Institutional Self-Evaluation Follow Up Report

Submitted by

Sonoma County Junior College District
1501 Mendocino Avenue
Santa Rosa, CA 95401

to

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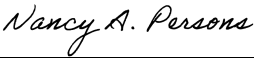Western Association of Schools and Colleges

October 2023

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

From: Dr. Angélica Garcia
           Santa Rosa Junior College
           Sonoma County Junior College District
           1501 Mendocino Avenue
           Santa Rosa, CA 95401

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:

(signature)   09/18/2023

Dr. Angélica Garcia, Superintendent/President (CEO)   [Date]

Dorothy Battenfeld   09/18/2023
Dorothy Battenfeld (Sep 18, 2023 21:28 PDT)

Dorothy Battenfeld, President, Board of Trustees   [Date]

Nancy A. Persons   09/19/2023

Nancy Persons, President, Academic Senate   [Date]

Debbie Weatherly   09/19/2023
Debbie Weatherly (Sep 19, 2023 08:56 PDT)

Debbie Weatherly, President, Classified Senate   [Date]

(signature)   09/19/2023
D'Juan Brundidge (Sep 19, 2023 15:52 PDT)

D'Juan Brundidge, President, Student Government Assembly   [Date]

Robert Holcomb   09/19/2023
Robert Holcomb (Sep 19, 2023 20:35 PDT)

Dr. Robert Holcomb, Vice President, Academic Affairs   [Date]

Jeremy Smotherman   09/20/2023
Jeremy Smotherman (Sep 20, 2023 08:49 PDT)

Dr. Jeremy Smotherman, Accreditation Liaison Officer   [Date]

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Background

During the 2021/2022 academic year, Santa Rosa Junior College engaged in a regularly scheduled Accreditation Peer Review Process with the Accrediting Commission for Community and Junior Colleges (ACCJC). The process entailed the submission of an Institutional Self-Evaluation Report (B.1) and participation in a Peer Review Team Visit, which was conducted February 28 through March 3, 2022. Subsequently, the Visiting Team (B.2) submitted a Peer Review Team Report (B.3) to the Commission and the Commission acted on the accredited status of Santa Rosa Junior College during its June 2022 meeting. Santa Rosa Junior College received an Action Letter, dated June 14, 2022 (B.4) from the Commission, which communicated three commendations and two compliance requirements pertaining to the District's accredited status as follows:

Commendation 1: The team commends the College for their exceptional and innovative efforts, in response to many recent crises, by continually supporting and fostering student success and achievement across the institution through notable processes and practices that demonstrate exemplary library, learning support and student support services and materials. (II.B.1, II.B.2, II.C.1, II.C.3).

Commendation 2: The team commends the College for its leadership and foresight in meeting its mission and enhancing the student experience by constructing affordable and sustainable student housing. (II.C.2, III.B.2)

Commendation 3: The team commends the College for its strong commitment ensuring long-range financial stability through the collegial development and implementation of its Long-Range Plan for Fiscal Integrity. (III.D.1, III.D.2)

Requirement 1: In order to meet the standard, the team recommends the College disaggregate and analyze student learning outcome data for student subpopulations, as identified by the institution (I.B.6)

Requirement 2: In order to meet the standard, the team recommends the College develop a sustainable process for regularly assessing student learning outcomes for all its courses and programs, and ensure that course syllabi include statements of learning outcomes from the institution's officially approved course outlines (I.B.2, II.A.3)

This Follow-up Report summarizes Santa Rosa Junior College's progress-to-date in achieving compliance with Accreditation Standards I.B.6 (College Requirement 1) and I.B.2, II.A.3 (College Requirement 2). This Report has been reviewed and informed by key District bodies listed below.

Constituent Group	Date
Academic Senate	Wednesday, August 16, 2023
Student Government Assembly	Monday, August 28, 2023
Classified Senate	Friday, September 1, 2023
President's Cabinet	Wednesday, September 6, 2023

Planning and Budget Council	Monday, September 11, 2023
Board of Trustees	Tuesday, September 12, 2023

Preparation of this Report

Upon receiving the June 14, 2022, Action Letter from the Commission, the Santa Rosa Junior College Superintendent/President took immediate steps to address the compliance requirements. The Vice President of Academic Affairs developed a detailed Accreditation Response Plan (P.1), formed an Accreditation Response Team to be comprised of SLO Faculty Coordinators, an SLO Faculty Workgroup, select District administrators and support specialists, and provided strategic communications and discussion across the District. SLO Faculty Coordinator positions were negotiated and reinstated with augmented reassigned time and updated job descriptions with expanded duties (P.2). The Academic Senate passed a motion (P.3), indicating that the Academic Senate will work in collaboration with the Vice President of Academic Affairs and form the SLO Faculty Workgroup. The workgroup was charged with addressing Accreditation compliance requirements by providing recommendations to the Academic Senate on establishing a regular SLO assessment timeline, a process for ensuring SLO assessments are conducted, and identifying populations for SLO data disaggregation.

The Accreditation Response Team, tri-chaired by the Vice President of Academic Affairs and SLO Faculty Coordinators, held weekly meetings, starting October 2022, with the goal of ensuring the implementation of the Accreditation Response Plan, thus bringing the District into compliance with Accreditation Standards I.B.6 (College Requirement 1) and I.B.2, II.A.3 (College Requirement 2). (P.4, P.5)

The members of the Accreditation Response Team are listed below.

Name	Role
Joshua Adams	Dean, Academic Affairs
Andrea Alexander	Faculty, Disability Resources
Smita Avasthi	Faculty, Library
Lisa Beach	Director, Distance Education
Merrill Collier	Faculty, Business
Rachael Cutcher	Director, Student Financial Services
Lynn Erikson Rhode	Faculty, College Skills
Dr. K. Frindell Teuscher	Faculty, Chemistry
Kim Kinahan	Faculty, Work Experience
Blair Lamb	Research Analyst
Matthew Markovich	Dean, Kinesiology, Athletics and Dance
Dr. Mary-Catherine Oxford	Dean, Learning Resources and Educational Technology
Liko Puha	Instructional Systems Administrator
Dr. Jeremy Smotherman	Senior Director, Institutional Effectiveness, Research, & Planning
Emily Schmidt	Faculty, Humanities & Religious Studies

The Vice President of Academic Affairs, in collaboration with SLO Faculty Coordinators, provided strategic communications and facilitated key updates regarding implementation of the Accreditation Response Plan, including regular presentations to the Academic Senate (P.6), Department Chairs' Council (P.7), Academic Affairs' Council (P.8), Planning and Budget Council (P.9), Student Government Assembly (P.10), Classified Senate (P.11), and the District's Board of Trustees (P.12).

Furthermore, the Vice President of Academic Affairs sent regular email updates to faculty and staff, highlighting the Accreditation Response Plan and progress-to-date pertaining to both compliance requirements (P.13).

The purpose of these regular, strategic communications is to keep the District informed, actively engaged, and equipped with opportunities to provide feedback to the ongoing implementation of the District's Accreditation Response Plan.

The Vice President of Academic Affairs gathered data and evidence during Spring 2023 to develop the Follow-up Report and prepare for the campus visit. The Vice President of Academic Affairs reviewed communications, Accreditation Response Team meeting notes, and compiled evidence to accurately communicate to ACCJC the action taken by Santa Rosa Junior College to address findings of the June 14, 2022, Action Letter. The initial draft of our Follow-Up Report was sent to key personnel for review and revision, with a revised draft circulated widely with invitations for input. Input was gathered and reported back throughout the month of July 2023 through email correspondences and revised versions of the draft report.

Key Personnel involved in the development and preparation of the follow-up report

Name	Role
Joshua Adams	Dean, Academic Affairs
Andrea Alexander	Faculty, Disability Resources
Smita Avasthi	Faculty, Library
Lisa Beach	Director, Distance Education
Merrill Collier	Faculty, Business
Rachael Cutcher	Director, Student Financial Services
Lynn Erikson Rhode	Faculty, College Skills
Dr. K. Frindell Teuscher	Faculty, Chemistry
Dr. Robert Holcomb	Vice President of Academic Affairs
Sarah Hopkins	Director, Human Resources
Kim Kinahan	Faculty, Work Experience
Matthew Markovich	Dean, Kinesiology, Athletics and Dance
Karolina Nazario	Executive Assistant, Academic Affairs
Dr. Mary-Catherine Oxford	Dean, Learning Resources and Educational Technology
Tammy Sakanashi	Dean of Health Sciences
Emily Schmidt	Faculty, Humanities & Religious Studies

Dr. Jeremy Smotherman	Senior Director, Institutional Effectiveness, Research, & Planning

Progress toward Standard I.B.6 (College Requirement 1):

In order to the meet the Standard, the Commission requires the College disaggregate and analyze student learning outcome data for student subpopulations, as identified by the institution (Action Letter, June 14, 2022).

At the time at which Santa Rosa Junior College received the June 14, 2022 Action Letter from ACCJC, the District had outdated technical tools, unmonitored practices, limited definitions and protocols necessary to disaggregate and analyze student learning outcome (SLO) data for student subpopulations, as identified by the institution. Through implementation of the Accreditation Response Plan, the District addressed these shortcomings and now meets the accreditation standard. The Accreditation Response Plan is accountable to the Board of Trustees. It was presented to the Board of Trustees at the October 11, 2022 Board Meeting and followed by a subsequent presentation and progress report at the April 11, 2023, Board Meeting (CR1.1).

SLO Software System, eLumen Insights
Through an exhaustive process, the District acquired, integrated, and implemented the technical tools and infrastructure necessary to be able to disaggregate and analyze student learning outcome data for student subpopulations. This process began by researching various software programs that provide the technical tools necessary to meet the accreditation standard and identifying three leading software providers to provide vendor demonstrations (CR1.2) to a focus group comprised 118 District stakeholders in the fall of 2022 (CR1.3). Vendor demonstrations were held as follows.

Vendor	Date	Time
Watermark	Thursday, October 27, 2022	1:30-3:00 p.m.
eLumen	Friday, October 28, 2022	9:00-10: 30 a.m.
Nuventive	Tuesday, November 1, 2022	9:30-11:00 a.m.

During each SLO software demonstration, members of the focus group had the opportunity to ask questions, seek clarification, and interact freely with representatives from the respective SLO software companies, each of which conducted presentations based on a predetermined script designed to present Santa Rosa Junior College's unique software user needs (CR1.4). Upon completion of the SLO software demonstrations, members of the focus group provided written evaluations to a consultant, Strata Information Group, which was hired by the District to facilitate the SLO vendor review process and assist with entering into contractual agreement with a vendor/software provider.

Through the vendor review process, there was overriding consensus around a recommendation to select eLumen and their Insights solution as the District's SLO software provider. eLumen Insights provides participate in an Early Adopter program (CR1.5) geared towards meeting accreditation standard I.B.6 and I.B.2.

The District entered into a contractual agreement to procure the eLumen Insights software system, which was approved at the January 10, 2023, Board meeting (CR1.6). Throughout the spring and into the summer of 2023, both SLO Faculty Coordinators, SLO Workgroup Members, and the Director of Distance Education attended regular implementation meetings with Insights representatives to support technical integration of the software system with the District's Student Information System and Learning Management System to develop training on how the software is used in conjunction with the Canvas feature, Outcomes. Namely, both SLO Faculty Coordinators, the Director of Distance Education, and select Distance Education specialists have attended Insights Early Adopter trainings (CR1.7) to learn how the Insights software system will function in relation to Canvas Outcomes.

Mandatory SLO Training for Faculty

Ensuring the effective utilization of the eLumen Insights solution was an implementation priority. The Accreditation Response Team recommended that the District ensure that faculty were properly trained in using eLumen Insights. As such, the District scheduled a mandatory, half-day SLO training on Thursday, August 10, 2023, just prior to the beginning of the fall 2023 semester (CR1.8). The content of the training was developed by SLO Faculty Coordinators, SLO Faculty Liaisons, and select administrators over the summer of 2023 (CR1.9) and delivered to 352 faculty members at the August 10, 2023, mandatory SLO training. Moreover, the SLO trainings assert the importance of conducting SLOs assessments to measure, inform, and improve teaching and learning. The percentage of SLOs that have been assessed increased from 48% to 56% during the previous year, albeit within the old system that did not allow for disaggregated SLO assessments. At the time of submission of this report, the percentage of completed SLO assessments under the new system is 0%, and the goal is to complete 25% of all SLO assessments each year, during the four-year cycle, arriving at 100% completion of SLO assessments by the start of the 2027/28 academic year. Progress will be communicated out to the College community through regular updates to the accreditation webpage, District wide email communications by the Vice President of Academic Affairs, and presentations the Academic Senate, Classified Senate, Student Government Assembly, Planning and Budget Council, President's Cabinet, and the Board of Trustees.

Identified Subpopulations for Disaggregated SLO Assessments

The Accreditation Response Plan also required the District to identify specific student subpopulations for which to disaggregate and analyze student learning outcome data (Recommendation 1, Standard I.B.6). The Accreditation Response Team recommendation to the Academic Senate that student subpopulations be based on gender, ethnicity, and first-generation college status (CR1.10). Those demographic features align with other pertinent reports, including federal IPED data and California Community Colleges Student Equity Plan data.

Three recommendations were presented by members of the SLO Faculty Workgroup to the Academic Senate, then discussed, voted on, and approved by the full Senate body at the November 30, 2022, Academic Senate meeting (CR1.11). Based on the Academic Senate's vote to adopt these identified subpopulations, the District has identified subpopulations for which to

disaggregate and analyze student learning outcome data, as required by the accreditation standard I.B.6.

The Office of Institutional Effectives Research and Planning accesses SLO data from eLumen Insights and creates a Tableau visualization for broad analysis and reporting. The Office of Institutional Effective Research and Planning will provide data to inform the Academic Senate and the Board of Trustees with annual reports related to SLO completion, data analysis, and any recommended actions.

In brief, the District secured new eLumen Insights to support SLO completion, trained faculty in effectively utilizing eLumen Insights, and implemented new systems, which allow the District to disaggregate and analyze student learning outcome data for student subpopulations that have been identified by the institution, bringing the District into compliance with Standard I.B.6 (College Requirement 1).

Progress toward Standards I.B.2, II.A.3 (College Requirement 2):

In order to the meet the Standards, the Commission requires the College develop a sustainable process for regularly assessing student learning outcomes for all its courses and programs, and ensure that course syllabi include statements of learning outcomes from the institution's officially-approved course outlines. (Action Letter, June 14, 2022).

The Accreditation Response Plan (CR2.1) also outlined specific steps toward developing a sustainable process for regularly assessing student learning outcomes for all courses and programs, as required by the accreditation standard. This was accomplished by reinstituting and expanding faculty leadership roles to support SLO work, revisiting and updating the local definition for regular assessment, and establishing provisions that require faculty to include SLOs in course syllabi.

Faculty Leadership Roles to Support SLO Work

As noted in the Team Report, the District previously enlisted SLO Faculty Coordinators to provide leadership and support to instructional departments and individual faculty members in completing student learning outcome assessments. During the COVID-19 pandemic, there was a vacancy in the SLO Coordinator role, which remained vacant through the summer of 2022. To rebuild systems and structures that support a sustainable process for regularly assessing student learning outcomes for all courses and programs, SLO Faculty Coordinator positions were negotiated and reinstated with augmented reassigned time and updated job descriptions with expanded duties (CR2.2, CR2.3). SLO Faculty Coordinator positions were filled on Monday, October 24, 2022, (CR2.4) and the SLO Faculty Coordinators have become driving joint forces behind implementation of the Accreditation Response Plan, bringing the District into compliance with the accreditation standards and changing the culture around SLO work to become more meaningful and embedded within an equity-based and student-centered framework.

In addition to SLO Faculty Coordinators, who serve in primary faculty leadership roles for SLO work, the Academic Senate also appointed a five-member SLO Faculty Workgroup (CR2.5),

which met on a weekly basis throughout the 2022/2023 academic year to research best practices throughout the professional community and provide recommendations to the Academic Senate regarding matters pertaining to SLOs and the Accreditation Response Plan. Each of three key recommendations that the SLO Faculty Workgroup made to the full Academic Senate membership was discussed, voted on, and ultimately approved by the Academic Senate, and adopted by the District.

Among these recommendations was the following.

> The SLO Faculty Workgroup recommends providing SLO resources by continuing SLO Faculty Coordinators' support and creating a faculty team of SLO Liaisons to assist any departments or individual faculty that need assistance with the SLO assessment process, (CR2.6).

As such, in the spring of 2023, the District negotiated with the All Faculty Association (AFA) labor union terms and conditions for enlisting 6-8 SLO Faculty Liaisons to provide broader and deeper levels of support to instructional departments and individual faculty members in completing SLO assessments (CR2.7). On June 2, 2023, 8 SLO Faculty Liaisons were identified and assigned and began regular, weekly meetings to develop content for the mandatory SLO training for faculty, enhanced faculty resources available at the SLO webpage, and mechanisms for providing individualized support to instructional departments and individual faculty members (CR2.8). SLO Faculty Liaisons come from a wide range of instructional disciplines, as shown below.

SLO Faculty Liaisons	
Name	**Department**
Elhadji Gaye	Mathematics
Heather Gilardi	Health Sciences
Emily Hansen	Computer Studies
Kim Kinahan	Work Experience
Dr. Purnur Ozbirinci	English
Jessica Pardoe	English as a Second Language
Dr. Nicole Slovak	Behavioral Sciences
Dr. Rachel Spaeth	Agriculture/Natural Resources

By reinstating and augmenting faculty leadership roles for SLO work, the District built enhanced support structures to support a sustainable process for regularly assessing student learning outcomes for all its courses and programs, as required by the accreditation standard.

Updated Definition of Regular Assessment

Another recommendation set forth by the SLO Faculty Workgroup to the Academic Senate based on research within the professional community was the following:

The SLO Faculty Workgroup recommends that regular assessment be defined as courses having all SLOs assessed at least every four years (CR2.9).

This would be a departure from the established District practice of regular assessment being defined as at least every six years (CR2.10).

Upon receiving this recommendation from the SLO Faculty Workgroup, the Academic Senate engaged in thorough discussion at its December 7, 2022, meeting, voted on, and approved that regular assessment be defined as courses having all SLOs assessed at least every four years, as an updated practice for the District (CR2.11).

This updated definition of regular assessment of SLOs, from every six years to every four years, affirms the District's desire to move in line with best practices that are consistent within the professional community, which fosters the development of sustainable processes for regularly assessing student learning outcomes for all courses and programs.

New Provision Requiring SLOs in Course Syllabi

The Accreditation Response Plan also involves creating mechanisms to ensure that course syllabi include statements of learning outcomes from the institution's officially approved course outlines, as required by the accreditation standard.

Toward that end, the District negotiated with the All Faculty Association (AFA) labor union terms and conditions for a new provision requiring faculty to include SLOs in their course syllabi. This new requirement was communicated via email on February 7, 2023, to all faculty through a joint statement between the Vice President of Academic Affairs and the President of the All Faculty Association (AFA), conveying shared interest and partnership regarding the need for faculty members to include SLOs in course syllabi (CR2.12). Furthermore, faculty members were required to complete a self-attestation form, indicating they had included SLOs in their course syllabi for the spring 2023 semester (CR2.13, CR2.14). Beyond the spring 2023 semester, per the negotiated memorandum of understanding (MOU), the District will monitor faculty members' adherence to this provision through the faculty evaluation process. (CR2.15).

In short, the District reinstituted and expanded a sound infrastructure of faculty leadership roles to support SLO work, updated its definition of regular assessment to become in line with best practices within the professional community, and implemented new provisions requiring and ensuring that faculty members include SLOs in course syllabi. These organizational enhancements contribute to the development of a sustainable process for regularly assessing student learning outcomes for all courses and programs and ensure that course syllabi include statements of learning outcomes from the institution's officially approved course outlines, thus bringing the District into compliance with Standards I.B.2, II.A.3 (College Requirement 2).

Key Excerpts from Team Report and Action Taken

This section provides direct responses to key excerpts from the Team report, reiterating action toward meeting the accreditation standards.

Team Report, Page 23: "The College currently does not disaggregate course SLO assessment data by student subpopulations…Based on the evidence provided, the team determined that the analysis of disaggregated student achievement data has led to the implementation of strategies to mitigate gaps in student achievement. However, since the College does not disaggregate course SLO data by student subpopulations, they are unable to identify performance gaps based upon learning outcomes. (I.B.6)"
Action: Through implementation of the Accreditation Response Plan, as of fall 2023, the District now disaggregates course SLO assessment data by student subpopulations. This is in addition to the work the Office of Institutional Effectiveness, Research and Planning does in providing disaggregated data for course completion of persistence and program completion.

Team Report, Page 28: "Student Learning Outcomes have been integrated into all courses; however, SLO assessment has lagged overall and, in some areas, critically. Students are achieving degree, certificate, employment, and transfer goals, but it is hard to know if they are attaining the learning outcomes. (II.A.1)"
Action: The District built an enhanced infrastructure of faculty leadership—SLO Faculty Coordinators and SLO Faculty Liaisons—to support instructional departments and individual faculty members in conducting SLO assessments. They also prepared and delivered mandatory SLO training for faculty. This support structure increased the completion rate of SLO assessments from 48% to 56% as of fall of 2023.   We continue to provide all programs with disaggregated data on persistence, successful course completion, and grade point average through our Program and Resource Planning Process student equity documents.

Team Report, Page 29: "There is considerable evidence that Student Learning Outcomes are in place to assess as well as to disseminate. The team found that many syllabi only have links to course CORs making it difficult for students to easily identify the SLOs for a particular course. The team recommends the College work to ensure all syllabi include copies of current course SLOs, not just links to the COR."
Action: The District negotiated and implemented new provisions requiring faculty to include SLOs on course syllabi. The new provisions stipulate that the District will monitor that faculty members comply with this requirement through the faculty evaluation process.

Team Report, Page 29: "The College describes how the previous organization of SLO assessment was not effective, and the Project LEARN Steering Committee was also deactivated. According to team interviews, previous Faculty SLO Coordinators did not accomplish the desired goals for the College, and the money spent on faculty reassignment time has been prioritized elsewhere. Other interviews, however, pointed to a real need to support departments to pause and regroup in the midst of these transitions and stretched responsibilities and assist in the planning process of the completion of SLO assessments. (II.A.3)"
Action: SLO Faculty Coordinators were reinstated with clearer job duties and increased reassigned time. Furthermore, 8 SLO Faculty Liaison positions were filled to provide additional support across instructional departments and individual faculty members in conducting SLO

assessments. SLO Faculty Liaisons carry caseload work with faculty colleagues to assure that SLOs are completed and assessed regularly.

Team Report, Page 29: "Currently, the VPAA sends 3 email reminders during the semester to department chairs and faculty reminding them of their contractual obligation to complete SLO assessments. The College acknowledges in its ISER it is in process of creating a 'better defined, clearer assessment process.' However, at this time details of that process are vague."
Action: Per the Accreditation Response Plan, the VPAA now provides regular communications and updates regarding contractual obligations, tools and support structures, and moral imperatives of conducting SLO assessments to foster a culture of evidence-based inquiry, equity-minded approaches, and continuous improvement to teaching and learning. Furthermore, implementation of the Accreditation Response Plan instituted new systems, structures, tools, and resources, all of which provide better defined and clearer assessment processes. The District will begin implementing the review and analysis of disaggregated SLO data in our program review, revitalization, and discontinuance process.

Final Summary

The Accreditation peer review process provided crucial insight regarding areas in which Santa Rosa Junior College was not meeting accreditation standards, as communicated by the Commission through the June 14, 2022, action letter.

Through implementation of a comprehensive and inclusive Accreditation Response Plan, Santa Rosa Junior College addressed both compliance requirements and now meets accreditation standards I.B.2, I.B.6, and II.A.3.

Furthermore, District leadership looks forward to participating in a forthcoming Peer Review Team Visit, per the action letter, to highlight and discuss recent action and future opportunities to maintain strong standing in relation to accreditation standards.

Evidence List

Background

B.1	SRJC 2022 Institutional Self Evaluation Report (ISER)
B.2	2022 Accreditation Visiting Team Roster and Bios
B.3	The ACCJC Peer Review Team Report 2022
B.4	ACCJC Action Letter, June 14, 2022

Preparation of this Report

P.1	SRJC Accreditation Response Plan, August 2022
P.2	MOU – SLO Coordinator, Special Assignment, September 1, 2022
P.3	Academic Senate Meeting Minutes, August 31, 2022
P.4	VPAA Email Message: Academic Affairs Team Welcome 2022-23
P.5	SLO Workgroup Meeting Agendas
P.6	Academic Senate Meeting Agendas and Minutes
P.7	Department Chairs' and Instructional Managers Council Meeting Agendas
P.8	Academic Affairs' Council Meeting Agendas
P.9	Planning and Budget Council Meeting Agendas and Minutes
P.10	Student Government Assembly Meeting Agenda, August 28, 2023
P.11	Classified Senate Meeting Agenda, September 1, 2023
P.12	Board of Trustees Presentations, October 11, 2022; April 11, 2023; August 11, 2023
P.13	Vice President, Academic Affairs Email Communications

Progress toward Standard I.B.6 (College Requirement 1):

CR1.1	Board of Trustees Presentations, October 11, 2022; April 11, 2023; August 11, 2023
CR1.2	SLO Vendor Documents and Recordings
CR1.3	SLO Software Demonstrations List of Attendees
CR1.4	SLO Software Demonstrations Script
CR1.5	eLumen Insights Early Adopter Program Notice
CR1.6	Board of Trustees Meeting, January 10, 2023 Approval of Contract for eLumen Insight software implementation and license
CR1.7	Early Adopter Program with eLumen Insights
CR1.8	VPAA Email Message: Save the Date – Comprehensive SLO Assessment Training
CR1.9	Comprehensive SLO Assessment Training Agenda, August 10, 2023
CR1.10	Memo to Academic Senate: SLO Faculty Workgroup Recommendations, November 2, 2022
CR1.11	Academic Senate Meeting Minutes, November 30, 2022

Progress toward Standards I.B.2, II.A.3 (College Requirement 2):

CR2.1   SRJC Accreditation Response Plan, August 2022
CR2.2   MOU: SLO Coordinator, Special Assignment, September 1, 2022
CR2.3   VPAA Email Message: SLO Coordinator Special Assignment, September 27, 2022
CR2.4   VPAA Email Message: SLO Coordinator Notice, October 18, 2022
CR2.5   Academic Senate Appointments to Faculty Accreditation Workgroup, October 13, 2022
CR2.6   Academic Senate Meeting Minutes, May 3, 2023
CR2.7   VPAA Email Message: Call for Interest – Faculty SLO Liaisons, May 11, 2023
CR2.8   VPAA Email Message: Welcome SLO Faculty Liaisons, June 1, 2023
CR2.9   Memo to Academic Senate: SLO Faculty Workgroup Recommendations, November 2, 2022
CR2.10   Program and Resource Planning Process (PRPP) SLO Section
CR2.11   Academic Senate Meeting Minutes, December 7, 2022
CR2.12   VPAA Email Message: Student Learning Outcomes in Syllabi
CR2.13   VPAA Email Message: Student Learning Outcomes in Syllabi – Self-Attestation Form
CR2.14   Student Learning Outcomes in Syllabi - Faculty Self-Attestation Form
CR2.15   All Faculty Association and Sonoma County Junior College District Side Letter, December 16, 2022