional planning.

Communicating Results and Improvements

The College makes the student learning outcome assessments and improvement efforts based on results known to appropriate constituencies. All employees with an SRJC email account have access to the SLO assessment reports from all departments, allowing for sharing of assessment methods and discussion about results. Assessment of certificates and majors are available on that site as well. Some results extend further: for instance, CTE (vocational) programs in the Health Sciences and Public Safety routinely use standardized examinations and/or regulatory standards as criteria to measure student outcomes, and the general (anonymous) results are shared with appropriate faculty and administrators at the College, as well as with the related professional communities.

Archived PRPP reports, which include the summaries regarding assessment and improvement, are available to all College faculty and staff with an SRJC email and password. On the SLO website, summaries of assessment projects that show improvement based on results are posted on the "Showcase" page, available to the public (II.A.88). Institutional outcomes assessments are shared with the Academic Senate, at presentations on Professional Development Activities day, and posted on the Institutional Planning website for the entire college community and general public to read.

SELF EVALUATION

The College meets the Standard. SRJC is engaged in the ongoing, systematic assessment of courses, certificates, and majors. Assessment results are discussed at the discipline and department level, which leads to changes to improve student learning or student services. Assessment results are also routinely reported in the PRPP, and they influence resource allocation. The College only recently defined GELOs, but has assessed ILOs since 2005, which to a large degree align with general education outcomes. The plan to connect SLO assessment to the evaluation component of Strategic Plan goals and objectives is underway and will be implemented in spring 2015.

II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Most programs at SRJC that use departmental course or program examinations employ commercial instruments that include bias and the performance of targeted populations in their validation analyses. By adopting them, SRJC confirms that these factors are minimal and do not interfere with their effectiveness in measuring student learning. In cases where validation is questioned, departments work with the Office of Institutional Research (OIR) on validation procedures. For instance, the College includes a locally developed writing sample along with the multiple choice sections of its English Placement Test (II.A.89). In 2014, in keeping with Chancellor's Office requirements, OIR initiated the re-validation process for that component of the test. English and College Skills faculty reviewed and approved the existing rubric criteria and contributed to OIR's report. The English Writing Sample was successfully renewed.

The College's large noncredit ESL program employs a different national examination system supported by the State of California, the Comprehensive Adult Student Assessment System (CASAS). In addition to the CASAS test's own reliability and validity studies, the test score is applied at SRJC as a part of a multiple measures approach to student assessment along with locally developed and Chancellor's Office approved assessment instruments and other classroom related criteria (II.A.90).

Programs in the Health Sciences fields employ a number of commercial assessment tools. For example:

- Pharmacy Technology students take an exit exam administered by the California State Board of Pharmacy's Pharmacy Technician license. The exam is the industry standard provided by the Pharmacy Technology Certification Board.
- The Certified Phlebotomy Technician program has a program final exam that is evaluated by the State for content validity and prepares the students for clinical rotations and the board exam.
- The Paramedic program's final exam is blueprinted to the National Registry of Emergency Medical Technician's practice analysis and reviewed by its accreditation body. Items are reviewed for validity and reliability.
- Other Health Science programs offer students the opportunity to take external industry-standard qualifying examination for licensure or certification that do not effect course grades or program completion.

SELF EVALUATION

The College meets the Standard. Where commercial or local examinations are used in courses or programs, appropriate instruments are employed and procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student achievement. The OIR supplies both support and PRPP data so all departments have the ability to carefully review data elements, cross tabulating several measures of student success with target student populations.

II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with the institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY

The Curriculum Dean and the CRC are responsible for ensuring that course outlines of record (COR) are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education.

SRJC follows the definitions of unit value delineated in the Chancellor's Office's Course and Program Approval Handbook and interpreted in the Curriculum Writer's Handbook. This formula is based on the Carnegie unit model, where each unit of credit represents at least 16 hours of course-related work. Since SRJC has a 17.5-week semester for most courses, one unit equals 52.5 hours.

- Lecture: 1 hour lecture (total 17.5) plus 2 hours of outside work (e.g., preparation, reading, homework, totaling 35 hours) = 52.5 hours for one semester.
- Lab: 3 hours of on-site class work with minimal, if any, preparatory or follow-up work = 52.5 hours
- Kinesiology, Athletics, and Dance (KAD) courses: 2 hours of in-class activity (35 hours) and 1 hour of outside practice (17.5) = 52.5 hours
- DE: approximate time online reflects course outline and on-site version

Units of credit are awarded based on student achievement of student learning outcomes (SLOs), which represent the broader knowledge, skills, and abilities that the student should attain through the supporting objectives. SLOs and objectives are listed in the COR, accessible to students and the public on through the College website. The curriculum process requires an integrated course outline in which assignments and grading practices are clearly related to the SLOs. For most courses, SLOs are assessed through course assignments, projects, tests, and other embedded assessments. Thus, students who have successfully completed all coursework and requirements in an approved COR have met the SLOs and receive a passing grade. This grade awards them the appropriate number of units.

Examples include:

- BIO 10: Introduction to Principles of Biology (II.A.91)
- RELG 1: Introduction to Religious Studies (II.A.92)
- CUL 253A: Culinary Café 1 (II.A.93)
- CHLD 51: Principles and Practices of Early Childhood Education (II.A.94)

Credit for online classes is calculated in the same manner as face-to-face courses. When a course is proposed for DE delivery, the proposal form requires a description of how online activities and assignments are equivalent to those of the face-to-face version in terms of achieving course objectives and outcomes. For example, Counseling 53, College Survival, as an on-site lecture course of three units requires 52.5 hours of instruction and 105 hours of outside work (II.A.95). That same course as a hybrid (over 50 percent online) requires 52.5 hours of student contact through face-to-face attendance and the use of online written lectures, online discussion board, online video, and response activities integrated in the lecture section. In addition to the lecture contact, the student must spend about 105 hours on independent work such as reading, writing, researching, and completing textbook work (II.A.96).

The Cluster Tech Review committee and ultimately the CRC determine whether the assignments meet the hourly requirements and unit value of a course. In cases where these are out of alignment, CRC representatives and/or the Curriculum Dean discuss the issue with the department until the situation is resolved, whereupon the course may be approved. For any course proposed for DE, two or more CRC members with DE expertise review the course prior to the CRC vote and either recommend it for approval or ask the submitter to make appropriate changes before resubmitting.

SELF EVALUATION

The College meets the Standard. SRJC awards credit based on student achievement of the course's stated student learning outcomes. Units of credit awarded are consistent with the Chancellor's Office and Title 5 regulations, which reflect the norms for institutions of higher education.

II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY

The College awards degrees and certificates based on student achievement of the program's learning outcomes. These SLOs, established by faculty members with appropriate disciplinary expertise and approved by the CRC, are listed on the certificate or major webpage along with the required courses and restricted electives and their unit values. The webpage clearly communicates what students will learn and be able to accomplish upon completion of the program requirements. In addition, the GELOs website states, "Degree Outcomes: An associate degree consists of a General Education pattern plus a major. Thus, if a student meets the expected General Education SLOs and the SLOs for the major, the student has met the degree outcomes" (II.A.52).

Achievement of Program SLOs

Student achievement of certificate or degree SLOs can be demonstrated in several ways. The most common, especially for Liberal Arts and Sciences degrees, can be referred to as "cumulative." The SLOs of a degree or certificate's required courses and restricted electives align with the program SLOs plus, in the case of a degree, the GELOs. This hierarchical relationship is illustrated in the curriculum "map" for each program, and the GE outcomes are listed on a page of the SLO website (II.A.97, 33). Based on this alignment, a student's successful achievement of the course SLOs proves that he/she has gained the skills, knowledge, and critical thinking necessary to meet the certificate or degree SLOs.

As described in II.A.2.h, a grade of "C" or better in a course reflects a student's achievement of the SLOs. College Policy 3.2 states that in order to receive a degree or certificate, a student must complete a prescribed sequence of courses with a grade of "C" (satisfactory) or better for all required courses or restricted electives (II.A.98). Therefore, students who have met all course SLOs, represented by a grade of "C" or better, and, for degrees, the GELOs, have achieved the program SLOs as well, and the College awards degrees or certificates on that basis.

While all students must pass the required courses to earn the degree or certificate, some programs include additional assessments to confirm that students have met program SLOs.

- **Capstone course.** Some certificates and degrees, particularly CTE programs, have a culminating course that requires students to demonstrate the highest levels of skill and concept application. The SLOs of a capstone course are often the same or very similar to those of the certificate or major itself. Therefore, students who achieve the capstone course SLOs have achieved most or all of the program outcomes.
- **External assessments.** Several CTE programs, especially in Health Sciences and Public Safety, require students to pass a licensing exam or other test by an external agency in addition to passing all required classes. The exam usually reflects all or most of the SLOs of the program, so students successfully completing the exam have demonstrated their mastery of the outcomes.

The awarding of SRJC's online degrees and certificates follows the same expectations regarding SLO achievement as the traditional version of the degree or certificate.

SELF EVALUATION

The College meets the Standard. The institution can demonstrate that degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the Catalog. The institution relying on the expertise of its faculty determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

SRJC has a clear philosophy concerning general education and requires GE courses to meet its own goals and those of transfer institutions.

As stated in Policy and Procedure 3.1 and 3.1P:

The goal of General Education is to enable each student to recognize the value of intellectual inquiry, of physical well-being, of personal responsibility, and of ethical behavior; to discover the interdisciplinary nature of knowledge; to find joy in the process of self-discovery and creative expression; and to demonstrate critical awareness of and informed participation in the natural and social worlds in which we live. (II.A.99)

The learning outcomes for all SRJC General Education courses fully support this goal.

A Carefully Considered Philosophy

The General Education philosophy introduces the section on General Education in both print and online versions of the College Catalog (II.A.19). An Academic Senate Task Force developed this philosophy with appointed faculty representatives. It was recommended by the College Council, and approved as policy by the Board of Trustees in 1999. It has since undergone revisions and was last reviewed in 2013. Each review allows faculty, through the shared governance process, to reconsider the philosophy and, through dialogue, make changes as appropriate. Because general education is a mandatory requirement for the associate degree, the general education philosophy affects all students awarded a degree.

All general education information including philosophy, requirements, degree patterns, and eligible courses are in a designated section of the online and print College Catalog. SRJC's Articulation Specialist updates GE requirement lists annually, and these lists also appear in each fall and spring semester printed class schedule and as separate sheets available in the Transfer Center and Counseling offices and online through the Associate Degrees website (II.A.100).

General Education Course Requirements

As described in the catalog, the general education requirement for all academic and vocational degree programs may be fulfilled by one of three options:

- Option A, fulfilling only requirements for the associate degree requirements of Santa Rosa Junior College (23 units plus demonstration of mathematics competency).
- Option B, which also fulfills the CSU general education course requirements.
- Option C, which also includes completion of the Inter-segmental GE Transfer Curriculum for the California State University System and the University of California (IGETC).

Specific courses fulfilling these options are listed in the College Catalog and on the Associate Degrees website.

Relying on the Expertise of Faculty

All courses that fulfill GE requirements and goals are developed and approved by faculty. The procedures for developing GE courses are described in the Curriculum Writer's Handbook and the section on General Education on the Curriculum website. Department faculty develop GE courses, go through Cluster Tech Review, and then submit the course for GE review, as shown in Illustration II.A.17. Faculty dialogue occurs at all stages of this process, with primary focus on how well the course content meets the GE requirements of SRJC and transfer institutions and on the alignment of course SLOs with SRJC GELOs.

SELF EVALUATION

The College meets the Standard. All academic and CTE degree programs require a component of general education based on a carefully considered philosophy that is clearly stated in the College Catalog. As part of the GE course approval process, faculty with curriculum expertise review the proposed course's SLOs in relation to institutional GELOs and expectations of transfer institutions. When necessary, these faculty work with submitters to ensure that the SLOs and all other aspects of the course are appropriate for the GE curriculum.

II.A.3

General Education has comprehensive learning outcomes for the students who complete it.

II.A.3.a

General Education learning outcomes include: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has had comprehensive institutional learning outcomes for all students for years. These served as GE outcomes as well. However, with the award of a Lumina Degree Qualifications Profile Project (DQPP) grant and heightened awareness of the value of degrees during the Strategic Planning process, the College seized upon the opportunity to distinguish learning outcomes specific to GE and to align them with those of the DQP. As described in II.A.1.c, the Academic Senate approved GE learning outcomes (GELOs) in spring 2014 (see Illustration II.A.18).

Like the ILOs, the GE curriculum, including course SLOs, and Policy 3.1 (see Illustration II.A.19) for general education have been well established, so the transition to specific GE learning outcomes is chiefly in terminology and structure. As discussed earlier, several of the GELOs are nearly identical to the ILOs and thus have been assessed multiple times through the Student Services Survey (see Illustration II.A.20). These GELO and District policies in combination with SRJC and transfer institution GE requirements assure that the College fulfills all areas and principles of general education.

The GE learning outcomes that reflect an understanding of the basic content and methodology of the major areas of knowledge are listed in GELO #9, Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities:

- Describe how existing knowledge or practice is advanced, tested, and revised.
- Analyze a range of perspectives on key debates and their significance both within the field and in society.
- Illustrate core concepts of the field while executing analytical, practical, or creative tasks.
- Select and apply recognized methods of the field in interpreting discipline-based problems.
- Assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems.

Illustration II.A.17

Approval Process for General Education Courses

1. The Curriculum Office technician sends new or revised courses proposed for GE areas to the GE Subcommittee of the Curriculum Review Committee (CRC) before they are reviewed by the CRC.
2. The subcommittee reviews the course outline against criteria on the General Education Grid found in the General Education section of the Curriculum Module.
3. Courses in all GE areas are screened by the GE Subcommittee, which is composed of faculty with relevant GE expertise plus the College's Articulation Specialist.
4. GE Subcommittee reviews the proposal based on student learning outcomes and course objectives that align with the SRJC, CSU, and UC criteria for a specific general education area.
5. GE Subcommittee works with submitting department as necessary to ensure this alignment.
6. Proposal is also sent to chairs of relevant SRJC associate degree area G, H, or I advisory groups for review.
7. GE Subcommittee recommends a course to the CRC for approval, providing CRC members with background information and the course requirements for that particular area.
8. After approval by CRC, Articulation Specialist forwards proposals to the appropriate CSU and UC offices for approval, after which SRJC grants final approval.
9. Approved proposals become effective the subsequent fall semester.

Illustration II.A.18**General Education Learning Outcomes**

As a result of achieving an associate degree at Santa Rosa Junior College, a student will be able to:

1. Written Communication

Present substantially error-free prose in both argumentative and narrative forms to identified audiences.

2. Oral Communication

Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.

3. Analytic Inquiry

Analyze, evaluate, and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.

4. Quantitative Fluency

Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.

5. Civic Learning

Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

6. Engaging Diverse Perspectives

- Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions.
- Use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.

7. Use of Information Resources

Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.

8. Applied Learning

- Apply academic skills and knowledge to real world situations.
- Utilize technology appropriate to the discipline or field of study.

9. Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities

- Describe how existing knowledge or practice is advanced, tested, and revised.
- Analyze a range of perspectives on key debates and their significance both within the field and in society.
- Illustrate core concepts of the field while executing analytical, practical, or creative tasks.
- Select and apply recognized methods of the field in interpreting discipline-based problems.
- Assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems.

II.A.3.b

General Education learning outcomes include:

A capability to be a productive individual and lifelong learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.

The GE learning outcomes that reflect the capability to be a productive individual through proficient communication skills, information and technological competency, high level reasoning, and broad research skills are:

1. Written Communication

Present substantially error-free prose in both argumentative and narrative forms to identified audiences.

2. Oral Communication

Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.

3. Analytic Inquiry

Analyze, evaluate, and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.

4. Quantitative Fluency

Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.

7. Use of Information Resources

Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.

8. Applied Learning

Apply academic skills and knowledge to real world situations.

Utilize technology appropriate to the discipline or field of study.

Illustration II.A.19**Policy 3.1 on General Education**

The intent of the educational ideals embodied in general education courses is to cultivate in each student:

- An understanding of scientific principles and methods of inquiry.
- An understanding of the complex and interdependent world and biosphere in which we live, including the issues that are essential to the long term well-being of the natural world and to the human community as part of that world.
- Knowledge and appreciation of the arts, ideas, and values expressed in the world's cultural traditions.
- An understanding of history, the political and economic practices of societies, and the social and psychological dimensions of human behavior.
- An understanding and appreciation of the differences and commonalities that exist within the pluralistic society of the United States, including the rights and responsibilities of participating within its democracy.

Illustration II.A.20**Assessment of GELO/ILOs through 2013 Student Services Survey**

Based on survey results, SRJC students are applying their understanding to subsequent coursework, employment or other endeavors as evidenced by their strong positive responses to questions reflecting six of the nine GE Learning Outcomes.

GELO/ILO on Written Communication: 76% of those queried indicate their SRJC education contributed to their knowledge, skills and abilities in writing

GELO/ILO on Oral Communication: 72% of students agreed that their SRJC education contributed positively to their skills with regard to active listening skills; 83.7% indicated that their experience at SRJC contributed to their ability to speak coherently and effectively.

GELO/ILO on Analytic Inquiry: 74% of students surveyed indicated that their SRJC education helped them develop the ability to draw reasonable conclusions in order to make decisions and solve problems.

GELO/ILO on Quantitative Fluency: 62% agreed that their education at SRJC contributed to their ability to perform mathematical operations and to managing resources such as time and money.

GELO/ILO on Civic Learning: 60% of SRJC students felt their education contributed positively toward their skill in understanding and demonstrating social and civic responsibility; 69% indicated it positively affected their ability to understand and demonstrate personal responsibility; 58% indicated their education contributed to their skill in understanding and demonstrating environmental responsibility.

GELO/ILO on Use of Information Resources: 74% of students agreed that their SRJC education contributed to their ability to locate, analyze, evaluate and synthesize information resources.

II.A.3.c

General Education learning outcomes include: A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.

The GE learning outcomes that relate to the understanding and internalization of ethical principles and civic and global consciousness are:

5. Civic Learning

Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

6. Engaging Diverse Perspectives

Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions.

Use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.

Overall perspective: 69% of students agreed their education contributed to their ability to appreciate the value of lifelong learning.

SELF EVALUATION

The College meets the Standard. SRJC clearly states its general education philosophy, goals, and intent of the GE ideals in its catalog and on its website. The GE course approval process is rigorous and comprehensive and assures faculty involvement. The institution has developed General Education Learning Outcomes, closely connected to the College's Institutional Learning Outcomes (ILOs). These GELOs, some of which have been assessed through their relationship with ILOs, fully address the main areas described in this Standard.

II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has established 111 transfer and CTE majors and continues to add more to meet student, labor market, and regional needs. Unit requirements vary among majors, but all have a minimum of 18 units and include courses that lead to focused study in a single discipline, or in an established interdisciplinary core such as Humanities, Natural Sciences, Social and Behavioral Sciences, Environmental Studies, Religious Studies, Women and Gender Studies, Latin American Studies, and Global Studies. The purpose and type of degree programs as well as general requirements are outlined in Policy 3.2. Specific requirements for each major are listed in the print and online versions of the College Catalog and on the SRJC Majors website (II.A.68).

In keeping with Chancellor's Office requirements, the College has implemented the Associate Degree for Transfer (ADT), which involves collaboration between the California Community Colleges and the CSU systems. These Associate of Science for Transfer degrees (AS-T) and Associate of Arts for Transfer degrees (AA-T) provide a focused study that is intended to align seamlessly with the CSU system. The College currently offers 16 such degrees with an additional four in development.

SELF EVALUATION

The College meets the Standard. All of SRJC's degree programs include focused study in at least one area of inquiry or established interdisciplinary core.

II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

As discipline experts, faculty members develop the requirements Career and Technical Education (CTE) certificates and degrees in consultation with appropriate advisory committees. This process ensures that course outcomes reflect the technical and professional competencies considered critical by employers in business and industry while maintaining the broader outcomes that characterize SRJC degree programs.

This collaboration between faculty and industry leaders has been strengthened through two recent efforts related to CTE programs. In December 2013 the Board of Trustees approved a substantively revised policy and procedure governing the activities of advisory committee. (II.A.62). During the same period, the CTE dean completed the CTE Handbook for the College containing guidelines and resource information to strengthen CTE program administration at SRJC (II.A.101). Both documents emphasize stronger advisory committees where feedback from industry representatives is taken into greater account as curriculum is reviewed and updated, reinforcing the connection between education and employment competencies and thereby assuring that the assessment of appropriate competencies takes place within courses.

Demonstrating Competencies and Preparation

Given that CTE program outcomes and competencies align with those of their respective career fields, students who are awarded those certificates and degrees do demonstrate the technical and professional competencies that meet employment and other applicable standards. Furthermore, data gathered from Health Sciences and Public Safety programs demonstrate that students in these programs are well prepared for external licensure and certification:

- 100% of students completing SRJC's Dental Hygiene program passed their regional or state test the first time in 2013, and this has been the rate over the past few recent years.
- Public Safety Training Center data indicates that among students taking national certification exams for EMT and EMT Paramedics, in 2013 the first attempt pass rate was 83% for EMTs and 100% for EMT Paramedics.
- Graduates of SRJC's Vocational Nursing program currently have a first-time passing rate of 100%.

- SRJC's Nursing (ADN) Programs regularly survey employers of SRJC graduates every two years and receive positive feedback on student learning outcomes. On a scale of 0-5 the average response is a "4."

Career Technical Education Act (CTEA) Core Indicators Rates presented in the SRJC Fact Book indicate strong achievement levels in most areas (II.A.102). These indicators measure factors including skill attainment, completion, persistence, and employment, and then compare SRJC students to the statewide rate for programs with the same Taxonomy of Program (TOP) codes. SRJC students perform near or above statewide averages for Skill Attainment in 50% of TOP code areas and at 67% in Completion. Some of the programs significantly high or above the state average are:

- Agriculture and Natural Resources—91.97 in Skill Attainment
- Business and Management—91.30% in Skill Attainment, 88.02% in Completion
- Fine and Applied Arts—95.08 Skill Attainment, 96.15 Completion
- Family and Consumer Sciences—91.82 Skill Attainment, 84.48 Completion

SELF EVALUATION

The College meets the Standard. Students who are awarded CTE certificates and degrees demonstrate technical and professional competencies that meet the needs of local and regional employers. SRJC graduates demonstrate strong performance on licensure and certification exams.

II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degree and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTIVE SUMMARY

The college assures that both current and prospective students receive clear and accurate information about educational programs and transfer policies through several means. The most comprehensive is the College Catalog, published annually and also available online. It contains a statement that "every effort is made to ensure its accuracy" and refers readers to the Schedule of Classes for the most current information.

Other, but not all, sources of information are:

- Schedule of Classes (print and online, II.A.20)
- Various web pages on the College website, including those for individual certificates and majors, the Transfer Center, and various Student Services websites
- The Counseling department and its website
- College publications such as the CTE brochure (bilingual Spanish)
- Informational counseling workshops and "Introduction to College" courses such as COUN 270

Distance Education students can access a website from the College homepage providing guidance and information about online classes and programs. It introduces the benefits, explains the procedures for registering and finding online classes, and offers an online preparedness quiz. It also lists all of the student services accessible at a distance.

Department and student services websites also feature phone numbers and email addresses so that students who need further information can contact those individuals.

Courses, Programs, and Student Learning Outcomes

Descriptions of degrees and certificates are listed in the printed and online College Catalog and describe the term they are effective, the purpose and content, program requirements and sequence, student learning outcomes, prerequisites/co-requisites, links to previous versions, pertinent special notes, and contact information. Major and certificate web pages display the same information. Further details about the SLOs and content of the program are available through course outlines, which are available to students online through the Schedule of Classes web pages.

The College recognizes the importance of maintaining current and accurate information about its educational courses and programs. In fact, Goal H of the Strategic Plan states:

- Continuously improve institutional effectiveness in support of our students, staff and communities.
- Enhance internal and external communication systems to ensure effectiveness.

To this end, the College recently adopted Drupal, a content management system that allows faculty and staff who handle websites a simple, more accessible platform for updating information, including that regarding courses and programs.

SLOs in Course Syllabi

The communication regarding student learning outcomes for any course is documented in the syllabus for that particular section, usually explicitly and sometimes through a link to the course outline of record. Policy 3.9 and Procedure 3.9P state that faculty are required to give all students a copy of the syllabus (Policy 3.9) and, as defined in Procedure 3.9.1, the syllabus should contain: "Course description including student learning outcomes once they have been added to the course outline of record, office location, office hours, alternative student contact hours, and instructor contact information." The faculty contract reflects this policy in Article 17, stating, as an example of student contact-related duties, that the instructor "issues a syllabus at the start of each class, including: course description and organization following the approved course outline of record; reading and lecture schedule; assignment structure; written grading policy; and an electronic link or direction to the approved course outline of record."

It is through the requirement of the link to the course outline that the College ensures that individual sections of courses adhere to the course student learning outcomes since the course outline lists the current SLOs. This policy is reinforced through the faculty evaluation cycle, which includes assessment of faculty to teaching “in compliance with the course outline of record” (II.A.72, 73). Also, the Classroom Observation form rates the degree to which an instructor has “Organized course, syllabus, and presentation to correspond to the most current Course Outline of Record (COR).” For Distance Education classes, the course must present an online course syllabus, which is generally one of first items of information on the class web page.

SELF EVALUATION

The College meets the Standard. The College values effective communication about its courses and programs and has mechanisms in place to monitor and revise the College Catalog, the Schedule of Classes, the SRJC website, and other sources of information about its educational programs. The College works to continually improve its means of communication, especially through its web presence, to assure that current and prospective students receive clear and accurate information. Policies and the faculty contract assure that faculty members communicate course SLOs directly or at minimum by providing access to the COR, which lists the SLOs on the first page.

II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

In keeping with its mission of “preparing students for transfer,” the College offers many sources of information regarding transfer course policies and procedures and follows Policy 8.3.1 (II.A.103) to:

- maintain carefully and continuously articulated programs with senior institutions and high schools.
- maintain a Transfer Center specifically to facilitate and increase the number of students who transfer to a four-year school. The Transfer Center shall also focus on underrepresented students who wish to transfer.

To this end, the College supports a full time Articulation Specialist and a Transfer Center director, both of whom are instrumental in coordinating communications and actions regarding transfer.

The College Catalog serves as the primary source for students regarding transfer policies, articulation, and information on majors, certificates, and degrees. The Catalog is updated annually for clarity and accuracy. Any changes after publication regarding transfer agreements, majors, certificates, and degrees are in the current online Schedule of Classes and through the Transfer Preparation web page (II.A.19, 104).

Additional information and student support is available at the Transfer Center and Counseling Office through workshops, publications, and interaction with counselors and staff. The Transfer Center director participates as a voting faculty member of the Curriculum Review Committee and helps to ensure that courses approved for transfer meet all requirements. The director works actively with faculty and the student community to promote attendance at events for students who are interested in or preparing for transfer.

The College Catalog and the Transfer Preparation web page offer detailed guidance for students about all aspects of the transfer process:

- A Web link to ASSIST, the statewide articulation inventory (II.A.105)
- Guides for transfer in specific majors (II.A.106)
- Guides for fulfilling General Education requirements for UC and CSU (II.A.107)
- Articulation Agreements with CSU, UC, California Community Colleges, out-of-state, and independent colleges and universities (through ASSIST Website, II.A.105)
- Course Identified Numbering System (C-ID) Qualified Course Handout (II.A.108)
- University of California (UC) limitations handout (II.A.109)
- College Credit for Advanced Placement Exams Chart (College Catalog)
- International Baccalaureate (IB) Exams Chart (College Catalog)

The Articulation Specialist proactively works with other institutions to establish articulation agreements and manages the development, implementation, and evaluation of articulation agreements for various types of articulation. This involves:

- Submitting course outlines for general course transferability to UC on an annual basis.
- For course-to-course major preparation articulation: after each university publishes its annual articulation agreements, reviewing each major (and GE pattern for those universities willing to articulate) for each university to evaluate if any articulation should be added based on SRJC or university curriculum updates.
- For CSU GE and Inter-segmental General Education Transfer Curriculum (IGETC) articulation: preparing course submissions to the universities according to an annual approval cycle.
- For C-ID: monitoring and submitting courses on an ongoing basis.
- Responding to specific SRJC faculty articulation requests and from individual universities on a case-by-case basis.
- For the Transfer Admission Guarantee (TAG) program: Ensuring that courses that have been articulated to the University of California are included as part of the TAG requirements.

The Articulation Specialist also sits by position on the Curriculum Review Committee, providing valuable information and insights about transfer expectations, UC and CSU articulation agreements, and the content and SLOs of GE courses in relation to GE requirements.

In response to a student's request, coursework from other regionally accredited colleges is evaluated and given consideration for credit to fulfill degree requirements at Santa Rosa Junior College, per Policy 8.1.13 (II.A.110). The Admissions and Records Office reviews the course descriptions, the course outlines, and, if necessary, course syllabi to determine whether the transferred courses have comparable learning outcomes to those of SRJC's courses. If there is any doubt about the transferability of the course, students may petition for approval in two circumstances:

- For a course to fulfill a Santa Rosa Junior College degree or certificate requirement, the student may petition the specific department using a Course Substitution Request form (II.A.111).
- For a course to be considered for GE, the student may petition the GE subcommittee of the Curriculum Review Committee, which is chaired by the Articulation Specialist per Policies 3.1 and 3.1P (II.A.99)

SELF EVALUATION

The College meets the Standard. The College ensures that students are provided accurate information about how to transfer in and out of SRJC, and credit is granted when the learning outcomes of courses align. Information about transfer and articulation is readily available in a number of places, formats, and media. The institution sees transfer and articulation as fundamental and has institutionalized its support in District policies and through the creation of the Transfer Center and the position of Articulation Specialist. These two offices disseminate the most current information to faculty, students, and the community and promote articulation between SRJC, four-year institutions, and other community colleges.

II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

SRJC has institutionalized a transparent methodology for reviewing and revising program requirements and ensuring that students have access to the most current information. The College reviews all programs and certificates through the PRPP and through the six-year program evaluation cycle codified in Policy 3.6 and Policy 3.6P. The Program Review, Evaluation, Revitalization and Discontinuance policy and procedure detail how programs are evaluated, revitalized, or discontinued using a structured process involving many stakeholders (II.A.60).

A guiding principle of the policy is that the process should “minimize negative student impact.” Therefore, when a certificate or major is discontinued, a timeline is established with the intent of allowing current students the opportunity to complete their course of study. The department chair, program director, or program coordinator helps develop alternatives for students that are unable to accomplish this within the timeline.

Students with catalog rights may follow the graduation requirements in place at the time of enrollment as long as they maintain continuous enrollment. When a program is changed or discontinued, the Curriculum Office places a link on the certificate or major webpage that allows students to access previous versions of the degree or certificate. A statement defining catalog rights is available in the College Catalog and the Associate Degrees web page (II.A.112).

SELF EVALUATION

The College meets the Standard. In order to ensure that program changes are made in a standardized manner, District policies clearly define how to make those changes. The College has a system in place to minimize impact on students when programs are discontinued and to ensure that students who started but did not complete a program have access to the requirements in effect when they began their studies. Information regarding programs and program changes is readily available in the College Catalog and on the web.

II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

SRJC provides clear and accurate information to students and the public through its comprehensive website and its printed publications, advertisements, campus events, and the press. The College Catalog and Schedule of Classes are well organized, consistent, and accurate and are available both in print and online. SRJC publishes the College Catalog annually, the Schedule of Classes three times a year, and a variety of flyers, pamphlets, and other documents as needed. The online Schedule of Classes includes a “class finder” search feature that reflects changes to the schedule that occur after the printed version is published. The online Schedule of Classes includes separate links to online courses, courses for older adults, weekend, and late start classes so students can easily search for courses that meet their learning needs. The College Catalog includes an accuracy statement explaining, “Students should consult the current Schedule of Classes for supplementary information.”

Current students have easy access to information through the Student Information System, which connects every student to the system through a student portal. The main links within the portal connect to educational records, SRJC announcements, Student Services support, and information about campus events and activities. The Admission and Records Office regularly communicates with students through portal announcements and emails.

Every three years, Student Services conducts a survey to assess how well SRJC meets student learning needs (II.A.11). Results of the fall 2013 regarding College communications are positive:

- 82.7 percent of students either agree or strongly agree that it is easy to find information they need on the SRJC website.
- 88.8 percent either agreed or strongly agreed that the online Schedule of Classes is well organized and readable.
- 62.1 percent of students agreed that the paper of Schedule of Classes is well organized and readable, but 31.4% said they had no opinion, which indicates that many SRJC students use the online Schedule of Classes exclusively.

Web Communications and Public Relations

The newly redesigned SRJC website improves the College's ability to fully represent itself clearly, accurately, and interactively (II.A.113). Features include comprehensive "Students" and "Faculty/Staff" pages, a faculty/staff directory, department web pages, rules and regulations, the SRJC Policy Manual, and information about and direct access to online classes.

Furthermore, in response to the communities it serves, SRJC's website provides basic information about admission, orientation, academic programs, financial aid, and student services in Spanish through the "En Español" link on the homepage (II.A.114). The College uses the Institutional Planning website to give public access to information about student achievement and includes documents such as the Santa Rosa Junior College Annual Report, the Fact Book, and Santa Rosa Junior College Foundation Annual Report publications (II.A.2, II.A.115, II.A.116, II.A.117).

The College's launch of the new website and key pages, plus its support for faculty and staff in using the Drupal content management system, has initiated a coordinated, up-to-date, and flexible web presence. The new web pages work on mobile devices as well as computers, thus increasing access to students and the community.

The use of e-newsletters allows the College to share news, updates, and other information on a regular basis.

- Admissions and Records and other Student Services departments send out e-newsletters to all students with news and updates about college programs, policies, services, and web links with further information.
- The Office of Public Relations sends out a comprehensive bi-monthly e-newsletter to current and retired employees about events, programs, services, and news.
- The SRJC Foundation sends out e-newsletters to donors about programs, services, and college news.

The Office of Public Relations (PR) sends out approximately 150 press releases a year, providing clear and accurate information about student success stories, programs, services and events for both the college community and the community at large (II.A.118). PR helped launch the College's Strategic Plan by creating and widely distributing a four-color brochure displaying the new vision, mission, values, and goals (II.A.35). The office also publishes and distributes postcards, brochures, newsletters, booklets, and flyers (including some in Spanish) to communicate SRJC's programs and services to the community, and further promotes the College through digital, broadcast, and print advertising.

Regular Review of Policies and Publications

The College Catalog is reviewed annually, with the Director of Admissions, Records and Enrollment Development (ARED) responsible for the content, editing, and production of the annual catalog. Each spring, pertinent Catalog information is sent to all constituents of the District asking for any revisions to content from the prior year. ARED works collaboratively with the PR director to proof the Catalog for consistent and accurate language. Any changes required in the Schedule of Classes are made in real time on the College webpage.

As described in Standard IV.A, SRJC follows a systematic process described in Policy and Procedure 2.1 and 2.1P for adopting and revising all policies and procedures (II.A.119). Part of this process is a regular cycle of review. In fall 2011, the College initiated a review of its 400-plus policies and procedures. Thus the SRJC Policy Manual has now undergone three full review cycles since 1998. The steps are detailed in Standard IV, but in brief:

- The review starts with the manager of the section of the Policy Manual and then goes through College Council, which serves as the final review body for all policy recommendations emanating from District committees.
- All constituent groups are represented at College Council: the All Faculty Association (AFA), Academic Senate, Classified Senate, Service Employees International Union (SEIU for classified employees), and District management (II.A.120).
- After all interested groups have had input into policy revisions, the College Council submits the revised version to the Board of Trustees for approval. Agendas and minutes for the College Council meetings are available on the Committee webpage.

An example of the process is a 2013/2014 disclaimer that was added to the College Catalog to refer to Policy through a hyperlink instead of quoting directly. This ensures current and accurate information for the students, personnel, and the public.

SELF EVALUATION

The College meets the Standard. Clear, consistent, and accurate information is provided to students, personnel, and the public through a variety of sources. The College continuously improves its web presence to meet the needs of its students and the community. The College consistently follows established procedures to ensure that publications and policies are regularly reviewed and updated.

II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific beliefs or worldviews. These policies make clear the institutions commitment to the free pursuit and dissemination of knowledge.

II.A.7.a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

When developing the Strategic Plan, the College named academic freedom as one of its values:

Value 2: *We value academic excellence that includes: Academic freedom balanced with academic responsibility, integrity and ethical behavior.*

This is a commitment supported by the AFA/District Contract and Policy 3.8, Academic Freedom. Article 9 in the contract states: "All faculty members shall be free to pursue instruction, grading, scholarship, policy discussions, and public discourse in an environment free of intimidation and censorship" (II.A.121, 122).

At the same time, faculty members are encouraged to distinguish between personal conviction and professionally accepted views in their discipline. The Article continues: "The merit of academic ideas, theories, arguments and views shall be measured solely against the standards of relevant academic and professional disciplines. With the exercise of academic freedom come corresponding responsibilities. All faculty members shall exercise their academic freedom in a manner that promotes the District's mission."

Policy 3.8 wholly supports the contract's language concerning academic freedom, stating: "The Board of Trustees recognizes that Academic Freedom is necessary to the pursuit of truth and supports the principles of Academic Freedom enunciated in the contract negotiated between the recognized faculty bargaining units and the District. The contract language is hereby incorporated into District policy by reference."

Both the policy and contract are accessible to the college community and public. The contract includes procedures for any faculty member who feels that his/her contractual right to academic freedom have been violated. Such actions include consulting with an AFA or Academic Senate member and possibly bringing a grievance against the District.

Historically, academic freedom is so well established at the College that, despite occasions that highlight the diversity of opinions across faculty, staff, administrators, and students, there are no recent records of violations.

The Academic Senate adopted a Faculty Professional Ethics Code document, which comprises Policy 2.6.2 and is publicly accessible on the Academic Senate webpage (II.A.123). Under the section on "Responsibilities to the Community," it states:

As members of the community, faculty are expected to:

A. Make it clear when speaking or acting as private individuals that they are not representing the institution.

B. Acknowledge the importance of free inquiry and facilitate public understanding of academic freedom.

Based on the 2013 Accreditation Student Survey, it appears that instructors have maintained the balance between academic freedom and responsibility. Eighty-six percent of students agreed or strongly agreed with this statement: "My SRJC instructors present ideas fairly and objectively, distinguishing clearly between factual information and personal opinions" (II.A.10).

SELF EVALUATION

The College meets the Standard. District Policy and the AFA/District Contract contain identical language to protect academic freedom and responsibility. The policy and contract make clear the institution's commitment to the free pursuit and dissemination of knowledge. The Academic Senate's ethics code reflects the same concepts, and the vast majority of students perceive that instructors present data and information fairly and objectively. All statements regarding academic freedom are accessible to the public.

II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY

Faculty members, staff, students, and administrators in the College have had extensive dialogue on academic honesty and the consequences for dishonesty. The Academic Senate appointed an Academic Integrity Task Force that brought drafts back to the Academic Senate for consideration and dialogue. Administrators, staff, and students were also involved in the dialogue through the College Council consultation process. This process resulted in the revision of Policy and Procedure 3.11 and 3.11P in 2012 (II.A.124). The policy states, "All members of the academic community—student, faculty, staff, and administrator—must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect."

Procedure 3.11P describes the responsibilities of faculty, students, department chairs, and administrators in upholding academic integrity. Main responsibilities for instructors include:

- informing students in class of the policy and student conduct standards.
- explaining the student right to due process.
- including a statement about academic integrity and consequences in the course syllabus.

Students, in turn, are expected to learn, understand, and follow the SRJC policy and procedures.

The procedures define the types of academic dishonesty, outline the steps to follow when academic dishonesty is suspected, and list the actions and sanctions that could be imposed. An incident reporting mechanism using the Academic Dishonesty Incident Report form is linked through faculty portals and on the Academic Senate website (II.A.125). This allows College administrators to identify and track students with multiple offenses. Academic integrity is also addressed in the Student Conduct Policy section of the College Catalog (II.A.19) and on a dedicated webpage accessible through the "Rights and Responsibilities" link under the Students tab on the SRJC homepage (II.A.126). The students' right to due process is protected by the Student Complaint and Grievance Policy, available in the same locations. These policies and procedures are described further in Standard II.B.2.

SELF EVALUATION

The College meets the Standard. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. Mechanisms are in place to address repeat offenders.

II.A.7.c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

The District does not seek to instill specific beliefs or worldviews. However, the College requires conformity to specific codes of ethics and conduct by classified staff, faculty, administrators, and students. The institution gives clear prior notice through:

- Code of Ethics for the Classified Staff: posted on Classified Senate website (II.A.127).
- Academic Senate Faculty Professional Code of Ethics: posted on the Academic Senate website and referred to in Policy 2.6.2 (II.A.128).
- Code of Ethics for the Management Team: stated in Policy 2.5, Management Guidelines and Procedures. (II.A.129).
- Code of Ethics for the Board of Trustees: published as Policy 0.22 (II.A.130). In addition, Policy 3.0 Board Orientation requires that Board members receive an orientation to the code of ethics and conduct standards.
- Student conduct standards: College Catalog and the College website, as stated above. Also, Policy 3.11 requires instructors to inform students about these conduct standards (II.A.124).
- Academic dishonesty: as above, provided to students through Catalog, website, and by instructors through Policy 3.11.

SELF EVALUATION

The College meets the Standard. Classified staff, faculty, the management team, the Board of Trustees, and students have established codes of ethics or conduct, and each is given ample prior notice regarding these codes.

II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with the standards and applicable Commission policies.

Santa Rosa Junior College offers a Study Abroad Program but only to students currently enrolled at the College, so this standard is not applicable.

Standard II.A Actionable Improvement Plans

Standard	Plan	Responsibility	Implementation Date
II.A.1.c	1. 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 Dean of Liberal Arts and Sciences Department chairs Program coordinators and directors Academic Senate	Spring 2015-2021, ongoing
II.A.1.c II.A.3	2. 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 Vice President of Academic Affairs Dean of Liberal Arts and Sciences Office of Institutional Research Academic Senate Vice President of Student Services	Alignment: Fall 2015 Assessment: Fall 2016 and ongoing
II.A.1.c II.A.3	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 Vice President of Academic Affairs Dean of Liberal Arts and Sciences Dean of Curriculum and Educational Support Services Academic Senate Curriculum Review Committee	Fall 2015

Evidence: **Standard II.A**, Instructional Programs

- II.A.1 Program and Resource Planning Process (PRPP) Website
<http://goo.gl/n9F0jG>
- II.A.2 Institutional Planning Website
<http://www.santarosa.edu/administration/planning/index.php>
- II.A.3 2013 Santa Rosa Junior College Fact Book (PDF) and Website
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
<http://www.santarosa.edu/research/fact-books.php>
- II.A.4 2013 Institutional Effectiveness and Assessment Reports Website
<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>
- II.A.5 Strategic Planning Task Force Environmental Scan Narrative, 2013
http://lgdata.s3-website-us-east-1.amazonaws.com/docs/490/759517/SP_summary_thoughts_5_9.pdf
- II.A.6 2014 Annual Report for ACCJC
<http://online.santarosa.edu/presentation/schedule/?6145>
- II.A.7 Institutional Effectiveness and Assessment Report, 2013/2014
<http://goo.gl/T7RRgd>
- II.A.8 Career and Technical Education Employment Outcomes Survey, 2014
- II.A.9 2013 Accreditation Employee Survey
<http://goo.gl/ywUh8n>
- II.A.10 2013/2014 Accreditation Student Survey
<http://goo.gl/BPG8wT>
- II.A.11 2013 SRJC Student Survey
<http://www2.santarosa.edu/f/?nDRTIPSQ>
- II.A.12 Basic Skill/Immigrant Education Initiative Baseline Measures Study
- II.A.13 Course Placement in Math, English, ESL, and Chemistry, page SO-25 in 2013 Fact Book
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- II.A.14 Student Information System (Screen shot example)
<http://www2.santarosa.edu/f/?nCVJSWXN>
- II.A.15 Data Mining Link Through Office of Institutional Research and Screenshot
<http://www.santarosa.edu/research/other-srjc-sources.php>
<http://www2.santarosa.edu/f/?nECDEDR1>
- II.A.16 Online Data Sets for PRPP
<https://bussharepoint.santarosa.edu/prpp/default.aspx>
- II.A.17 Student Success and Equity Committee Homepage
<http://goo.gl/MZGrjI>
- II.A.18 English as a Second Language (ESL) Survey of Noncredit Students
- II.A.19 SRJC College Catalog, 2014/2015
http://www.santarosa.edu/schedules/college_catalog/
- II.A.20 SRJC Schedule of Classes Website
<http://www.santarosa.edu/schedules/>
- II.A.21 Distance Education Proposal Guidelines
<http://www2.santarosa.edu/f/?nClzJExK>
- II.A.22 Distance Education Proposal Form
<http://www2.santarosa.edu/f/?nEPWOHxE>
- II.A.23 Online College Project Website
<http://online-learning.santarosa.edu/online-college-project>
- II.A.24 Special Expertise Regarding Online Instruction, Example: Counseling Department Procedures, Page 5
http://www.santarosa.edu/afa/Hourly_Assign_Proc_Xdept/counseling.pdf
- II.A.25 Disability Resources Department Website
<http://online.santarosa.edu/presentation/?4928>
- II.A.26 Learning Communities Website
<http://www.santarosa.edu/app/getting-started/learning-communities/>
- II.A.27 Gateway to College Website
<http://www.gatewaytocollege.org/>

- II.A.28 **Extended Opportunity Programs and Services (EOPS) Website**
<http://www.santarosa.edu/app/paying-for-college/eops/>
- II.A.29 **Mathematics, Engineering, Science Achievement (MESA) Website**
<http://www.santarosa.edu/mesa/>
- II.A.30 **Puente Project Website**
<https://www.santarosa.edu/puente/>
- II.A.31 **Bilingual Spanish/English Programs, Child Development/ESL**
<http://www.santarosa.edu/childddev/spanish-speakers/>
- II.A.32 **2013 Accreditation Student Survey, Responses Regarding Instruction, pages 6-8**
<http://goo.gl/BPG8wT>
- II.A.33 **Project LEARN Steering Committee Homepage**
<http://www.santarosa.edu/slo/project-learn/>
- II.A.34 **College Initiatives 2013/2014, Initiative V, Student Learning Outcomes Assessment, Pages 15-17**
<http://goo.gl/YKGGZU>
- II.A.35 **Strategic Plan Implementation and Accountability Plan**
<http://www2.santarosa.edu/f/?nzYSNCEZ>
- II.A.36 **Senate Resolution Regarding Student Learning Outcomes Assessment, 2013**
<http://www.santarosa.edu/slo/assets/SLO-Assessment-Resolution-F2013.pdf>
- II.A.37 **Student Learning Outcomes (SLO) Website Page: More About Writing SLOs**
<http://www.santarosa.edu/slo/more-writing-slo/index.php>
- II.A.38 **Curriculum Review Committee Website**
<http://online.santarosa.edu/presentation/?877>
- II.A.39 **SRJC Web Access to Course Outlines of Records**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx
- II.A.40 **Board Procedure 3.9.1P, Course Syllabi**
<http://www.santarosa.edu/polman/3acadpro/3.9.1P.pdf>
- II.A.41 **SLO Website Page: Course SLO Assessment**
<http://www.santarosa.edu/slo/course/>
- II.A.42 **SLO SharePoint Site Web Access from SLO Website, Forms and Procedures Page**
<http://www.santarosa.edu/slo/forms/>
- II.A.43 **Example of Curriculum Map, Art History Major**
<http://www.santarosa.edu/slo/certificates/pdfs/Art-History-Major-Map.pdf>
- II.A.44 **SLO Website Page: Methods of Assessment for Certificate and Major SLOs**
<http://www.santarosa.edu/slo/certificates/>
- II.A.45 **SLO Website Page: Institutional Learning Outcomes**
<http://www.santarosa.edu/slo/institutional/>
- II.A.46 **SRJC Student Survey Report**
<http://www2.santarosa.edu/f/?nDRTIPSQ>
- II.A.47 **National College Health Assessment Report for SRJC, 2013**
<http://goo.gl/YL6v1p>
- II.A.48 **Minutes, Project LEARN Steering Committee, January 17, 2014**
http://www.santarosa.edu/slo/minutes/ProjLEARN_Minutes_01-17-14.pdf
- II.A.49 **Alignment of General Education Requirements and Outcomes (Draft, 2013)**
- II.A.50 **Strategic Plan Assessment and Scorecard (Draft, 2014/2015)**
<http://www2.santarosa.edu/f/?nzYSNCEZ>
- II.A.51 **Degree Qualifications Profile Project Presentation, SRJC, 2014**
<http://www2.santarosa.edu/f/?nEHKvFIU>
- II.A.52 **SLO Website Page: General Education Learning Outcomes**
<http://www.santarosa.edu/slo/general/>
- II.A.53 **Curriculum Writer's Handbook**
- II.A.54 **Curriculum Review Committee Website**
<http://www.santarosa.edu/curriculum>
- II.A.55 **District Tenure Review and Evaluation Committee (DTREC) Homepage**
<https://bussharepoint.santarosa.edu/committees/dtrec/SitePages/Committee%20Home%20Page.aspx>
- II.A.56 **Guidelines for Evaluating Online Instruction**
http://www.santarosa.edu/afa/Misc/guide_for_evaluating_online_instruction.pdf

- II.A.57 **Board Policy and Procedure 3.2.1/3.2.1P, Development of Majors**
<http://www.santarosa.edu/polman/3acadpro/3.2.1.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.2.1P.pdf>
- II.A.58 **Academic Affairs Organizational Chart**
<http://www.santarosa.edu/hr/PDFs/Academic%20Affairs%20Org%20%20Chart%20F14%208.4.14.pdf>
- II.A.59 **Web Access to PRPP Reports**
<http://www.santarosa.edu/administration/planning/program-review--program-and-resource-planning-process-prpp.php>
- II.A.60 **Board Policy and Procedure 3.6/3.6P, Program Review, Evaluation, Revitalization, and Discontinuance**
<http://www.santarosa.edu/polman/3acadpro/3.6.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.6P.pdf>
- II.A.61 **Program Review Rubrics and Recommendations (Academic Affairs Records)**
- II.A.62 **Board Policy and Procedure 3.13/3.13P, Career and Technical Education Program Advisory Committees**
<http://www.santarosa.edu/polman/3acadpro/3.13.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.13P.pdf>
- II.A.63 **Roster of Occupational Advisory Committees**
- II.A.64 **Basic Skills and English as a Second Language (ESL) Progress Rates in 2013 Institutional Effectiveness Assessment Report, pages 36-39**
<http://www.santarosa.edu/administration/planning/pdfs/2013/IE%20Assessment%20Report%202013.pdf>
- II.A.65 **Basic Skills Committee Homepage**
<https://bussharepoint.santarosa.edu/committees/basic-skills/SitePages/Committee%20Home%20Page.aspx>
- II.A.66 **SLO Assessment Report, Noncredit Certificate of Completion in Basic Academic Skills**
<http://www2.santarosa.edu/f/?nCXWEPRF>
- II.A.67 **SLO Assessment Report, Noncredit ESL Academic and Career Preparation Certificate (Screenshot and link to SLO SharePoint Site Access on SLO Forms and Procedures Page)**
<http://www2.santarosa.edu/f/?nDVNHGyS>
<http://www.santarosa.edu/slo/forms/>
- II.A.68 **Certificate Web Page Example: Computer Studies: Adobe Applications Specialist**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=1&Program=003162&Version=5
- II.A.69 **Major Web Page Example: Economics**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=2&Program=001017&Version=5
- II.A.70 **Project LEARN Minutes, April 17, 2014**
<http://www2.santarosa.edu/f/?nAYGJXVT>
- II.A.71 **Board Policy and Procedure 4.3.2/4.3.2P, Faculty Hiring, Regular and Adjunct**
<http://www.santarosa.edu/polman/4person/4.3.2.pdf>
<http://www.santarosa.edu/polman/4person/4.3.2P.pdf>
- II.A.72 **All Faculty Association (AFA)/District Contract, Article 14A, Regular Faculty Evaluation**
<http://www.santarosa.edu/afa/Contract/Articles/art14A.pdf>
- II.A.73 **All Faculty Association (AFA)/District Contract, Article 14B, Adjunct Faculty Evaluation**
<http://www.santarosa.edu/afa/Contract/Articles/art14B.pdf>
- II.A.74 **All Faculty Association (AFA)/District Contract, Article 30, Tenure Review**
<http://www.santarosa.edu/afa/Contract/Articles/art30.pdf>
- II.A.75 **Guidelines for Evaluating Classroom Teaching**
http://www.santarosa.edu/afa/Misc/guide_for_evaluating_classroom_teaching.pdf
- II.A.76 **New Certificate or Major Proposal Form**
<http://www2.santarosa.edu/f/?nAPyYlxR>
- II.A.77 **Job Description, Articulation Specialist**
<http://www.santarosa.edu/hr/JobDesc-Classified/JobDesc-Class-StudServices/Articulation%20Spec.pdf>
- II.A.78 **SRJC Weekend College Website**
<http://www.santarosa.edu/weekend-college/index.shtml>
- II.A.79 **Schedule Development Guidelines 2015/2016**
<http://www2.santarosa.edu/f/?nBCYLPxN>
- II.A.80 **Observation Report: Instructional**
<http://www2.santarosa.edu/f/?nDNGCJKA>
- II.A.81 **Professional Development Activity Days Workshops, Fall 2014 (Screenshot, A.M. Sessions)**
<http://www2.santarosa.edu/f/?nBvEWLEG>

- II.A.82 Voters Strongly Support SRJC Measure H To Upgrade Facilities and Technology, Press Release, Nov. 5, 2015**

<http://www2.santarosa.edu/f/?nDyNyLZM>

- II.A.83 Online Learning Website Page: Best Practices**

<http://online-learning.santarosa.edu/best-practices>

- II.A.84 Transfer Model Curriculum Proposal Example: Political Science**

http://www.santarosa.edu/old_certificate_programs/proposed-seq/Polisci_TMC_X2012_Template.pdf

- II.A.85 SLO Assessment Report, GEOG 4, Physical Geography**

<http://www2.santarosa.edu/f/?nDYyYyGvG>

- II.A.86 PRPP Web Access to Data Sets for Student Achievement**

https://bussharepoint.santarosa.edu/prpp/default.aspx?&p_SortBehavior=0&p_FileLeafRef=PRPP_2014_Child%20Development_FY12-13_Acad.doc&&RootFolder=%2fprpp%2fCurrent%20Documents%2f2014%20Academic%20Affairs%20Docs&PageFirstRow=1&View={3C93FD21-A8E1-4D32-AF33-1026C2B6CC60}

- II.A.87 SLO Assessment Report CSKLS 100, Mathematics for Medical Administration**

<http://www2.santarosa.edu/f/?nDGFTevH>

- II.A.88 SLO Website Page: Showcase**

<http://www.santarosa.edu/slo/examples/>

- II.A.89 English Placement Test Study Guide and Cut-off Scores**

<https://www.santarosa.edu/app/placement/pdf/ENGL-cuttoff.pdf>

- II.A.90 Chancellor's Office Approval of ESL Noncredit Writing Assessment**

<http://www2.santarosa.edu/f/?nDRJJzFB>

- II.A.91 Course Outline of Record: BIO 10, Introduction to Principles of Biology**

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=23972&Semester=20137

- II.A.92 Course Outline of Record: RELG 1, Introduction to Religious Studies**

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=24496&Semester=20137

- II.A.93 Course Outline of Record: CUL 253A: Culinary Café 1**

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=20436&Semester=20123

- II.A.94 Course Outline of Record: CHLD 51, Principles and Practices of Early Childhood Education**

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=22452&Semester=20117

- II.A.95 Course Outline of Record: COUN 53, College Survival**

https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=21718&Semester=20107

- II.A.96 Online Learning, Best Practices: Interaction and Communication**

<http://online-learning.santarosa.edu/best-practices#communication>

- II.A.97 SLO Website, General Education Learning Outcomes (GELOs)**

<http://www.santarosa.edu/slo/general/>

- II.A.98 Board Policy 3.2, Degree and Certificate Programs**

<http://www.santarosa.edu/polman/3acadpro/3.2.pdf>

- II.A.99 Board Policy and Procedure 3.1./3.1P, General Education**

<http://www.santarosa.edu/polman/3acadpro/3.1.pdf>

<http://www.santarosa.edu/polman/3acadpro/3.1P.pdf>

- II.A.100 SRJC Associate Degree Requirements and General Education, Option A**

http://www.santarosa.edu/for_students/student-services/articulation/pdf/AA-AS_2014-15.pdf

- II.A.101 Career and Technical Education Handbook**

- II.A.102 Career Technical Education Act (CTEA) Core Indicator Rates, page SO-40 in 2013 Fact Book**

http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf

- II.A.103 Board Policy 8.3.1, Articulation/Transfer Center**

<http://www.santarosa.edu/polman/8stuserv/8.3.1.pdf>

- II.A.104 Transfer Center Website**

http://www.santarosa.edu/instruction/prepare_for_transfer/

- II.A.105 How to Use ASSIST Website**

http://www.santarosa.edu/instruction/prepare_for_transfer/articulation/using-assist.shtml

- II.A.106 University Majors Website**

http://www.santarosa.edu/instruction/prepare_for_transfer/university-majors/

- II.A.107 General Education for Transfer Website**

http://www.santarosa.edu/instruction/prepare_for_transfer/GE-for-transfer/

- II.A.108 Course Identified Numbering System (C-ID) Qualified Course Handout**

<http://goo.gl/lpl8bF>

- II.A.109 **University of California (UC) Limitations (Handout)**
http://www.santarosa.edu/for_students/student-services/articulation/UC-limitations.pdf
- II.A.110 **Board Policy 8.1.13, Transfer Credits**
<http://www.santarosa.edu/polman/8stuserv/8.1.13.pdf>
- II.A.111 **Course Substitution Request Form**
<http://admissions.santarosa.edu/sites/admissions.santarosa.edu/files/course-substitution.pdf>
- II.A.112 **Majors Website (includes statement on Catalog Rights)**
https://portal.santarosa.edu/SRWeb/SR_ProgramsOfStudy.aspx?ProgramType=2
- II.A.113 **Santa Rosa Junior College Homepage**
www.santarosa.edu/
- II.A.114 **Bienvenidos Website**
<http://www.santarosa.edu/bienvenidos/>
- II.A.115 **Santa Rosa Junior College Annual Report, 2012/2013**
http://www.santarosa.edu/about_srjc/public-relations/pdfs/SRJC-ANNUAL-REPORT-2013.pdf
- II.A.116 **Student Achievement Data, pages SO-1-40, 2013 Fact Book**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- II.A.117 **Santa Rosa Junior College Foundation Annual Report, 2013**
<http://goo.gl/M60qb0>
- II.A.118 **Public Relations Website**
http://www.santarosa.edu/about_srjc/public-relations/
- II.A.119 **Board Policy and Procedure 2.1/2.1P, Development and Adoption of Board Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- II.A.120 **College Council Homepage**
<https://bussharepoint.santarosa.edu/committees/college-council/>
- II.A.121 **All Faculty Association (AFA)/District, Article 9, Academic Freedom**
<http://www.santarosa.edu/afa/Contract/Articles/art9.pdf>
- II.A.122 **Board Policy 3.8, Academic Freedom**
<http://www.santarosa.edu/polman/3acadpro/3.8.pdf>
- II.A.123 **Academic Senate Homepage**
<http://www.santarosa.edu/senate/>
- II.A.124 **Board Policy and Procedure 3.11/3.11P, Academic Integrity**
<http://www.santarosa.edu/polman/3acadpro/3.11.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.11P.pdf>
- II.A.125 **Academic Dishonesty Incident Report Form (Screenshot from Faculty Portal)**
<http://www2.santarosa.edu/f/?nBNZXZBv>
- II.A.126 **Students' Rights and Responsibilities Website**
http://www.santarosa.edu/for_students/rules-regulations/
- II.A.127 **Code of Ethics for Classified Staff**
<http://www2.santarosa.edu/f/?nASxRyzN>
- II.A.128 **Board Policy 2.6.2, Academic Senate Professional Ethics Code**
<http://www.santarosa.edu/polman/2govern/2.6.2.pdf>
- II.A.129 **Board Procedure 2.2P, Management Guidelines and Procedures**
<http://www.santarosa.edu/polman/2govern/2.2P.pdf>
- II.A.130 **Board Policy 0.22, Code of Ethics for Board of Trustees**
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>