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| **2014 Annual Report****REVIEW** |
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| Santa Rosa Junior College |
| 1501 Mendocino Avenue |
| Santa Rosa, CA 95401 |
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| **General Information** |
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| **#** | **Question** | **Answer** |
| 1. | Confirm logged into the correct institution's report | Confirmed |
| 2.  | Name of individual preparing report: | Mary Kay Rudolph |
| 3.  | Phone number of person preparing report: | 7075241514 |
| 4.  | E-mail of person preparing report: | mrudolph@santarosa.edu |
| 5a.  | Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC: | http://www.santarosa.edu/schedules/college\_catalog/pdf/2013-2014/Section-1.pdf |
| 5b.  | Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC: | http://www.santarosa.edu/ |
| 6.  | Total unduplicated headcount enrollment: |

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| Fall 2013:  | 25,660 |
| Fall 2012:  | 25,381 |
| Fall 2011:  | 26,960 |

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| 7.  | Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013: | 21,839 |
| 8.  | Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013: | 2,422 |
| 9.  | Number of courses offered via distance education: |

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| Fall 2013:  | 212 |
| Fall 2012:  | 195 |
| Fall 2011:  | 205 |

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| 10.  | Number of programs offered via distance education: | 17 |
| 11.  | Total unduplicated headcount enrollment in all types of Distance Education: |

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| Fall 2013:  | 4,669 |
| Fall 2012:  | 4,720 |
| Fall 2011:  | 5,262 |

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| 12.  | Total unduplicated headcount enrollment in all types of Correspondence Education: |

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| Fall 2013:  | 0 |
| Fall 2012:  | 0 |
| Fall 2011:  | 0 |

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| 13.  | Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree? | No |

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| **Student Achievement Data** |
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| **#** | **Question** | **Answer** |
| 14a.  | What is your Institution-set standard for successful student course completion? | 72 % |
| 14b.  | Successful student course completion rate for the fall 2013 semester: | 72.1 % |
| 15.  | Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.

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| a. | If you have an institution-set standard for student completion of degrees and certificates combined, what is it? | 1786 |
| b. | If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year? | 1675 |
| c. | If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year? | 606 |

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| 16a.  | Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year: | 1,984 |
| 16b.  | Number of students who received a degree in the 2012-2013 academic year: | 1,971 |
| 16c.  | Number of students who received a certificate in the 2012-2013 academic year: | 607 |
| 17a.  | If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it? | 1,438 |
| 17b.  | Number of students who transferred to 4-year colleges/universities in 2012-2013: | 1,489 |
| 18a.  | Does the college have any certificate programs which are not career-technical education (CTE) certificates? | Yes |
| 18b.  | If yes, please identify them: | 10 Certificates (Credit) – Not CTE: Art: Photography Dance: Ballet Dance: Hip Hop/Funk Dance: Jazz Dance: Modern Dance Theatre Arts: Acting Theatre Arts: Costuming Theatre Arts: Makeup Theatre Arts: Stagecraft Theatre Arts: Theatre Management 4 Non-Credit Certificates that are Not CTE: Certificate of Completion in Basic Academic Skills (Non-Credit) ESL: Certificate of Completion in Academic Preparedness and Career Development (Non-Credit) ESL: Certificate of Completion in Basic Interpersonal Communications (Non-Credit) ESL: Certificate of Completion in Foundations of Literacy (Non-Credit) |
| 19a.  | Number of career-technical education (CTE) certificates and degrees: | 199 |
| 19b.  | Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification: | 199 |
| 19c.  | Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates: | 10 |
| 19d.  | Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates: | 8 |
| 20.  | 2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:

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| **Program** | **CIP Code4 digits(##.##)** | **Examination** | **Institutionset standard** | **Pass Rate** |
| Firefighter I Academy | 43.0203 | state | 80 % | 92 % |
| Paramedic Program | 43.0203 | national | 70 % | 100 % |
| Basic Police Academy | 43.0107 | state | 80 % | 0 % |
| Associate Degree Nursing | 51.38 | national | 75 % | 92.86 % |
| Dental Assisting | 51.06 | state | 100 % | 100 % |
| Dental Hygiene |  | state | 100 % | 100 % |
| Pharmacy Technician | 51.08 | national | 80 % | 100 % |
| Vocational Nursing | 51.39 | national | 100 % | 100 % |
| Radiologic Technician | 51.00 | national | 100 % | 100 % |
| Dietetic Technician | 51.3103 | national | 70 % | 80 % |
| Ranger Academy | 03.0208 | national | 0 % | 67 % |
| Medical Assisting | 51.0899 | state | 0 % | 100 % |
| Certified Nursing Assistant | 51.3902 | state | 0 % | 93 % |
| Phlebotomy | 51.1009 | national | 0 % | 100 % |

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| 21.  | 2011-2012 job placement rates for students completing certificate programs and CTE (career-technical education) degrees:

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| **Program** | **CIP Code4 digits(##.##)** | **Institutionset standard** | **Job Placement Rate** |
| Firefighter I Academy | 43.0203 | 0 % | 18 % |
| Paramedic Program | 43.0203 | 70 % | 83 % |
| Basic Police Academy | 43.0107 | 0 % | 16 % |
| Associate Degree Nursing | 51.38 | 80 % | 80 % |
| Dental Assisting | 51.06 | 80 % | 82 % |
| Dental Hygiene | 51.06 | 80 % | 82 % |
| Pharmacy Technician | 51.08 | 80 % | 82 % |
| Vocational Nursing | 51.39 | 80 % | 50 % |
| Radiologic Technician | 51.00 | 80 % | 85 % |
| Dietetic Technician | 51.3103 | 75 % | 80 % |
| Ranger Academy | 03.0208 | 0 % | 62 % |
| Administration of Justice | 43.0104 | 0 % | 38 % |
| Medical Assisting | 51.0899 | 80 % | 82 % |
| Phlebotomy | 51.1009 | 80 % | 72 % |
| Certified Nursing Asst | 51.3902 | 80 % | 85 % |

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| 22.  | Please list any other instituion set standards at your college:

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| **Criteria Measured (i.e. persistence, starting salary, etc.)** | **Definition** | **Institutionset standard** |
| n/a | n/a | n/a |

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| 23.  | Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).

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| SRJC has implemented a process for evaluating certificate/major performance that seems to be really workable. Academic Affairs and the Academic Senate agreed upon a policy, established ten criteria for vitality, and created a rubric for evaluation. A standardized data set is generated for each certificate/major under review. The new rubric proved very helpful in making the evaluation process fair and consistent. Deans complete the rubric in consultation with the department chair or program coordinator. The Academic Senate Evaluation Committee reviews the rubrics and data and makes a recommendation. Recommended actions include: vital (no further action needed), more information needed, voluntary discontinuance, further evaluation needed to explore options, and other. Thus far, the college has evaluated 139 certificates and majors. Of those, 61 were considered “vital,” 50 were recommended for “revitalization,” 22 were discontinued, 1 for further evaluation, and 5 other. Of the fifty that were revitalized, pathways were simplified, units reduced, and programs were made more responsive to labor market needs.  |

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| **Student Learning Outcomes and Assessment** |
| Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment ( see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. |
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| **#** | **Question** | **Answer** |
| 24.  | Courses

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| a. | Total number of college courses: | 1697 |
| b. | Number of college courses with ongoing assessment of learning outcomes | 743 |
|   | Auto-calculated field: percentage of total: | 43.8 |

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| 25.  | Programs

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| a. | Total number of college programs (all certificates and degrees, and other programs as defined by college): | 266 |
| b. | Number of college programs with ongoing assessment of learning outcomes | 35 |
|   | Auto-calculated field: percentage of total: | 13.2 |

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| 26.  | Student and Learning Support Activities

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| a. | Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): | 12 |
| b. | Number of student and learning support activities with ongoing assessment of learning outcomes: | 12 |
|   | Auto-calculated field: percentage of total: | 100 |

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| 27.  | URL(s) from the college website where prospective students can find SLO assessment results for programs: | not available; site is password protected |
| 28.  | Number of courses identified as part of the GE program: | 240 |
| 29.  | Percent of GE courses with ongoing assessment of GE learning outcomes: | 0 % |
| 30.  | Do your institution's GE outcomes include all areas identified in the Accreditation Standards? | Yes |
| 31.  | Number of GE courses with Student Learning Outcomes mapped to GE program Student Learning Outcomes: | 0 |
| 32.  | Number of Institutional Student Learning Outcomes defined: | 7 |
| 33.  | Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities). | 100 % |
| 34.  | Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes: | 100 % |
| 35.  | Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).

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| SRJC has found that participating in national studies or surveys can be an effective practice for assessing institutional SLOs. For example, for the SLO "Maintain or improve health" the Office of Institutional Research and the Student Health Services Department collaborated on administering a national survey on student health to a randomly selected group of class sections. The college received back the results and was able to use them to identify areas for improvement. Similarly, in Fall 2013, the college was able to assess the institutional SLO to demonstrate civic responsibility by participating in a national survey regarding whether or not our students were voting. This data just became available to us in early spring, 2014 and will be shared with the Academic Senate and other appropriate constituencies. |

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| **Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.** |
| 36.  | Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).

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| Santa Rosa Junior College has focused effort on the alignment learning outcomes for the certificate or major with the required courses. We call this process “mapping,” and visually it is a chart. Two types of charts are possible: one that shows simple alignment and the other that demonstrates in which courses skill acquisition was initiated, developed or mastered. An example of the latter is the recently developed Restaurant Management certificate/major: the “map” was done first to identify what curriculum already supported the SLOs and where new or enhanced curriculum was needed. However, much of the mapping has been in reverse – the certificate or major already existed, and after the fact, faculty members were asked to align course outcomes with certificate/major outcomes. This process is usually undertaken collaboratively and involves dialogue about how and why the major is structured in a certain way. One area of fruitful dialogue has been why electives are grouped together, and some elective groups have been changed to enhance the intended outcomes. Maps are required for every certificate and major at the college. |

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| 37.  | Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).

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| Course and certificate/major assessment results are most frequently shared among faculty and staff in the same or related disciplines. This takes place at department meetings, workshops, and sometimes by email when faculty cannot get together in person. The audiences are generally internal. Deans encourage department chairs to share experiences at cluster (division) meetings, which serves as both a motivating factor and a learning experience for other chairs. Sometimes assessments result in a finding that existing practice is working, and at other times improvements to teaching, curriculum, technology or practices are implemented. Students are probably unaware that most of this is happening, but they benefit in terms of improved learning experiences. Typically SLO assessment results are not shared externally, as the public has little interest in this level of detail. However, program review documents, which contain a summary of improvements based on SLO assessments, will be posted on the SRJC website for public review. |

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| 38.  | Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).

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| On the SLO Assessment Form, each submitter is required to report how dialogue is occurring about that particular assessment. Most often, the dialogue is at the discipline or department level for courses and certificates/majors. Institutional SLOs are assessed by the Office of Institutional Research and shared at professional development activities days and in the Academic Senate. Some institutional assessments, such as an assessment of student health behaviors or an assessment of civic learning as evidenced by voting behavior among students, are of great interest to many programs, but typically not all programs. Reporting on SLOs is required in the Program and Resource Planning Process (PRPP), which is both a program review and a planning process. In that same document, resource requests are made to support student learning.  |

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| 39.  | Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).

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| Foundations of Language and Literacy (CHLD 55.5) In Child Development, students listen and transcribe the retelling of a story by a pre-school child, evaluating the story telling for appropriate language development skills. Analysis indicated that 90% of the students were able to complete this assignment by clearly incorporating into their analysis five aspects of language. This appears to be an effective practice and student learning met expectations. Art History: Pre History to Gothic (ART 2.1) A random sample of students from Art History were asked to describe an unknown work of Egyptian art at the beginning of the semester using only their prior knowledge, and then asked to describe a different, unknown work toward the end of the semester. As a comparison, another random sample was asked to use a critical rubric in their second written description. A comparison of the two groups indicated that the use of the rubric allowed students to write in a more focused manner and students appear to retain the material for a longer period of time. The use of rubrics appears to be an effective pedagogical technique. |

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| **Substantive Change Items** |
| **NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.** |
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| **#** | **Question** | **Answer** |
| 40.  | Number of submitted substantive change requests: |

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| 2012-13:  | 2 |
| 2011-12:  | 1 |
| 2010-11:  | 1 |

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| 41a.  | Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply) | No changes planned |
| 41b.  | Explain the change(s) for which you will be submitting a substantive change proposal: | n/a |

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| **Other Information** |
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| **#** | **Question** | **Answer** |
| 42a.  | Identify site additions and deletions since the submission of the 2013 Annual Report:  | n/a |
| 42b.  | List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered: | Petaluma Campus, 680 Sonoma Mountain Parkway, Petaluma, 94954 Shone Farm, 74560 Steve Olson Lane, Forestville, 94536 Public Safety Training Center, 5743 Skylane Blvd., Windsor, 95492  |
| 43.  | List all of the institution’s instructional sites out of state and outside the United States: | n/a |

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| The Annual Report must be certified as complete and accurate by the CEO (Dr. Frank Chong). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification. Only the CEO may submit the final Annual Report. Top of FormBottom of Form |  |  |
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