



Midterm Report

Submitted by:

Santa Rosa Junior College

1501 Mendocino Ave, Santa Rosa CA 95401

Submitted to

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

Date Submitted:

Certification Page

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

From:

(Name of Chief Executive Officer)

(Name of Institution)

(Address)

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

Signatures:

(Chief Executive Officer) (Date)

(Chairperson, Governing Board) (Date)

(Name, Title, Representing) (Date)

(Name, Title, Representing) (Date)

(Name, Title, Representing) (Date)

(Name, Title, Representing) (Date)

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Report Preparation

In August of 2015, the Senior Vice President of Academic Affairs/Accreditation Liaison Officer (SVPAA/ALO) proposed a plan (see appendix E), subsequently approved by the Institutional Planning Council and the Superintendent/President, for organizing the preparation of this report. The plan was implemented as proposed, with several dozen people contributing to initial drafts in the fall, and the entire College community given the opportunity to comment on the first and the final draft in the spring.

This report is a distillation and synthesis of the drafts submitted by the “coordinator/writers” to the SVPAA/ALO. The first section addresses College’s actionable improvement plans for the self-evaluation’s four standards addresses; and the second section addresses the external evaluation team’s five recommendation. Key institutional documents providing evidence of the College’s progress in addressing each of the five recommendations from the visiting team are included in the appendices of the report as well as in the follow up reports submitted to ACCJC. Links to online evidence are embedded in each section. Additional documentation and background material can be made available to the Commission if needed.

Frank Chong, Ed.D. Superintendent/President

Maggie Fishman, President, Board of Trustees
Sonoma County Junior College District

Plans Arising out of the Self-Evaluation Process

Standard I.A.4 Actionable Improvement Plan

Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
I.A.4	The College will develop and implement a plan to widely promote the College mission statement, vision, and core values in ways that allow dialogue and a deeper understanding and connection by faculty, staff, students, and the local community	SRJC Public Relations, Office of Professional Development, Associated Students, Institutional Planning Council	Spring 2016	Spring 2017

Response

As reported in the 3/15/16 Follow-up Report, this AIP has been completed. The College's Vision, Mission Statement and Values have been posted in digital formats in prominent locations as a way of promoting SRJC's core beliefs to students and the local community. As a result of the College-wide engagement and participation that created SRJC's Strategic Plan, employees and student leaders feel invested in the vision, mission and values they created, and that culture of ownership and engagement is sustained through conversations in committees, councils, and departments across the College.

Standard I.B Actionable Improvement Plan

Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
I.B.2	The College will complete the transition from	Board of Trustees	Spring 2016	Spring 2017
I.B.6	College Initiatives to	Institutional Planning Council		

	Strategic Plan Goals and Objectives by way of a Strategic Plan Implementation and Accountability Plan, which describes how each goal and objective will be achieved, who will be involved, and what measures and outcomes will be reported based on core indicators in the Strategic Plan Scorecard. The College will continuously evaluate this accountability framework so that it effectively reflects progress in student learning and institutional improvement.	President's Cabinet		
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Response

As reported in the Follow-up Report of March 15, 2016; this AIP has been completed. Santa Rosa Junior College sets goals to improve its effectiveness consistent with its stated purpose. The College articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. Additionally, the College assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts. The College's planning agenda is completed. To provide an overview, the final report on SRJC's College Initiatives (2013/14) was presented to and approved by the Board of Trustees in November 2014, providing an official transition from College Initiatives to Strategic Plan goals/objectives.

Standard II.A Actionable Improvement Plans

Standard	Plan	Responsibility	Intended Implementation Date	Actual 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	Fall 2015
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	Fall 2015
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	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	Fall 2015

	visible to discipline faculty.			
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Response to the Actionable Improvement Plan II.A.

Response (II.A.1.C): The College completed its six year cycle in Spring of 2015. Beginning with Fall 2015 semester, a new cycle was initiated to assess all active courses fully in the period 2015-2021. Additionally the College is engaged currently in designing a more streamlined computer-based system for reporting and documenting assessment results.

Response (II.A.1.C, II.A.3): All general education (GE) outcomes have been aligned with institutional learning outcomes (ILO's). Once every 3 years, SRJC conducts a survey (of ILO's) of all students registered in 10% of course sections offered with a close to 100% response rate. This was completed in Fall 2016 and will be conducted again in Fall 2019.

Response (II.A.1.c, II.A.3): All courses submitted for approval by the Curriculum Review Committee identify institutional learning outcomes and are specifically listed as such in each COR (course outline of record.)

Standard II.B Student Support Services Actionable Improvement Plan

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

Response

Santa Rosa Junior College analyzed all student services, including counseling and identified evidence of access to the full range of services regardless of location or method of delivery. The District is committed to providing appropriate student support services information and functions at all of its campuses and centers and online. Throughout 2015 the District expanded its use of the Drupal web content management system, which has given all student services department an accessible means to provide information and services online via their webpages regardless of location or means of delivery. The District Online Committee conducted an analysis of the institution's website to assess the level of online access to all Student Services. In addition analysis was conducted by the Vice President of Student Services to determine if the actionable improvement plan included at the conclusion of Standard II.B in the District's 2015 self-study was being met.

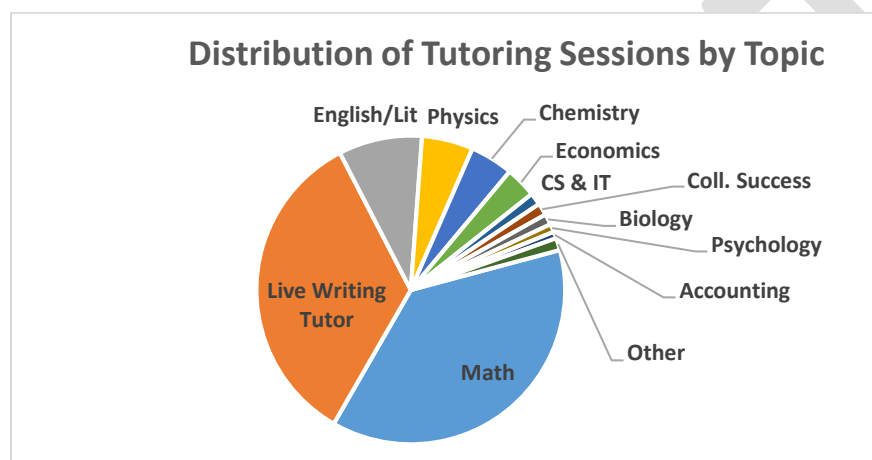
The Student Services Council conducted a survey of all student services department regarding the current online services available, those in development or planned and any identified gaps. **(R.3.0)** Findings of these studies showed that the range of student services departments provide substantial information and access to services online via their departmental webpages, by phone, via email or Skype. All student service departments are committed to growing and improving online access to the full range of services. Plans for continued improvement and closing of service gaps will be ongoing within the annual program review and planning cycle. The District Online Committee reviewed online Counseling options. Strengths and weaknesses in the areas of usability, clarity, and response time were discussed and shared in meetings with the Vice President of Student Services, the Dean of Counseling and the Department Chair of Counseling. This information was used to envision a model program for offering online advising which was incorporated into departmental program planning and is currently scheduled to be implemented in phases continuing from July 2015 through December 2016. **(R.3.0, R.3.1)**

Standard II.C Actionable Improvement Plan

Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
II.C.1 II.C.1.c	The College will pilot and implement an online tutoring program in order to extend learning support to DE students and those who cannot attend the tutorial centers during open hours.	Dean, Language Arts and Academic Foundations Instructional Computing College Skills/Tutorial Department Chair	Spring 2016	Spring 2016

Response

In 2016, the Online Education Initiative began offering an online tutoring solution to all CCCs at a reduced rate. After a rigorous vetting process, including conversations with the District Online Committee, the Tutorial staff, the Information Technology staff, and faculty who were using the current online tutoring product, it was decided that the District would phase out the old product (SmarThinking) and phase in the new one, NetTutor. In Summer 2017 the change became official. Some of the reasons for adopting the new product were expanded tutoring hours and subjects, and a deeper integration with the District's course management system, Canvas. Between July 1, 2017 and January 31, 2018, the service has been used more than 700 times accounting for more than 270 hours of online tutoring.



Standard III.A Actionable Improvement Plan

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

Response

District/AFA Contract Article 14B: Adjunct Faculty Evaluations

14B.10 SUBMISSION OF THE EVALUATION MATERIALS

Evaluation Materials: No later than the end of **Week 5 (mandatory deadline)** of the evaluation semester, the evaluatee will submit [evaluation materials](#) to the department chair. For adjunct faculty, evaluation materials include:

1. Evaluation cover sheet (with SLO self-assessment) with a reflection on the student learning outcomes assessments in which the evaluatee has participated since his/her previous evaluation;
2. A schedule of classes and/or other student contact-related duties;
3. Current course syllabi for all courses taught that semester; and
4. Responses to recommendations made in prior evaluation(s).

Source: <http://www.afa-srjc.org/Contract/Articles/art14B.pdf>

SRJC Accreditation Follow-up Report

RESPONSE TO RECOMMENDATION #4

External Report

The external report submitted by the visiting team stated that SRJC needed to address student learning outcomes as a component of faculty evaluations as follows:

In order to meet the Standard, the team recommends that all faculty have as a component of their evaluation effectiveness in producing student learning outcomes. (Standard III.A.1c)

Participation

The All Faculty Association (AFA) collaborated with the District negotiations team to come to the terms of agreement in order to incorporate student learning outcomes into all faculty evaluations.

Report Preparation

The Accreditation Co-chairs for Standard IIIA (Vice President and Director of Human Resources) assisted in the preparation of the college's response to the external report.

Response

The District and All Faculty Association (AFA) have negotiated that all faculty have, as a component of their evaluation, effectiveness in producing student learning outcomes. The regular faculty evaluation already addressed this area, and as of Fall 2015, the evaluation form for adjunct faculty includes this component.

Evidence

- Adjunct Faculty Evaluation Cover Sheet and Self-Assessment (Appendix)
- Summary of AFA Negotiations for 2014-15, Article 14B: Adjunct Faculty Evaluations (Appendix)

Standard III.D Actionable Improvement Plan

Standard	Plan	Responsibility	Intended Implementation Date	Actual Implementation Date
III.D.3.a	The District will develop and implement a plan to address its structural deficit during 2014/2015 negotiations and 2015/2016 budget development to assure ongoing fiscal stability.	Board of Trustees Superintendent/President President's Cabinet Vice President of Business Services Negotiating teams for the All Faculty Association (AFA), California Federation of Teachers (CFT, Unit B), Service Employees International Union (SEIU), and the District.	Fall 2015	Spring 2016

Response

On March 15, 2016, SRJC submitted a "Follow-Up" Report to the Accreditation Commission, responding to each of the Commission's recommendations, which included an actionable plan for dealing with the District's structural deficit, and assure ongoing stability.

In a "Commission Action Letter" letter dated July 8, 2016, the District's President was notified that the District had resolved the deficiencies that lead to recommendations 3 and 4, but stated the following with regards to recommendation 5 (related to Standard III.D):

"During its review, the Commission noted that the College has operated in deficit spending and with reduced reserves. There are structural operating losses and reduced enrollments which may place the district at financial risk. Therefore, the Commission determined that Standard III.D.1.b from Recommendation 5 is not yet met and took action to require Santa Rosa Junior College to submit a

Follow-Up Report by March 1, 2017 (the end of the College's two-year rule period) demonstrating the College has resolved this last remaining deficiency and meets the Standard."

In response to the July 8, 2016 Commission Action Letter the District, in its February 15, 2017 Follow Up Report, responded as follows:

First, the District responded to what appeared to be a typographical error, in that the original finding had to do with meeting Standard III.D.3.a, but the later Commission Action Letter referenced Standard III.D.1.b.

Standard III.D.1.b states: *Institutional planning reflects realistic assessments of financial resource availability, development of financial resources, partnerships, and expenditure requirements.*

The District responded that it indeed met Standard III.D.1.b by presenting data from Annual CCFS-311 reports (for 2014-15 and 2015-16) comparing budgeted amounts to actual amounts. The District pointed out that, *"With regards to ... planning that reflects realistic assessments ... it should be noted that the District's Unrestricted General Fund actual revenues and expenditures (as recorded in the CCFS 311 Report) are fairly close to what the District budgeted."*

The District then went on to address the Commission's concerns, as noted in the text, accompanying the standard cited, which were:

1. Deficit Spending
2. Reduced Reserves
3. Structural Operating Losses
4. Reduced Enrollments

... All of which may place the District at Financial Risk.

The District responded to these four areas of concern, by first noting that "Structural Operating Losses" are another way of saying "ongoing expenditures exceed ongoing revenues." Bringing ongoing expenditures *within* ongoing revenues solves the issue of "structural operating losses," as well as the issues of "deficit spending" and "reduced reserves."

The District went on to say that reduced enrollments affect ongoing revenues, but as long as ongoing expenditures are maintained within ongoing revenues, then the effect of reduced enrollments is mitigated. The District pointed out that in its budgeting process "reduced enrollments" are factored into the District's budget assumptions and any calculated structural operating loss.

Having addressed the relationship between the four areas of concern, and identifying items 3 and 4 as subsets of item 1, the District then responded to items 1 and 2, "reduced reserves and deficit spending."

In addressing the "reduced reserves," the District pointed out that, per the District's 2016-17 Adopted Budget, the projected General Fund, ending fund balance is \$10.4 million, which was a \$4.6 million improvement over the ending fund balance of June 30, 2015.

In addressing “deficit spending”, the District pointed out that, per the District’s 2016-17 Adopted Budget, expenditures in the Unrestricted General Fund exceeded revenues by \$1.4 million, which was a huge improvement over the \$6.1 million deficit experienced in 2014-15.

The District conceded that when considering 2016-17 revenues, the Unrestricted General Fund, included \$1.8 million in “one-time” mandated cost funding, so the District’s budgeted structural operating loss for 2016-17 was approximately \$3.2 million. Against that structural operating loss, the District presented a 3-Year budgetary plan (see following table), using known amounts and conservative estimates that both eliminated the current structural imbalance, and maintained the Unrestricted General Fund, fund balance.

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SRJC Plan to Reduce/Eliminate the "Structural Operating Loss" Identified as a Concern by ACCJC			
	Unrestricted General Fund (UGF) Structural Imbalance Reduction		
Activity Description	2017-18	2018-19	2019-20
Use of Measure H Bond Funds to Build Photovoltaic Arrays and Other Sustainability Projects that Reduce the District's Utility Costs (Doc 15 - pg 9 , Doc 16 , Doc 17 - pgs 12 & 13 , Doc 18 - pg 3)	1,100,000	1,500,000	1,900,000
Use of Measure H Bond Funds to Build Grey Water System for restrooms and irrigation - Reduce the District's sewer and water costs (Doc 19)	-	110,000	110,000
Use of Measure H Bond Funds to purchase (properties) such as the current Southwest Center site - Eliminate current facilities rental costs (Doc 15 - pg 9 , Doc 20)	210,000	210,000	210,000
Increase Non-resident Student Enrollment, Finalize Intense English Language School Partnership Agreement - Increase Non-resident Tuition (Doc 21 - pgs 15 & 35 , Doc 22)	20,000	400,000	800,000
Use of Measure H Bond Funds to erect electronic signage along Highway 101 - Reduce current advertising costs. (Doc 21 - pg 37 , Doc 23 - pg 6)	20,000	20,000	20,000
Student Passage of Transportation Fee - Elimination of District-share to help subsidize County's Free Ridership for SRJC students (Doc 24)	30,000	30,000	30,000
Change in Bookstore Management from District-owned Bookstore to one that is outsourced to a third party - Increased Revenue/Commissions (Doc 25)	600,000	600,000	600,000
UGF Structural Imbalance Reduction (A)	1,980,000	2,870,000	3,670,000
	Unrestricted General Fund (UGF) One-time UGF Resource In-flow		
Activity Description	2017-18	2018-19	2019-20
Change in Bookstore Management - Sale of inventory/transfer of fund balance to UGF (Doc 25 , Doc 26)	500,000		
Use of Bond Funds to Pay-off remaining outstanding Race Building Revenue Bonds - Transfer Fund 22 debt-repayment-set-aside to UGF (Doc 27 , Doc 28)	1,200,000		
One-time UGF Resources (B)	1,700,000	-	-
Impact against Structural Operating Loss (C) = (A+B)	3,680,000	2,870,000	3,670,000
Structural Operating Loss (D)	3,200,000	3,200,000	3,200,000
Net Impact on Fund Balance (E) = (C-D)	480,000	(330,000)	470,000
Commulative "Net" Impact on Fund Balance	480,000	150,000	620,000

In its February 15, 2017 Follow-Up Report, the District concluded, based on the above chart, that Santa Rosa Junior College (SRJC) had an actionable plan, supported by known quantities and conservative projections, which eliminated the District's structural operating loss, and maintained its fund balance. As such, SRJC had demonstrated that it has resolved this last remaining identified deficiencies, and meets the Standard.

In July, 2017, SRJC received notification from the ACCJC stating that at its June 7-9, 2017 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took action on the accredited status of SRJC reaffirming its accreditation on the basis of its Follow-Up Report.

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Standard IV B Actionable Improvement Plan

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

Response

The Sonoma County Junior College District Board of Trustees fulfill the requirement outlined by Policy 0.30, that Trustees receive full orientation through the District and Community College League of California and other avenues, as shown by the included documentation:

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

Institutional Reporting on Quality Improvements

Responses to Team Recommendations for Improvement

College Recommendation 1

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

Response

To expand access to comprehensive student data, the IT team worked with OIR to allow broader access to current and historical student performance data using the MIS reporting elements from our home grown student information system. To increase the quality of comprehensive student data, including the disaggregation of student achievement and outcomes data, the OIR team has created a series of online data visualizations which are publicly accessible and can be disaggregated and displayed in graphical form by users, including by instructional modality.

Specific Actions Taken Since February 15, 2017 Follow-up Report:

- Information Technology (IT) provided the Office of Institutional Research (OIR) with access to current and historical MIS data from SRJC's home grown Student information System (SIS). The data base is updated daily and was made available to OIR in winter 2017.
- OIR created custom programming with Tableau software accessible from the OIR home page of SRJC's web site for the public to explore, display and disaggregate student achievement data, including by instructional modality. <https://research.santarosa.edu/>. Access to this information, along with SRJC's online Fact Book and Strategic Planning Scorecard, have served to democratize access to institutional data and student outcomes.
- OIR is currently collaborating with SRJC's Enrollment Management Work Group on the development of an Enrollment Dashboard using data from the college's Enrollment Management System (EMS) and Student Information System. Once complete, the dashboard will serve as a common source of disaggregated data in support of SRJC's integrated planning and institutional effectiveness initiatives.

College Recommendation 2

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

Response:

- The College completed its first six- year cycle of assessment at the end of spring semester, 2015 with 100% of all courses, certificates, majors, student services, and institutional SLOs assessed. Sixty-six percent of the new General Education LOs were assessed.
- Since Fall 2015, adjunct faculty have been required to participate in SLO assessment according to the departmental assessment plan. This is no longer optional for adjunct faculty, but is now required and compensated. Thus, assessment will be more comprehensive, and many more faculty members will be involved.
- The College has aligned General Education (GE) outcomes with institutional outcomes. All GE areas were assessed through the fall 2016 SRJC Student Survey and/or other methods of assessment at the institutional level. This assessment will occur once every 3 years.
- All curriculum submitted to the CRC are required to identify ILO's which are noted in the Course Outline of Record (COR).

College Recommendation 3

In order to meet the Standards, the team recommends that the College assure comprehensive, reliable, and equitable student support services for all students, regardless of location or means of delivery. (*Standards II.B.1, II.B.3.a, II.C.1, II.C.1.c, Eligibility Requirements 14, 16*)

Response:

The College took extensive action to both establish and to expand comprehensive, reliable and equitable services for all students. College constituents representing teams from Academic Affairs and Student Services organizational units analyzed all student services to ensure access to the full range of services regardless of location or method of delivery. Services for students

enrolled in courses delivered online, regardless of physical location, were expanded to provide the same infrastructure of support that is available to students who are taking traditional, face-to-face courses. An intentional and deliberative approach was taken to ensure a thorough review of services, resulting in the implementation of online-accessible services in the areas of Admissions & Records (A&R), Assessment, CalWORKs, Career Development Services, Counseling, Disability Resources, International Student Programs, Schools Relations and Outreach, Student Affairs, Student Employment, Student Financial Services, Student Health Services and Transfer Center. Online academic tutoring services were also expanded to provide robust quality instructional support equal to what is available to students who use campus-based tutoring.

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

College Recommendation 4

In order to meet the Standard, the team recommends that all faculty have as a component of their evaluation effectiveness in producing student learning outcomes. (Standard III.A.1.c)

Response:

Regular (full-time) faculty have, as part of their job description, evaluation of their effectiveness in producing learning outcome. [\(Link for Regular faculty job description\)](#). For adjunct faculty, an updated process was negotiated between the District and All faculty Association in April 2015 which incorporates assessment of student learning outcomes as part of adjunct faculty self-assessment. [\(Insert link for Adjunct faculty Cover Sheet and Self-Assessment\)](#)

College Recommendation 5

In order to meet the Standards, the team recommends that the College develop and implement a plan to assure ongoing financial stability and a contingency plan to meet financial emergencies and unforeseen occurrences. (Standards III.D.1.b, III.D.1.c, III.D.3.a, IV.B.2.d, Eligibility Requirement 17)

Response:

On March 15, 2016, SRJC submitted a "Follow-Up" Report to the Accreditation Commission, responding to each of the Commission's recommendations. In a letter dated July 8, 2016, the District's President was notified that the District had resolved the deficiencies that lead to recommendations 3 and 4, but stated the following with regards to recommendation 5:

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

On February 15, 2017, SRJC submitted a "Follow-Up" Report to the Accreditation Commission, specifically addressing the Commission's concerns regarding; 1) deficit spending, 2) reduced reserves, 3) structural operating losses, and 4) reduced enrollments. The response included a detailed three year plan that acknowledged the effects of reduced enrollments, eliminated deficit spending and structural operating losses, and maintained reserves.

In July, 2017, SRJC received a notification from the Accreditation Commission stating that at its June 7-9, 2017 meeting, the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took action on the accredited status of SRJC reaffirming its accreditation on the basis of its Follow-Up Report

Data Trend Analysis

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ACCJC Midterm Report Data Reporting Form

ANNUAL REPORT DATA INSTITUTION-SET STANDARDS

STUDENT COURSE COMPLETION

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

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	72%	72.1%	72.1%
Stretch Goal	NA	NA	73%
Actual Performance	71.4%	71.9%	71.9%
Difference between Standard and Performance	-.6%	-.2%	-.2%
Difference between Stretch Goal and Performance			-1.1%
Analysis of the data:	Analysis here...		

DEGREE COMPLETION

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

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	1675	1891	1511
Stretch Goal	NA	NA	NA
Actual Performance	1977	1971	2245
Difference between Standard and Performance	+302	+80	+734
Difference between Stretch Goal and Performance			
Analysis of the data:	Analysis here...		

CERTIFICATE COMPLETION

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

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	606	658	958
Stretch Goal	NA	NA	NA
Actual Performance	1183	1098	1073
Difference between Standard and Performance	+577	+440	+115
Difference between Stretch Goal and Performance			
Analysis of the data:	Analysis here...		

Category	Reporting Year		
	2014	2015	2016
Institution Set Standard	1500	1487	TBD
Stretch Goal	NA	NA	NA
Actual Performance	1605	1433	TBD
Difference between Standard and Performance	+105	-54	
Difference between Stretch Goal and Performance			
Analysis of the data:	Analysis here...		

	Reporting Year		
	2014	2015	2016
Number of Courses			
Number of Courses Assessed			
Number of Programs			
Number of Programs Assessed			
Number of Institutional Outcomes			
Number of Outcomes Assessed			
Analysis of the data:			

[illegible][illegible]

ANNUAL FISCAL REPORT DATA

Category	Reporting Year		
<u>General Fund Performance</u>			
	2014	2015	2016
Revenue	<input type="text"/>	<input type="text"/>	<input type="text"/>
Expenditures	<input type="text"/>	<input type="text"/>	<input type="text"/>
Expenditures for Salaries and Benefits	<input type="text"/>	<input type="text"/>	<input type="text"/>
Surplus/Deficit	<input type="text"/>	<input type="text"/>	<input type="text"/>
Surplus/Deficit as % Revenues (Net Operating Revenue Ratio)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Reserve (Primary Reserve Ratio)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Analysis of the data:	<input type="text"/>		
<u>Other Post Employment Benefits</u>			
Actuarial Accrued Liability (AAL) for OPEB	<input type="text"/>	<input type="text"/>	<input type="text"/>
Funded Ratio (Actuarial Value of Plan Assets/AAL)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Annual Required Contribution (ARC)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Amount of Contribution to ARC	<input type="text"/>	<input type="text"/>	<input type="text"/>
Analysis of the data:	<input type="text"/>		
<u>Enrollment</u>			
Actual Full-Time Equivalent Enrollment (FTES)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Analysis of the data:	<input type="text"/>		
<u>Financial Aid</u>			
USED Official Cohort Student Loan Default Rate (FSLD - 3 year rate)	<input type="text"/>	<input type="text"/>	<input type="text"/>
Analysis of the data:	<input type="text"/>		

DRAFT

Appendices – Links and More to Come Later

Appendix A

Adjunct Faculty Evaluation Cover Sheet and Self-Assessment

Appendix B

Summary of AFA Negotiations for 2014-15, Article 14B: Adjunct Faculty