

Santa Rosa Junior College

Follow-Up Report



Submitted by:

Santa Rosa Junior College

1501 Mendocino Avenue
Santa Rosa, CA 95401-4395

Submitted to:

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

March 15, 2016

Certification of Follow-Up Report

Date: March 15, 2016

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

From: Dr. Frank Chong, President
Santa Rosa Junior College
1501 Mendocino Avenue, Santa Rosa, CA 95401-4395

This Follow-Up Report is submitted to fulfill the requirements from the June 29, 2015 Action Letter to the College President.

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of the institution.

Signatures:

Don Edgar, President, Sonoma County Junior College District Board of Trustees

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

Mary Kay Rudolph, Senior Accreditation Liaison Officer, Vice President of Academic Affairs

Wanda Burzycki, Self-Evaluation Co-Chair, Faculty, College Skills Department

Robin Fautley, President, Academic Senate

Kathy Matthies, President, Classified Senate

Karen Frindell Teuscher, President, All Faculty Association

Hilleary Izard, Chapter President, SEIU Local 1021

Scott Rossi, Student Trustee, Sonoma County Junior College District Board of Trustees

Joshua Pinaula, President, Associated Students

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Statement of Follow-Up Report Preparation

The President of Santa Rosa Junior College received the Action Letter from the Commission on June 29, 2015. The letter stated that, after reviewing the College's Institutional Self Evaluation Report and the Report of the External Evaluation Team, the Commission took action at its June meeting to reaffirm accreditation for Santa Rosa Junior College. The Commission required the College to submit a Follow-Up Report by March 15, 2016, with no subsequent visit by Commission representatives. The President immediately directed the Senior Vice President of Academic Affairs/Accreditation Liaison Officer (ALO) to notify the College community by email (R-1), and both the Action Letter and External Evaluation Report were posted on the College website the same day (R-2).

The Action Letter and External Evaluation Report were discussed at subsequent meetings of the President's Cabinet and members of the Accreditation Steering Committee responsible for the standards that had Commission recommendations (R-3, R-4). The timeline for the Follow-Up Report and the membership of the Recommendation Response Teams (RRTs) were finalized by the end of August 2015 (R-5). This information was then shared with the college community via the Sr. VPAA/ALO's Academic Affairs Updates.

At the College level, responsibility for crafting the responses to the Commission recommendations was assigned. A primary Administrative lead was designated from the President's Cabinet according to area oversight and responsibility. Response workgroups were developed according to existing committee and SRJC's Accreditation Standard Team membership and SRJC governance structure. For example, the Chief Business Officer was assigned administrative lead for Recommendation #5 (Develop and implement a plan to assure ongoing financial stability), and the SRJC Budget Advisory Committee was the defined workgroup. In some instances the responsibility for a response to a Recommendation was shared: Administrative responsibility for Recommendation #4 was jointly shared by the Vice President of Human Resources and the College District Chief negotiator. The District/All Faculty Association (AFA) negotiation teams were responsible for the successful completion of that Recommendation, documented in the Contract and in Human Resources.

The Recommendation Teams met frequently between August 2015 and December 2015. They presented the first draft of their individual responses to the appropriate constituent groups along the way, including the Academic, Classified, and Student Senates and various specified shared governance standing committees (Budget Advisory, Project Learn, Student Services Council, and District Online Committee). Any suggested edits or corrections were incorporated into the report through January 2016.

The final formatted draft was submitted to the Superintendent/President and the Governing Board for review and approval in February 2016. The final draft was also shared with the broader campus community for review and feedback in February 2016. The Accreditation Liaison Officer compiled and edited the final document. It was approved by the Governing Board as a complete response for submission to the Accrediting Commission.

Recommendation Response Teams and Members

Recommendation	Administrative Lead	Committee* or Contributors
Recommendation 1	<ul style="list-style-type: none"> • KC Greany (Director, OIR) • Scott Conrad (Director, Information Technology) • Kris Abrahamson (Dean, Liberal Arts & Sciences) 	<p>Office of Institutional Research https://www.santarosa.edu/research/</p> <p>Project LEARN Steering Committee https://slo.santarosa.edu/project-learn-steering-committee</p> <p>District Online Committee https://bussharepoint.santarosa.edu/committees/district-online/SitePages/Committee%20Home%20Page.aspx</p>
Recommendation 2	Kris Abrahamson (Dean, Liberal Arts & Sciences)	Project LEARN Steering Committee
Recommendation 3	<ul style="list-style-type: none"> • Alicia Virtue (Dean, Learning Resources & Educational Technology) • Ricardo Navarrette (VP Student Services) 	<p>District Online Committee https://bussharepoint.santarosa.edu/committees/district-online/SitePages/Committee%20Home%20Page.aspx</p> <p>Student Services Council</p>
Recommendation 4	<ul style="list-style-type: none"> • Kris Abrahamson (Dean, Liberal Arts & Sciences) • Karen Furukawa (VP Human Resources) 	District and All Faculty Association (AFA) Negotiating Teams
Recommendation 5	Doug Roberts (Senior VP Finance and Administration)	Budget Advisory Committee https://bussharepoint.santarosa.edu/committees/budget-advisory/SitePages/Committee%20Home%20Page.aspx

**Names and positions of individual committee members can be found at the committee website link listed.*

Response to Team Recommendations and Commission Action Letter

Santa Rosa Junior College received two recommendations to *increase effectiveness*:

- **College Recommendation 1:** The team recommended 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)
- **College Recommendation 2:** The team recommended 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)

Santa Rosa Junior College received three recommendations to *meet the Standards*:

- **College Recommendation 3:** The team recommended that the College assure comprehensive, reliable, and equitable student 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, II.C.1.c, Eligibility Requirements 14, 16)
- **College Recommendation 4:** The team recommended that all faculty have as a component of their evaluation effectiveness in producing student learning outcomes. (Standard III.A.1.c)
- **College Recommendation 5:** The team recommended that the College develop and implement a plan to assure ongoing financial stability and a contingency plan to meet financial emergencies and unforeseen circumstances. (Standards III.D.1.b, III.D.1.c, III.D.3.a, IV.B.2.d, Eligibility Requirement 17)

Santa Rosa Junior College received two *Actionable Improvement Plan Recommendation*:

- **Actionable Improvement Plan 1:** 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.
- **Actionable Improvement Plan 2:** The College will complete the transition from College Initiatives to Strategic Plan Goals and Objectives by way of a Strategic Plan Implementation and Accountability Plan, which describes how each goal and objective will be achieved, who will be involved, and what measures and outcomes will be reported based on core indicators in the Strategic Plan Scorecard. The College will continuously evaluate this accountability framework so that it effectively reflects progress in student learning and institutional improvement.

College Recommendation 1

Recommendation Identified by the Commission:

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)

Standard I.B.3

The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

Standard 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 towards achieving stated learning outcomes.

Standard 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.

Standard 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.

Standard III.C.1.a

Technology services, professional support, facilities, hardware, and software are designed to enhance the operation and effectiveness of the institution.

Resolution of the Recommendation:

At the time of the site visit from the accreditation team, the District was hampered by a lack of capacity to access student data, with the specific problem that all courses (and associated student achievement data) could not accurately be disaggregated by location and instructional modality.

A first step in addressing this recommendation was to fix the data coding errors and protocols that did not allow us to accurately disaggregate by location and instructional modality. This was accomplished in fall 2015, and the Enrollment Management Software (EMS) tool has been used to verify the coding is now accurate. ([R.1.1](#))

In addition to cleaning up the location and instructional modality data for all courses, the College has taken steps to make student data, including student achievement data, fully accessible to district employees and the general public. This has occurred primarily through the District's on-line Fact Book, Strategic Planning Scorecard, and various other web-based accessible data visualizations created in support of Student Equity and other areas ([R.1.2](#), [R.1.3](#), [R.1.4](#))

To make data more accessible to internal stakeholders, including the Office of Institutional Research (OIR), the Information Technology Department (IT) is building and populating a data warehouse with student information from the College's Student Information System (SIS). The data warehouse will be updated daily and accessible starting in winter 2017. As data become available, OIR will continue to create web-based data visualizations allowing users to disaggregate and explore student achievement data.

IT will work with Academic Affairs to assess how best to archive and share Student Learning Outcome (SLO) data, including the ability to disaggregate results by instructional modality. The current Microsoft SharePoint site will either be modified to accommodate the additional SLO tracking requirements of instructional modality or abandoned in favor of a more comprehensive and easier to use tool for SLO data management. This project will start in the spring of 2016 after the current student financial aid and student assessment software projects are completed. ([R.1.5](#))

In order to provide appropriate services and programs to address student needs, the Institution assesses the learning support needs of students using different instructional modalities. The support needs of online students were assessed in the fall semester of 2014 when the District Online Committee (DOC) conducted a survey of online students which included questions that addressed student services, academic and technical support needs. The support needs of all students, including both classroom and on-line students were assessed via regular surveys, including the SRJC Student Survey, administered to a random sample of 10% of students every three years, and the Accreditation Student Survey, administered every six years. This year, SRJC is further assessing needs through two surveys from the UCLA Higher Education Research Institute: Transition to College, and Diverse Learning Environments. The methods the institution uses to provide student services to students in the online instructional modality are outlined in the response to Recommendation #3. ([R.1.6](#), [R.1.7](#), [R.1.8](#))

Report Participation and Preparation Process:

OIR, IT, Academic Affairs and Student Services managers and staff have been involved in assessing the accessibility and quality of comprehensive student data, including how the disaggregation of student achievement data by instructional modality can be improved in the short term and longer term.

Actions taken to address recommendations:

Short term:

- IT is developing a data warehouse that will be updated daily to 1) facilitate IT reporting and 2) allow OIR access to updated data to allow for the creation of online real-time data dashboards available to District employees and the general public. The timeline for creation of the data warehouse should be completed by the end of December 2016.
- IT began providing OIR with comprehensive student data snap shots in January 2016. OIR will use this data for analyzing student achievement data until the data warehouse is completed.
- OIR has created online interactive data visualizations to allow District employees and the general public better access to student data, including the ability to disaggregate many student data elements by student equity categories (ethnicity, gender, etc.) These visualizations are primarily accessible through the online Fact Book and Strategic Planning Scorecard. ([R.1.2](#), [R.1.3](#), [R.1.4](#))
- Through Enrollment Management Strategy (EMS) development, location codes and instructional modality codes have been revised to facilitate disaggregation of data by instructional modality. OIR has begun including “online” as a category by which data can be disaggregated in online data visualizations. ([R.1.1](#))

IT will continue to work with OIR and Academic Affairs to investigate modifying the current SharePoint SLO tracking site to link to the College’s Student Information System (SIS), which will enable disaggregation of student achievement data and SLOs by instructional modality. The College will also assess other stand-alone program options, e.g., Lumens software, to link to the SIS to achieve the same goals. ([R.1.9](#))

Long term:

- The limits of the current homegrown Student Information System (SIS) are hampering SRJC’s ability to make accurate data more readily available for actionable decision making. SRJC is pursuing the adoption of a new SIS, but implementation will take approximately two-four years. The College has a consulting contract with SIG Consulting to facilitate business process analyses and to complete a survey of SRJC employees on their assessment of current and future business data systems needs for 2015/16. Once needs are defined, an RFP process for new software will be started and the selected experts will start working with SRJC to transition to a commercial SIS.

College Recommendation 2

Recommendation Identified by the Commission:

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)

Standard 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.

Standard 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.

Standard 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.

Standard 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, program, including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

Resolution of the Recommendation:

Santa Rosa Junior College identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements. The College completed its first six-year cycle of assessment in May 2015. At that time 100% of courses, certificates, majors, institutional outcomes and student services program outcomes had been assessed. At least one SLO had been assessed in each of these, but not every SLO was assessed per our established cycle. For the next six-year cycle, the College has expanded the scope of assessment with the goal of assessing every SLO in each of our courses, certificates, student services, general education, and institutional outcomes. This expectation is being shared with the college community using email distribution lists that go to all employees.

In the first six-year cycle of assessment, the College did a lot of training for faculty members to learn the basics of assessment. For many faculty members, just diving in and figuring out how to do assessment was a steep learning curve. But now, many of those same faculty members are finding that assessment is just an extension of what they have always done – continuously evaluate and improve courses, programs, and services. Faculty members are now more confident and more knowledgeable about ways to assess their courses and programs.

In summary, the College is beginning its second six-year cycle of assessment more experienced, more confident, and with a stronger sense of what is required to make the assessment process more useful and meaningful for the college. **(R.2.1)**

Report Participation and Preparation Process:

The Project LEARN Steering Committee, which plans for the SLO initiative, is guiding the selection of a tracking system that will provide better aligning capabilities and allow the College to track SLOs by modality. This group consists of six administrative members, six faculty members appointed by the Academic Senate, and one student representative.

At the time of the ACCJC Evaluation Team visit in March 2015, the College was archiving assessments using an information storage software called SharePoint. This archive made SLO assessments viewable to anyone with an SRJC email name and password. The software could sort assessments by department and course. However, the software did not include any mechanism to sort or filter assessments by means of delivery (for example, online vs. on-site classes). The College treats online classes the same in almost every respect as on site classes, and we are confident that online classes are being assessed; however, in order to provide evidence to the Evaluation Team, the College had to open each document and determine if the course was one offered online. The College is in the process of evaluating tracking software with the intent to purchase a more powerful and flexible system to store and access assessment data.

Actions taken to address recommendations:

- 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 SLOs were assessed.
- As explained in detail in Recommendation 4, 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 Project LEARN Steering Committee has begun the process of identifying a tool that will make archiving and utilizing assessment information easier. At this writing, we are seriously exploring eLumen, which includes electronic submission of assessment data, ways to sort and filter assessments, mechanisms to demonstrate alignment between courses, certificate/major and general education or institutional outcomes, and the capability to disaggregate data to evaluate student learning outcomes by different demographic characteristics. For more information, please see the eLumen website: <http://elumen.info>
- The Project LEARN Steering Committee has drafted a document aligning General Education and institutional student learning outcomes. This document is going to the Academic Senate in early spring 2016. In fall 2016, the Student Survey will allow students to self-assess the achievement of both General Education and Institutional SLOs.
- The College completed 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.
- 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.
- 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.
- The College has not yet addressed including institutional and general education SLOs in the Course Outlines of Record. Project LEARN, which is a standing committee co-chaired by the Academic Senate President and a senior academic dean, is working towards accomplishing this.

College Recommendation 3

Recommendation Identified by the Commission:

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)

Standard II.B.1: The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the instruction.

Standard 1.B.3.a

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Eligibility Requirement 14: The institution provides for all of its students appropriate student services that support student learning and development within the context of the institutional mission.

Resolution of Recommendation:

Santa Rosa Junior College substantially meets and exceeds Eligibility Requirement 14 and the expectation of assuring comprehensive, reliable, and equitable student support services delivery, as described in Standard II.B.1 and Standard II.B.3.a. **(R.3.1)** The Accreditation External Evaluation Team report noted the District met the expectation of Standard II.B except in the area of services specifically for distance education (DE) students. In its [2013 Self Evaluation Report](#), the District identified an actionable improvement plan with a timeline to implement in spring 2016. Based on the work already completed in improving online services, and mindful of the improvement plans in progress, the District is able to assure that comprehensive, reliable and equitable student support services are provided for all students. The District has set priorities that focus on the core service needs of students that reinforce their pathway and educational success.

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 Distance 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. [\(R.3.2\)](#) 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 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 Distance 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. [\(R.3.1, R.3.2\)](#)

Report Participation and Preparation Process:

Student Service managers, counselors, faculty, students and staff have been involved in assessing services available for online students via the SRJC web pages. The District Online Committee, a shared governance body with broad constituent representation, assessed online services and participated in the preparation of this response. The District Online Committee formally reviewed the Student Services Online Services Assessment Report as has the District-wide Student Services Council comprised of Deans, Directors, Faculty Chairs and the Vice President of Student Services which is the representative body of the Student Services departments. [\(R.3.2\)](#) The Vice President Student Services, Dean of Counseling and Special Programs, Counseling Department Chair and Distance Education and Counseling Faculty have assisted in the preparation of the College's response to the external report.

Actions taken to address recommendation:

The Student Services Council conducted an in-depth assessment of online services that are provided for all students via the SRJC web pages and the Student Information System student portal. [\(R.3.1, R.3.2\)](#)

- The District Online Committee conducted an analysis of the institution's website to assess the level of online access to all Student Services including Counseling.

- Student Services faculty (Counseling) and staff (Admissions and Records) have been appointed to serve on the District Online Committee to aid in identifying the learning support needs.
- The District implemented the Drupal system, which has given each student services department accessible means to provide information and services via their webpage.
- The “Online Student Services” webpage has been redesigned, expanded, improved and linked with the online Instruction webpage. This provides a very visible means for DE students to access online service support.
- Online services have been expanded 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.
- Admissions & Records provides comprehensive online services, both on its webpages and the SIS student portal. All services necessary to matriculate are available online, from application through graduation. The admissions application, registration grade reports, degree petitions, virtual campus tours and numerous forms are all accessed on the web. The student portal tracks student completion of Student Success requirements and delivers personal messages to students regarding their academic progress. Degree Planner and Early Alert (Hobsons/Starfish) will be installed starting in fall 2016 as part of the statewide Educational Planning Initiative.
- Assessment Services provides comprehensive information regarding placement and assessment; online placement and testing appointments (SARS) online. Additionally, online appointments and web-based “JAM Sessions” that prepare students for more accurate placement assessment. Study guides are also available online as are CCC assessment results, Early Assessment Program results, AP or IB scores. Students are sent messages via the SIS portal regarding placement testing appointments. SRJC is a pilot college in the statewide Common Assessment Initiative.
- The CALWorks web site includes links to various SRJC departments as well as information and links (when available) for outside agencies offering support. Current services to students that are online include counseling. Students are able to contact the CalWORKs Counselor via email for counseling questions and education plans. The Counselor is able to fit these in when there is an opening in her schedule. In addition to online counseling, phone appointments for distance education students can also be arranged.
- The Career Development Services webpage contains a comprehensive list of links to online career search and educational program information. This website contains approximately 20 different career-related information pages as well as a wide selection of website links,

videos, and tips to support career planning and career preparation. Career advising via phone and email is available.

- Counseling has redeveloped its online orientation and strengthened its online counseling tool, "Ask a Counselor." The service gives students an opportunity to ask questions regarding educational planning issues, District policies and procedures, and referrals to other District services and resources. Students receive a response within 24 hours and various counselors are assigned the Ask A Counselor task as part of their work load. Live, interactive counseling has been implemented via Skype technology for international students and will be extended to online students when the Counseling Department completes the implementation of a process for making online appointments. The Counseling Department is currently pursuing the implementation of the online appointment function of SARS, which would enable students to schedule themselves into appointments and workshops. All of the online services available to students are also available to "Distance Education" students. With the addition of the Skype Pilot project, the Counseling Department will have the capability to provide real time online counseling to students on an appointment basis. Online Orientation is a web based service that has been available to students since 2002. This service has been meeting the Matriculation requirements since inception and currently serves the same purpose by meeting the SSSP requirements. The online orientation was recently updated (e.g. March 2015) by the Counseling Department providing more accurate data collection and to address additional available services and compliance requirements in the orientation content.
- The Disability Resources department provides service information online. A DRD Overview video w/cc in English & Spanish will be implemented in January 2016, fillable DRD request for services is also planned for spring 2016. Online request for DRD services with status check on missing docs, self-scheduling advising (phone appointments) & assessment/testing appointments, request for records, and copies of accommodation letters (software pending as our replacement database fall 2016) Online courses for College Success (fall 2016) and ABI strategies (fall 2016). CCCconfer options for students.
- For the International Student Program all admissions, counseling and orientation services are accessible online for international students. Skype with International Student Advisors and Counselor and Online Live Chat sessions to answer questions are available through www.collegeweeklive.com. A new "Recruitment" software module will be implemented by June, 2016. This will improve online communications and analytics for prospective students. Online orientation specifically for international students is a joint project with the Counseling Department. Online English placement test - both academic and ESL placements tests are under consideration with faculty leaders.
- Schools Relations & Outreach provides information regarding the outreach schedule available online and it is also emailed to district high school counselors. Online RSVP was

used for the Small Schools Event (March 2015). Student Recruitment software through WorkDay will improve communication and follow-up in an online mode for prospective students.

- Student Affairs supports campus based activities throughout the district and social media websites. Information is communicated weekly to all enrolled students via email and student portal. Online services include: Bearfacts online Student Life newsletter, forms for event planning and coordination, an interactive Calendar of Events and online Complaints/Grievances fillable PDFs. Proposed activities include a plan to convert Complaints/Grievances to web-based application using Maxient Software by September, 2016 and Student Engagement Transcript being developed by IT to be accessed through Student Portal, by December 2016. Student Affairs is responsible for mediation of Academic Integrity and the Student Complaint process. Complete information and follow-up advising is offered online, via email, or telephone.
- Student Employment offers many online services. The online student job board is the number one service from Student Employment accessible to all students. The software vendor is College Central Network. The SRJC My Cubby portal has a link to the Student Employment home page where students can then access the online job board. The online job board is utilized by several departments in providing services to students, i.e. Work Experience, Internship Program, SRJC Foundation, CalWORKs, DRD Workability. The Job Board features job listings for both entry level and career opportunities, and resume templates. Planned services include the use of the Canvas CMS for employment trainings for student employees and supervisors and Skype appointments for distance education students.
- Student Financial Services offers Financial Aid and Scholarship application processes that are entirely online and by telephone follow-up, if preferred. Forms are available to fill out on the website. Links are provided to Online MPN (studentloans.gov) and FAFSA (fafsa.ed.gov). In December 2015 the Financial Aid and Scholarship Departments launched a software conversion to “PowerFaid,” a financial management module that will be implemented by May, 2016. This product will improve automation and online interaction with students in regard to the application, approval and award cycles. Online scholarship applications and various A&R forms are now accessible via program webpages.
- The Student Health Services Department maintains a comprehensive webpage and online “health magazine” (Student Health 101) that provides health information, prevention and links to community-based resources. Individual attention can be delivered via email and telephone. Current online services include: a variety of SHS department forms as well as Mental Health Screening for Depression, Alcohol Abuse, Anxiety, PTSD, Bipolar (Campus Response). Interactive Training Modules (Kognito) for 1. Helping At-Risk Students, 2. Supporting Veterans On Campus and 3. Creating a Safe Environment for LGBTQ students. A

current list of local community health resources with access information and whether covered under Medi-Cal (SHS maintains) and a link to a health education question and answer website focusing on college students (NYU - Go Ask Alice) are also online. The department plans to implement Maxient - software for Crisis Intervention Resource Team that will provide online reporting for students, staff and faculty, to inform CIRT of students with behavioral concerns by summer 2016. Additionally Medicat an online Student Health module is proposed.

- The Transfer Center has a strong presence online with a website that links many local and statewide resources that answer basic Transfer questions from students. A new web page is in development with several improvements. A proposed plan is to offer workshops, particularly Transfer 101, as online presentations.
- The District has completed an evaluation of its “home grown” SIS and related software modules over the past 10 months. It will be proposed that a new integrated SIS, with sophisticated online enhancements for student access to services, be implemented during the 2016-17 year.
- The District was selected to be a pilot college in three major statewide technology projects coordinated by the California Community Colleges Chancellor’s Office. The Education Plan Initiative includes technology enhancements for counseling and electronic student follow-up. The Common Assessment Initiative will formalize placement tests across the state’s community colleges and will address student authentication issues related to online placement testing. The Electronic Transcript Initiative enables student academic records to be transmitted electronically to partner universities, a service that strengthens online support for DE students.

Standard II.C.1: The institution supports the quality of its institutional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

Standard II.C.1.c: The institution provides students and personnel responsible for student learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

Eligibility Requirement 16: Information and Learning Resources: The institution provides through ownership or contractual agreement, specific long-term access to sufficient information and learning resources and services to support its mission and instructional programs in whatever format and wherever they are offered.

Resolution of the Recommendation:

The [SRJC 2013 Self Evaluation Report](#) noted the District met Standards II.C.1 and II.C.1.c except for provision of online tutorial assistance for distance education (DE) students. The District identified an actionable improvement plan to pilot and implement an online tutoring program in order to extend services to all students regardless of location or method of delivery. The District determined that the Standard II.C actionable improvement plan has been met. An online tutoring service was initially made available in January 2015 and was fully implemented by August, 2015. The District currently provides long-term access to interactive tutorial services online and in real-time. This access is available through a two-year contractual agreement. The service offers sufficient coverage of curricular areas to support the District's mission and instructional programs online and without barriers imposed by geographical limitations. Through the provision of this web-based learning support service, the District now fully meets Recommendation 3.

Report Participation and Preparation Process:

The District Online Committee, a shared governance body with broad constituent representation, designated a workgroup, including the Director of Distance Education, an Instructional Computing faculty member, a Learning Resources faculty member, the Dean of Learning Resources and Educational Technology, a student and a Student Services representative, to assess online tutorial assistance as a component of the District's strategic efforts and to document how the Standard II.C Actionable Improvement Plan outlined in SRJC's 2013 Self Evaluation Report was being met.

Actions taken to address recommendations:

- The College Skills Tutorial Department, under the direction of the Dean of Language Arts and Academic Foundations, conducted a review of the online tutorial products available. This review resulted in the selection of Smarthinking tutoring service. The decision was guided by the research-based approach of the service and its affiliation with Pearson Education, a reliable academic vendor with a stable and broad interdisciplinary product base that supports District instructional disciplines.
- A two-year license to Smarthinking, including 700+ hours of online tutorial services, was purchased by the District with support from Student Success and Equity funding. The service was initially made available in January, 2015 and was fully implemented and widely offered to students in August, 2015.
- Key District departments, including Instructional Computing, Information Technology, and Distance Education, collaborated to make the service directly available to students from a variety of web-based access points. The tutorial service was fully integrated into the online Student Portal so that currently enrolled students could be seamlessly authenticated through the District's Student Information Service and provided access.

- The College Skills Tutorial Department marketed the Smarthinking tutoring service to students and faculty.
- The College Skills Department, with support from the District’s Student Success and Equity Committee, licensed an online tutoring program, Smarthinking, in early 2015, to provide direct online tutoring support regardless of location or means of delivery. Evidence was gathered to illustrate proof of the efforts to provide easy access and authentication through the district’s SIS system as well as examples of marketing and training efforts for students and faculty.
- More studies will be conducted regarding a future pilot of the online tutoring program NetTutor, offered through the Online Education Initiative (OEI). The OEI program is offered for free or at a low cost by the California Community College Chancellor’s Office and has the advantage of being integrated directly into Canvas, the consortia Course Management System (CMS) being implemented statewide.

Online tutoring is acknowledged as a key component required to support the academic needs of students who are unable to take advantage of on-campus tutoring services. While online students will clearly benefit from having the Smarthinking tutorial service, it is important to note that the service is also of value to students at all District sites who may not be able to come to the District’s Tutorial Centers. The improvement measures taken have resulted in the availability of a learning support service that offers robust and easily accessible online tutorial services.

Robust Coverage

The Smarthinking tutoring service ([R.3.3](#)) provides support in a wide range of subjects, offering access to approximately 70 areas of assistance, and is representative of the District’s curriculum. Smarthinking’s tutors are experienced educators who complete a rigorous training program and are regularly evaluated for quality and consistency.

Illustration II.C.1. Smarthinking System Subjects Sampler

Writing (all subjects)	Reading	Nursing	Algebra
Physics	Medical Assisting	MS Office	Spanish
Info Technology (IT)	Chemistry	Statistics	Biology
Research skills	Geometry	Calculus	Business

Ease of Access

The College Skills Department ([R.3.4](#)), Tutorial Centers ([R.3.5](#)) and the Distance Education Department ([R.3.6](#), [R.3.7](#)) web pages provide information about how to access the Smarthinking tutorial system. An “Online Tutoring” icon located in the Student Help section on the Distance Education web page ([R.3.6](#)) takes student to an overview of the Smarthinking interface and describes the methods and scope of tutoring available ([R.3.7](#)). Students are also provided a link to the SRJC Student Portal ([R.3.8](#)), which, through password authentication, provides the method by which a student is identified as being currently enrolled. Once logged into their portal, enrolled students have a direct link to the Smarthinking tutoring site and the tutoring schedule by subject. Students have access to real-time tutors 24 hours a day, 7 days a week with little or no wait time. No special software installation or equipment is required. Students are able to work one-on-one with a tutor using a virtual whiteboard that allows for freehand drawing including scientific and mathematical notation, symbols, figures, and graphing ([R.3.3](#)).

Marketing and Training

The College Skills Tutorial Department conducted targeted and direct marketing of the Smarthinking Tutorial services available for students and posters were hung in strategic locations around campus to inform students. An e-mail communication campaign sent to faculty included a brief video that faculty were encouraged to show to their students ([R.3.9](#)). All student orientations performed by the College Skills Tutorial Department, such as the New Student Athletes orientation reaching over 300 students, now incorporate information about Smarthinking. Additional and ongoing marketing and training will be conducted.

Faculty training workshops are offered through the College Skills Tutorial Department in conjunction with Pearson Education ([R.3.10](#)). The first training workshop was held on Tuesday, October 13 and provided an overview of the Smarthinking features, website and types of tutoring that are available. Additional workshops, including a spring 2016 Professional Development Day workshop training session, will be offered to faculty.

Ongoing Assessment

The College Skills Tutorial Department assessed the effectiveness of the service by examining student usage data. An analysis of usage from the first two months of the fall 2015 semester (from August 17, 2015 through October 15, 2015) reveals 415 new users of the online tutorial service. Over 170 hours of online were used in the assessment period, with students requesting tutorial support in a number of subjects including 65.75 hours for online writing/paper submissions, 18 hours for basic math and 20 hours for algebra. A profile of user demographics is shown in Illustration II.C.2.

Illustration II.C.2. Smarthinking User Demographics (August 17, 2015 through October 15, 2015)

	Count (N=97)	Percent
Female	66	(68%)
Male	28	(29%)
White	37	(38%)
Latino	15	(15%)
African American	4	(4%)
Asian	6	(6%)
Native American	5	(5%)
Pacific Islander	7	(7%)
Multi	11	(11%)
Other non-white	4	(4%)
Filipino	4	(4%)
DSPS	13	(13%)

Analysis of assessment surveys given to students at the end of each Smarthinking tutorial session showed a 48% response rate with 86% of the respondents indicating that they would recommend the service to a friend ([R.3.11](#)).

Ongoing assessments of this service will determine effectiveness based on the number of students, range of students, and variety of services used. Since the purchase of Smarthinking tutorial service, the District has joined the Online Education Initiative (OEI), a state-sponsored program to foster improved access to online instruction and increased opportunity for student retention and academic success. During the two-year Smarthinking licensing period, the District will carry on a long-term review of other online tutoring services options, including NetTutor, a service the California Community College system is making available to community colleges through the Online Education Initiative. At the end of the Smarthinking licensing period, based on its review of all available systems, the District will then select the best service to ensure uninterrupted provision of online tutorial assistance to students. ([R.3.12](#)).

College Recommendation 4

Recommendation Identified by the Commission:

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.

III.A.1.c. Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have, as a component of their evaluation, effectiveness in producing those learning outcomes.

Resolution of the Recommendation:

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 since fall 2015 the evaluation form for adjunct faculty includes this component.

Report Participation and Preparation Process:

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. Specifically, negotiations were made to provide compensation for adjunct faculty in return for requiring they evaluate SLOs within their classes.

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

Actionable Improvement Plan

Student Learning Outcomes assessment will be incorporated into the adjunct faculty evaluation process.

Actions taken to address recommendations:

- In spring 2016, the AFA and District negotiating teams agreed to contract language in Article 14B, Adjunct Evaluations, requiring adjunct faculty to include a self-assessment as a component of their evaluation. The self-assessment includes reflection on the results of any student learning outcomes assessment in which they have participated. A self-assessment form was created and posted on the web along with other evaluation documents. (R.4.1, [R.4.2](#))
- In fall 2015, the new evaluation process was implemented. Of the 173 adjunct evaluations submitted, 80% included the new self-assessment with reflection on SLO assessment results.
- In spring 2016 the college will make additional efforts to educate all evaluation teams to submit the new form with the evaluation packets.

College Recommendation 5

Recommendation Identified by the Commission:

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 circumstances.

(Standards III.D.1.b, III.D.1.c, III.D.3.a, IV.B.2.d, Eligibility Requirement 17)

Standard III.D.1.b

Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Standard III.D.1.c

When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Standard III.D.3.a

The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and develops contingency plans to meet financial emergencies and unforeseen circumstances.

Standard IV.B.2.d

The president effectively controls budget and expenditures.

Eligibility Requirement 17

The institution documents a funding base, financial resources, and plans for financial development adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability.

Resolution of the Recommendation:

The primary cause for the accreditation team's recommendation was Santa Rosa Junior College's 2014-15, \$6 million structural imbalance. This imbalance, in which the ongoing expenditures exceed ongoing revenues in the Unrestricted General Fund threatened to cut the District's 2014-15, \$12.3 million, beginning fund balance in half by fiscal year-end. This would have left the District uncomfortably close to the 5% minimum prudent reserve recommended by the State Chancellor's Office and saddle the College with a severe budgetary gap going into 2015-16 and beyond.

It should be noted that the accreditation team's visit was made in March 2015, well before the actual 2015-16 community college system funding was known. In the State's adopted budget in June 2015, the community college system received a significant amount of additional funding,

the most impactful of which was the funding for mandated costs, which provided the District with nearly \$10.2 million in one-time funds. This funding covered the College's structural imbalance, for 2015-16, and gave the District additional time to analyze its efforts to acquire additional revenues through growth funding and other sources, as well as alternative options for dealing with the fiscal problem.

However, the accreditation team's recommendations were clear. In order to maintain "long-term" fiscal stability and have a sufficient fund balance to deal with unforeseen emergencies, the District would need to eliminate its structural imbalance.

One of the impediments in dealing with the District's structural imbalance has been a general lack of understanding, and acknowledgement among faculty and staff, that a problem even exists. Much of this sentiment stems from the three year period (from 2011-12 through 2013-14), in which the District conservatively built its budgets assuming that the revenue reductions threatened by the State (most notably the 2012-13, mid-year cut, had Prop. 30 failed) would actually take place. Because these reductions from the State did not occur, the District's projections were received by some as inaccurate, and therefore the District's call for fiscal prudence unnecessary.

In 2014-15, the District made efforts to explain to the College Community the budget-vs-actual variances seen during the aforementioned periods and emphasized that the budget for fiscal 2014-15 did not include any obfuscating State-threatened revenue cuts. As a result, and in the absence of such budgeted item, the District's actual \$6.0 million reduction to fund balance, by year end, was very close to the \$6.2 million reduction that was projected in the 2014-15 budget.

Before determining the exact actions the District would take towards eliminating the structural imbalance, and responding to the accreditation team recommendation, it was imperative that the District find out what kind of funding the State would make available to the community college system in 2016-17. The amount of funding would dictate the size and time period over which the District would need to implement its action plan.

Report Participation and Preparation Process:

The Governor's initial 2016-17 budget proposal did not become known until January 7, 2016. [\(R.5.1\)](#). Since that time, the District's Senior Vice President of Finance and Administration has worked with the Director of Fiscal Services to project the impact of the Governor's budget on SRJC, and calculate some initial considerations towards eliminating the District's structural imbalance. Given that the College has not been experiencing growth in FTES, the only new, on-going revenues the District can count on in 2016-17 is the 0.47% COLA. When combined with the 2016-17 expenditure increases for STRS and PERS, and excluding any effects of negotiations (and then projecting forward into 2017-18) the District needs to develop, at minimum, a \$5.9

million reduction, in ongoing expenditures, in 2016-17, in order to begin maintaining long-term fiscal stability and guarantee a prudent fund balance by the end of 2017-18.

By mid-January, the facts and figures were shared at the President's Cabinet, and a follow-up meeting was held with the president's enrollment management team, which includes senior-level fiscal and academic managers, to assess alternative strategies. Strategies discussed included the right-sizing of the College's schedule of classes and discussions regarding the long-term impact such a change might have on instruction will be part of that discussion. Because the District would be receiving stability funding in 2016-17, it was recognized that a reduction in the schedule of classes would cause no immediate loss of apportionment revenue. It was also acknowledged that, although a significant number of courses had been added to the schedule over the past few years, the District has achieved only minimal growth. [\(R.5.2\)](#).

By late January 2016, the size of the District's fiscal issue and a conceptual outline of the steps that the District could be taking was shared with the Budget Advisory Committee (BAC) and Institutional Planning Council (IPC), both of which are District-wide, constituency-based groups responsible for coordinating fiscal planning within the District, and the dissemination of information to the members constituencies. This shared information was also included in the kick-off letter for the 2016-17 Program and Resource Planning Process (PRPP) cycle. [\(R.5.3\)](#).

By early February, the District had developed a data analysis presentation to provide a visual outline of the District's fiscal issues, and provided one option that the District might consider in solving its fiscal problem. [\(R.5.4\)](#) By mid-February, this presentation was shared with the College's Academic Senate, the Department Chair Council/Instructional Managers (DCC-IM) and the Board of Trustees, to provide those groups with an understanding of the situation and to receive their input.

Actions taken to address recommendations:

Like most community colleges in California, the primary source of District revenue is apportionment funding, and the two general avenues by which apportionment funding can be increased is through funding rate increases, like COLA, or by District-controlled revenue acquisition, such as growth funding.

The College had already been aware of its fiscal situation, well before the arrival of the accreditation team. And, knowing the long-term negative impact that a structural imbalance can have, the District, as early as 2013-14, had embarked with plans to increased revenues through growth.

In fall 2014, the President directed the Vice Presidents of Academic Affairs and Student Services to craft a Strategic Enrollment Management Plan to restore student access and generate growth apportionment for the District. A Task Force was formed with representation from all groups with an influence on enrollments, including Academic Affairs, Student Services, Admissions and Records, Public Relations, and Outreach. The Task Force recommended to the

President a detailed Enrollment Management Plan for 2015 to 2018. The Plan established reasonable FTES growth target of 2% per year. [\(R.5.5\)](#).

This plan was shared widely throughout the college governance structure for input and adoption, including:

- Academic Affairs Council
- Academic Senate
- Counseling Department
- Department Chair Council-Instructional Managers
- Educational Opportunities Programs and Services
- Institutional Planning Council
- Educational Planning and Coordinating Council
- Outreach Task Force
- President's Cabinet
- Student Services Council
- Two Enrollment Management Forums inviting input from the College Community
- Board of Trustees

At the outset of this plan, the College recognized that there were challenges to achieving FTES growth that included:

- The economy is recovering and many potential students have gone back to work or increased their work hours;
- Although SRJC is attracting more students and headcount is increasing, students are taking fewer units.
- The high school pipeline in Sonoma County is nearly flat and expected to remain so for the next ten years;
- The demographics of the county are rapidly changing; and
- The CSU and UC systems are accepting more students, and more families are choosing to send their children directly to four-year schools.

The plan had support from all sectors of the College, and the College made considerable efforts to increase outreach, provide more registration services, increase advertising and social media efforts, and schedule effectively. Despite all these efforts, however, it would appear that the District will not realize any FTES growth in 2015-16.

Although there is still hope that the District will achieve its targeted growth for 2015-16, the College is now considering the alternative strategy of substantial reductions in operational expenses to address the structural imbalance. This plan will require the shared understanding, support and cooperation of all College constituent groups including in-depth dialogue with negotiating bodies.

If the District does not meet its 2% targeted growth for 2015-16, the 2016-17 budgetary gap is approximately \$5.9 million. To bridge this, the District is considering a strategy that may include the following actions:

- Beginning with fall 2016, the District would be right-sizing the annual schedule of class offerings to ensure that student demand matches actual student enrollment. The dialogue will begin with a consideration of making a 6-8% reduction to its schedule of classes with a similar sized reduction to the schedule in spring 2017. The President's enrollment management team has already had discussions of how much of a reduction the schedule can sustain while sustaining our core mission. That discussion was continued with Department Chairs and key academic constituents in February, prior to 2016-17 schedule development. The estimated cost savings would be approximately \$2.3 - \$3.0 million.
- Beginning in spring 2016, the District would initiate a deliberative hiring freeze on all non-faculty positions that become open due to employee retirement or resignation. Only the District Superintendent/President, or his designee, would have the ability to grant exceptions or temporary backfills. It would be the District's expectation that reductions in staff could involve reprioritizing and redistributing the work amongst the remaining staff, in order to maintain service levels. Given the rules governing the 50% Law, whatever monetary reduction is made to the College's classroom expenditures, a similar reduction will be made in non-classroom expenses. The estimated cost savings would be approximately \$2.3-\$3.0 million.
- Beginning in spring 2016, as part of the budgetary process for 2016-17, the District would be looking at all discretionary expenditures and fund transfers to reduce expenditures by at least another \$0.3 million.

If the District does achieve its 2% targeted growth in 2015-16, the 2016-17 budgetary gap would be reduced to \$3.9 million. To bridge this gap, the District would consider the following actions:

- Beginning with fall 2016, the District would reduce its 2016-17 schedule of classes by 3-5%. This reduction would increase productivity with minimal negative impact to students. The estimated cost savings is approximately \$1.1 - \$1.9 million.
- Beginning in spring 2016, the District would begin a soft hiring freeze on all non-critical non-faculty positions that become open due to employee retirement or resignation. Only the District Superintendent/President, or his designee, would have the ability to grant exceptions or temporary backfills. It would be the District's expectation that reductions in staff could involve reprioritizing and redistributing the work amongst the

remaining staff, in order to maintain service levels. The estimated cost savings is approximately \$2.0 - 2.5 million.

- Beginning in spring 2016, as part of the budgetary process for 2016-17, the District would look at all discretionary expenditures and fund transfers, to reduce expenditures by at least another \$0.3 million.

Should the District's plans fall short of goal, even at the low-end of reductions, and the higher end of the budgetary gap, the upper range for the undiminished structural imbalance for 2016-17 would be \$2.0 - \$2.5 million. The District is projected to have a sufficient enough fund balance, at the beginning of 2016-17, to absorb that level of reduction and still maintain a greater than 5% reserve by year's end. The District will of course monitor events throughout 2016-17, and develop additional steps, should they become necessary in 2017-18, to meet the goal of ongoing financial stability, and planned reserves to meet unforeseen circumstances.

End Follow-up Report Regarding Recommendations from the 2015 Visiting Team

Actionable Improvement Plans

SRJC Self-Identified Actionable Improvement Plans:

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.

Standard I.A.4.

The institution's mission is central to institutional planning and decision making.

Resolution of Actionable Improvement Plan:

This planning agenda is completed and is in the process of being implemented. The College's Vision, Mission Statement and Values have been posted in digital formats in prominent locations on both the Santa Rosa and Petaluma campuses as a way of promoting SRJC's core beliefs to students and our 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 throughout across the College.

Actions taken to address recommendations:

- A Strategic Plan website, accessible from SRJC's homepage, provides quick links to the vision, mission, values, as well as Strategic Plan goals/objectives and SRJC's interactive Strategic Plan Scorecard. ([API.1.1](#))

- All job announcements contain a link to SRJC's Strategic Plan summary that includes vision, mission, values and strategic plan goals/objectives. ([API.1.2](#))
- Anecdotal evidence is provided from hiring committee members, the College President, and others who speak with applicants of unprompted remarks from interviewees stating that they have chosen SRJC on the basis of the college mission and values and which of those values drew them to apply to SRJC. ([API.1.3](#))
- All new employees, including faculty, classified staff and administrators are required to participate in new employee orientation/professional development, and these trainings include a review of SRJC's strategic plan and discussion of the vision, mission and values. Thus, SRJC employees begin their careers with a full understanding and appreciation of what SRJC values as an organization. ([API.1.4](#), [API.1.5](#))
- Professional Development Activity Day workshop sessions are frequently designed to focus on a specific core value such as Sustainability, Diversity, or Learning. ([API.1.6](#), [API.1.7](#))
- The College's Mission Statement is featured prominently on the reverse side of employee business cards
- The annual Program and Resource Planning Process (PRPP) requires departments/units to reflect on and then link all resource requests to the College's Mission and Strategic Plan goals.
- The annual Planning Summit provides a college-wide forum each spring for employees, students, and others to learn about and provide feedback on SRJC's Strategic Plan implementation and accomplishments, as well as to reflect on the extent to which SRJC is achieving its Mission and acting in accordance with its stated vision and core values. ([API.1.8](#))

Report Participation and Preparation Process

The Accreditation Co-chair for Standard I and Institutional Planning Council (IPC) Co-chair (Vice President) collaborated with appropriate faculty and staff resources in the preparation of the college's report on this Actionable Improvement Plan. The report was reviewed by the Institutional Planning Council, President's Cabinet and other appropriate councils and committees and officials throughout the data collection and drafting processes.

SRJC Self-Identified Actionable Improvement Plans:

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

Standard I.B.2

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution 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. The institutional members understand these goals and work collaboratively towards their achievement.

Standard I.B.6

The institution 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.

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.

[\(API.2.1\)](#)

In spring 2015, the Program and Resource Planning Process (PRPP) was modified to link resource requests and unit level goals to the Strategic Plan goals and the College's Mission.

[\(API.2.2\)](#)

The Strategic Plan Implementation and Accountability Plan has been reviewed by the Institutional Planning Council (IPC) and approved by President's Cabinet. It was presented to the College community during the annual Planning Summit in April 2015. The plan details the administrative lead/co-leads, committees and participatory governance bodies, and institutional support required for implementation, as well as the core indicators and key performance indicators for each Strategic Plan goal/objective. [\(API.2.3\)](#)

A companion summary of Strategic Plan Planned Activities and Timeline has also been developed by the President's Cabinet, reviewed by IPC, and was presented during that same Planning Summit, along with the results of a survey conducted by College Council in 2014/15 asking all committees and councils to reflect on which Strategic Plan goals/objectives were supported by the work of their committees/councils. ([API.2.4](#))

During fall 2014 and spring 2015, IPC discussed and developed institution-set targets and timelines to accomplishment for Strategic Plan core indicators and those have been posted on the Strategic Plan website. ([API.2.5](#), [API.2.6](#))

The Institutional Planning Council (IPC) has also initiated a process to align SRJC's core indicators with the CCCCO Institutional Effectiveness Partnership Initiative (IEPI) indicators and ACCJC Annual Report institutional set-standards. ([API.2.7](#))

During fall 2015, the Institutional Planning Council also initiated a comprehensive mid-plan review of each Strategic Plan goal, including a report on implementation and evidence of accomplishment. ([API.2.8](#))

The conclusions and recommendations of these reviews will be presented later in the year to the Board of Trustees and form the basis for the collegial dialog during this year's annual Planning Summit scheduled for March 11, 2016. Key among the findings from the Strategic Plan goal review will be recommendations to improve upon goal implementation and accountability, including outcomes and core indicator measures. ([API.2.9](#))

Report Participation and Preparation Process:

The Accreditation Co-chair for Standard I and Institutional Planning Council (IPC) Co-chair (Vice President) collaborated with appropriate faculty and staff resources in the preparation of the College's report on this Actionable Improvement Plan. The report was reviewed by the Institutional Planning Council, President's Cabinet and other appropriate councils and committees and officials throughout the data collection and drafting processes.

Follow-Up Report: Evidence

Statement of Follow-Up Report Preparation

R.1 – Email to College Community regarding ACCJC Report:

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

R.2 – Action Letter and External Evaluation Report posted on the College

website: <http://accreditation.santarosa.edu/accjc-reaffirmation-and-report>

R.3 – Accreditation Steering Committee responsible for the standards which had Commission recommendations: <http://www2.santarosa.edu/f/?nDGWzELW>

R.4 – Accreditation Steering Committee responsible for the standards which had Commission recommendations: <http://www2.santarosa.edu/f/?nDQUSOKA>

R.5 – Timeline for the Follow-Up Report and the membership of the Recommendation Response Teams (RRTs) were finalized by the end of August 2015: <http://www2.santarosa.edu/f/?nBSWODYJ>

Evidence for Recommendation 1:

R.1.1 – Enrollment Management Software (EMS) tool <https://ems.santarosa.edu/Gateway.aspx>

R.1.2 – SCJCD Fact Book: <http://fact-book.santarosa.edu/2014-fact-book>

R.1.3 – SRJC Strategic Plan Scorecard <http://strategic-planning.santarosa.edu/2014-19-strategic-plan-scorecard>

R.1.4 – SRJC Student Equity Research <http://research.santarosa.edu/>

R.1.5 – Consulting contract with SIG <http://www2.santarosa.edu/f/?nENJWMIN>

R.1.6 – Student Services Online Services Assessment Report:
<http://www2.santarosa.edu/f/?nBOOCBZF>

R.1.7 – Student Service Report
<http://planning.santarosa.edu/sites/planning.santarosa.edu/files/2013%20Student%20Survey%20Report%20-%20Final.pdf>

R.1.8 – Accreditation Student Opinion Survey
http://online.santarosa.edu/homepage/wburzycki/Accreditation/2013_Accreditation_Student_Opinion_Survey_Results01-30-14.pdf

R.1.9 – Lumens software <http://slo.santarosa.edu/>

Evidence for Recommendation 2

R.2.1 –

Santa Rosa Junior College
Alignment of General Education and Institutional
Student Learning Outcomes
Draft 12.16.10

Outcomes for Associate Degree Students (General Education SLOs)	Outcomes for All Students (Institutional SLOs)
Upon completion of an associate degree, students will be able to:	Upon completing their educational pathway and as appropriate to their educational goal at SRJC, students will be able to:
Written Communication Area A: English Composition Present college-level prose in both argumentative and narrative forms to identified audiences.	Reading and Writing Read and write at the level appropriate to their educational goal
Oral Communication Area B1: Communications <ul style="list-style-type: none"> • Listen actively; • Speak coherently and effectively; and • Practice respectful interpersonal and intercultural communication. 	Oral Communication <ul style="list-style-type: none"> • Listen actively ; • Speak coherently and effectively; and • Practice respectful interpersonal and intercultural communication.
Quantitative Fluency Area B2: Analytical Thinking Apply accurate calculations and symbolic operations to a specific field of study or in interpreting numerical information.	Quantitative Fluency Perform mathematical operations and interpret numerical information.
Civic Engagement Area F, American Institutions Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities.	Civic Engagement Demonstrate personal, civic, social, and environmental responsibility and cooperation as a productive local and global citizen.
Engaging Diverse Perspectives Area G, American Cultures & Ethnic Studies Area H: Global Perspectives and Environmental Literacy <ul style="list-style-type: none"> ▪ Reflect critically on their own cultural background including its origins and development, assumptions, and predispositions; ▪ Use knowledge from different cultural perspectives to analyze and interpret issues, ideas, and problems Practice respectful 	Engaging Diverse Perspectives <ul style="list-style-type: none"> • Recognize and acknowledge individual and cultural diversity • Recognize and use knowledge, ideas, and values from the world’s cultural traditions. • Practice respectful interpersonal and intercultural communication

interpersonal and intercultural communication	
Use of Information Resources Area I, Information Literacy Locate, analyze, evaluate, and cite multiple information resources in support of academic endeavors. (After they complete the degree, is this really the outcome?)	Use of Information Resources <ul style="list-style-type: none"> Locate, analyze, evaluate and cite relevant information

Evidence for Recommendation 3

R.3.1 – Student Services Offices Web Access <http://www2.santarosa.edu/f/?nCONzLUE>

Student Services Online Services	
Student Service Offices	URL
Admissions & Records	http://admissions.santarosa.edu/
Assessment	http://www.santarosa.edu/app/placement/
CalWORKs	http://calworks.santarosa.edu/
Career Development Services	http://www.santarosa.edu/for_students/student_resources/career-development-services/
Counseling	http://counseling.santarosa.edu/
Disability Resources	http://drd.santarosa.edu/
International Student Programs	http://international.santarosa.edu/
Schools Relations & Outreach	http://schools-relations.santarosa.edu/
Student Affairs	http://studentlife.santarosa.edu/
Student Employment	http://www.santarosa.edu/for_students/student_resources/career-center/student-employment/
Student Financial Services	http://financialaid.santarosa.edu/welcome-financial-aid-office
Student Health Services	http://shs.santarosa.edu/
Transfer Center	http://www.santarosa.edu/instruction/prepare_for_transfer/
Highlight of Specific Student Services	URL
Online Student Services	http://de.santarosa.edu/online-student-services
Counseling-Ask A Counselor	http://counseling.santarosa.edu/online-counseling
Counseling-Orientation Options	http://counseling.santarosa.edu/orientation-options
Student Affairs-Bearfacts	http://www.santarosa.edu/for_students/student_affairs/bearfacts/
Student Affairs-Forms	http://www.santarosa.edu/for_students/student_affairs/forms.shtml
Student Affairs-Calendar	http://www.santarosa.edu/for_students/student_affairs/event-calendar/index.shtml

Student Affairs-Complaints/Grievances	http://www.santarosa.edu/for_students/rules-regulations/student-complaint.shtml
Counseling-Ask A Counselor	http://counseling.santarosa.edu/online-counseling
Counseling-Orientation Options	http://counseling.santarosa.edu/orientation-options
Student Affairs-Bearfacts	http://www.santarosa.edu/for_students/student_affairs/bearfacts/
Student Portal	http://www.santarosa.edu/for_students/rules-regulations/student-complaint.shtml


R.3.2 – Student Services Online Services Assessment Report:

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

R.3.3 – Smarthinking Tutorial Services: <http://www.smarthinking.com/>

R.3.4 – College Skills Department Tutorial Centers web page: <http://college-skills.santarosa.edu/tutorial-centers>

DRAFT




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College Skills

Student Portal Login

Search...

ABOUT SRJC ADMISSIONS ACADEMICS CAMPUS LIFE ADMINISTRATION STUDENTS FACULTY / STAFF FOUNDATION / ALUMNI



- ★ Dept Home
- En Español
- Credit Classes
- Academic Skills/Test Preparation
- Tutorial Centers
- Contact & Locations
- Math Jam
- Smarthinking
- Staff

TUTORIAL CENTERS

The Santa Rosa Junior College Tutorial Centers provide tutoring for SRJC students needing assistance with coursework in many subject areas, at all academic levels, to individuals and small groups in a supportive, interactive environment that fosters student success and independence. *Help is free.* The centers are staffed by instructional assistants who are experts in their subject areas and by instructor-recommended students who not only have succeeded in the courses they tutor but who enjoy helping others succeed.

The commitment of the tutorial centers is to:

- Provide open access to a diverse student population
- Respond to individual student learning styles and needs
- Encourage students to reach their full potential
- Share the joy of learning and enthusiasm for the subject
- Respect the instructor's approach to the subject matter
- Implement tutoring techniques that reflect the best current practice
- Assist students to gain confidence in their ability to achieve academic success

Locations and Hours

On the Santa Rosa Campus

Located in the Frank P. Doyle Library, First Floor, Rm 4251

Drop-In service available for Math, Chemistry, Physics, Biology, English, and ESL all hours that we are open. All subjects are offered by hourly appointments as well.

Hours of Operation

- Fall & Spring Semesters: Mon-Thurs 8am-7pm; Fri 8am-3pm
- Summer Session: Mon-Thurs 9am-4pm
- For additional information, call: (707) 527-4491

On the Petaluma Campus


Kathleen Doyle Bldg., 2nd Floor, Rm PC-247

Drop-In service available for Math all hours we are open

Group tutoring typically available for Biology, Business Admin, Chemistry, Life Sciences, and Writing at various times during our hours of operation. Call our phone number below to confirm subjects supported and specific times of tutor availability.

Hours of Operation

- Fall & Spring Semesters: Mon-Thurs, 9am-7pm; Fri 9am-3pm
- First 6 weeks of Summer Session: Mon-Thurs; 9am-1pm & 2-5pm
- For additional information, call: (707) 778-2409



NEW! Smarthinking Online Tutoring available now!

Log-in to your cubby and choose Smarthinking link in the Quick Links section on the right side.

For overview of Smarthinking go to [Distance Education](#)

R.3.5 – College Skills department Smarthinking web page: <http://college-skills.santarosa.edu/smarthinking>

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College Skills

Student Portal Login

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[En Español](#)
[Credit Classes](#)
[Academic Skills/Test Preparation](#)
[Tutorial Centers](#)
[Contact & Locations](#)
[Math Jam](#)
[Smarthinking](#)
[Staff](#)

SMARTHINKING

LIVE, ONLINE TUTORING

Students connect to live educators from any computer that has Internet access, no special software installation or equipment is required. We provide live, online tutoring up to 24 hours a day, 7 days a week enabling students to get the help they need when they need it. Our tutors do not solve the problems for students, but rather teach the underlying concepts.

On-Demand Tutoring:
Using an advanced queuing system providing little or no wait time, students are connected on-demand with an expert educator. Students work one-on-one, in real-time with a tutor, communicating using a virtual whiteboard technology. Scientific and mathematical notation, symbols, geometric figures, graphing and freehand drawing can be rendered quickly and easily. Visit [Hours of Service](#) for our on-demand tutoring schedule.

Schedule an Appointment:
Students who prefer to plan ahead can schedule a 30 minute appointment with a tutor of their choice. At the scheduled time, the student and tutor connect live using the virtual whiteboard technology. All sessions are archived and available for students to review at any time for studying or test preparation. For institutional implementations, individual and aggregate student usage information is reported and transcripts of every tutoring interaction are available to the campus program administrator.

WRITING CENTER

The Smarthinking Writing Center is designed to assist secondary, post-secondary, and graduate students become stronger writers. Students receive a detailed, personalized critique of any written assignment, such as an essay, paragraph, report, or creative work. When applicable, students can select specialists such as ESL, Technical Writing, or Creative Writing experts. Students can submit writing 24 hours a day, seven days a week.

The Critique Process:
Each critique includes the writing tutor's comments inserted within the student assignment and a Response Form detailing additional feedback. Smarthinking writing tutors address students' writing issues, targeting higher-order issues (such as content and thesis development) as well as lower-order concerns (such as grammar and mechanics). They do not edit or correct student work. By expanding students' understanding of good writing techniques, our tutors help students become better writers.

Writing review services include the following options:

- Standard Essay Review

Smarthinking's standard essay critique prioritizes higher-order concerns, including main idea/thesis, content development, organization, and introduction/conclusion. This critique includes a tutor's embedded comments and a response form with commentary on essay strengths, areas in need of improvement, and a summary of next steps.

- Long Essay Review

The long essay review provides the same individualized feedback as the standard essay review, but applied to written pieces of greater length.

- Paragraph Review

The paragraph review provides the same individualized feedback as the standard essay review, but applied to a writing piece of 300 words or less.

- Grammar & Documentation Review


The Lower-Order Concerns-only essay critique addresses exclusively lower-order issues of grammar and mechanics, sentence structure, word choice, and documentation. This review offers the same personalized, essay-specific feedback as Smarthinking's standard Essay critique in that tutors assist students with recurring errors, model corrections, and offer concrete writing and revision advice without editing or proofing the students' work. Whereas Smarthinking's standard essay review prioritizes higher-order concerns (main idea/thesis, content development, organization, and introduction/conclusion), the grammar and documentation critique addresses exclusively lower-order issues of grammar & mechanics, sentence structure, word choice, and documentation.

- Resume & Cover Letter Review

Smarthinking critiques résumés and cover letters, which gives job applicants and students detailed feedback that can be essential as they seek employment. Key areas of focus include purpose/focus, content development, organization, grammar & mechanics, sentence structure, and word choice.

About Smarthinking Tutors:
Smarthinking writing tutors have advanced degrees in composition and rhetoric, literature, creative writing, and other relevant fields within the humanities. They are trained to respond to writing submissions in a range of academic subjects (e.g. lab reports, business plans, literary analyses, writing across the curriculum) and at a range of academic levels (from developmental writers to graduate students). Specifically, Smarthinking-Certified Tutors review students' writing in the following general academic areas at the secondary through graduate levels, unless otherwise indicated: Composition; Literature; English for Speakers of Other Languages (ESOL); Creative Writing; AP English (high school); English Language Arts (high school); Writing-Intensive Courses Across the Curriculum (to include writing projects for classes in the humanities, sciences, and business, and to include thesis and dissertation projects in the humanities and business), as well as student assessment.

Students can also receive a detailed critique of their practice SAT essay. The critique identifies an essay's strengths, notes its weaknesses, and provides a sample score.



For overview of how to access Smarthinking from your cubby go to [Distance Education](#)

R.3.6 — Distance Education department web page: <http://de.santarosa.edu/>

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EXPLORE OUR ONLINE COURSES

Real Estate Principles | Comparative Mythology | Comprehensive Pharmacology | Real Estate Practice

[View More Offerings >](#)

Distance Education Home
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Faculty Homepages
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FOR STUDENTS

Student Information
Find Your Online Course
New to Online Learning?
Student Help Desk
Online Degrees & Certificates
Online Student Services

FOR FACULTY

Faculty Information
DE Blog
Getting Started
Teaching Online

ONLINE CLASSES AT SRJC

The Distance Education site provides access to higher education through online, hybrid, and face-to-face courses blended with web-based materials. From this site find access to online courses, instructor homepages, guides, tutorials, and FAQs on getting started in online learning for instructors and students.

STUDENT HELP

Find Courses | IT Help | New To Online Learning | Login Issues | **Online Tutoring** | Online Counseling

LATEST NEWS

12 October 2015
As of 15 October, the IT Department will be requiring each student and instructor to use a PIN of at least eight characters in order to log in to the SRJC student portal and faculty portal (also known as your "cubby"). This change will have no direct impact on Moodle passwords or CATE passwords.

LOGINS

C·A·T·E STUDENTS | C·A·T·E FACULTY

moodle

CANVAS/CATE/MOODLE HELP

Faculty [Canvas Training](#)
Faculty [Help For Canvas](#)
Student [Help For CATE](#)
Student [Help For Moodle](#)
Faculty [Help For CATE](#)
Faculty [Help For Moodle](#)

ONLINE DEGREES AND CERTIFICATES

R.3.7 – Distance Education How to access Smarthinking web page:

<http://de.santarosa.edu/free-online-tutoring-srjc-students-0>

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Online Student Services

FOR FACULTY

Faculty Information

DE Blog

Getting Started

Teaching Online

Best Practices

SRJC Faculty Resources

Distance Education Policies

Web Accessibility Guidelines

Online College Project

FREE ONLINE TUTORING FOR SRJC STUDENTS

Math (Basic Math thru Calc II and Statistics) • Writing (for any course) • Chemistry • Biology • Physics
Human A&P • Economics (Macro & Micro) • Introductory Finance • Nursing and Allied Health • Office Applications

ONLINE TUTORING AVAILABLE FROM THE STUDENT PORTAL

Students can access tutoring available online by logging into their portal (myCubby) and clicking on the "SmartThinking" links.

ACCESSING YOUR SMARTHINKING ACCOUNT

1. Login to the [SRJC Student Portal](#)
2. Go to the [Quick Links](#) section
3. Click the [Smart Thinking Online Tutoring](#) link towards the bottom of the [Quick Links](#) section

myRecords

- Admissions & Records Forms
- Challenges & Equivalencies
- Class Schedule/Fees
- Degrees & Certificates
- Enrollment and Degree Verification
- Fee Waivers
- Holds
- Instructor Office Hours
- My Education Plan
- My Financial Aid SAP
- Official Transcript Request
- Petitions
- Placement Results
- Prerequisite Check
- Priority Registration
- Tax Credit
- Unrepeatable Courses

Personal Announcements

Kines 33 Health & Wellness class looking for students!

Quick Links

- Video Tutorials for Applying and Registering
- Schedule of Classes
- Online Orientation
- Campus Maps
- Scholarship Opportunities
- Assessment, Placement Testing, and JAM WORKSHOP Appointments - Santa Rosa Campus
- Assessment, Placement Testing, and JAM WORKSHOP Appointments - Petaluma Campus
- Assessment & Placement Appointments - Southwest Center
- SRJC Bookstore
- SRJC Library
- Online Learning
- Student Health 101
- SmartThinking Online Tutoring
- SmartThinking Online Schedule
- English Placement Administration Only

NEED HELP WITH MATH, SCIENCE, NURSING, OR BUSINESS COURSES?

1. Select your subject under **Drop In Tutoring**.
2. Type your question or problem in the whiteboard and press the **Enter Question** button.
3. Browse the *Step-by-step Smart Thinking Student Handbook* (on the **Academic Resources** tab) for more detailed instructions.

NEED HELP WITH A WRITING ASSIGNMENT?

1. Select *Writing (All Subjects)* under **Drop In Tutoring** icon if you need help getting started on a paper or if you just have some writing-related questions.
2. Select *Essay Center* or *Grammar and Documentation* in the **Writing Center** if you'd like for someone to review a completed draft of your paper. You'll get feedback from Smarthinking within about 24 hours.

OPTIONS AND HOURS FOR ONLINE TUTORING

- **DROP IN TUTORING**
(live chat with a Tutor, no appointment needed)

Subjects	September - May	June - August
Mathematics and Statistics	24 hours a day, 7 days a week	24 hours a day, 7 days a week
Writing, Reading, Chemistry, Physics	Sun - Thurs: 9am - 11pm Fri & Sat: 9am - 3pm	Sun - Thurs: 9am - 11 pm Fri & Sat: 9am - 3pm

6

R.3.8 – Student Portal provides authenticated access to Smarthinking.

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

SANTA ROSA JUNIOR COLLEGE

APPLY & REGISTER | SCHEDULES & CATALOG | INSTRUCTION | FOR STUDENTS | FACULTY & STAFF

SRJC-myCubby

Currently logged in as:

- Student Portal Home
- Apply
- Add/Drop/Register
- View Grades
- Purchase Optional Fees
- Pay Fees
- Check myCertificate progress
- Check myDegree progress
- Schedule of Classes
- A & R Policies
- Help
- Contact Us
- CA Voter Registration

myRecords

- Admissions & Records Forms
- Challenges & Equivalencies
- Class Schedule/Fees
- Degrees & Certificates
- Enrollment and Degree Verification
- Fee Waivers
- Holds
- Instructor Office Hours
- My Education Plan
- My Financial Aid SAP
- Official Transcript Request
- Petitions
- Placement Results
- Prerequisite Check
- Priority Registration
- Tax Credit
- Unrepeatable Courses

Personal Announcements

No links available

Quick Links

- Video Tutorials for Applying and Registering
- Schedule of Classes
- Online Orientation
- Campus Maps
- Scholarship Opportunities
- Assessment, Placement Testing, and JAM WORKSHOP Appointments - Santa Rosa Campus
- Assessment, Placement Testing, and JAM WORKSHOP Appointments - Petaluma Campus
- Assessment & Placement Appointments - Southwest Center
- SRJC Bookstore
- SRJC Library
- Online Learning
- Student Health 101
- SmartThinking Online Tutoring
- SmartThinking Online Schedule
- English Placement Administration Only

District Announcements

No links available

Student Elections

No links available

Student Life

- Alumni & Friends Association
- Associated Students
- Athletics
- Clubs & Organizations
- Job Listings
- Off Campus Housing
- Oak Leaf
- SRJC Live!
- Student Employment

R.3.9 – Marketing e-mail communication sample to faculty to promote the Smarthinking service. <http://www2.santarosa.edu/f/?nCONzLUE>

From: Muzzatti, Julie
Sent: Friday, November 6, 2015 1:29 PM
To: DL.STAFF.FAC.ALL
Subject: Smarthinking Online Tutoring video - see what it's all about in 3 1/2 minutes

Hello, colleagues,

It's getting to be that time in the semester when students may need a new and different type of resource to help them with your course. Are any of your students using Smarthinking Online Tutoring and do you wonder what it's all about? Don't wonder! Watch a 3 1/2 minute video overview so you won't be in the dark.

<https://vimeo.com/smarthinking/review/116016067/b76acaf302>




If you like what you see, please show this clip or part of this clip to your class. Tell them that a link to access Smarthinking is in each student's portal. It's just a click away.

Julie Muzzatti

(Acting) Director, Tutorial Center Santa Rosa campus

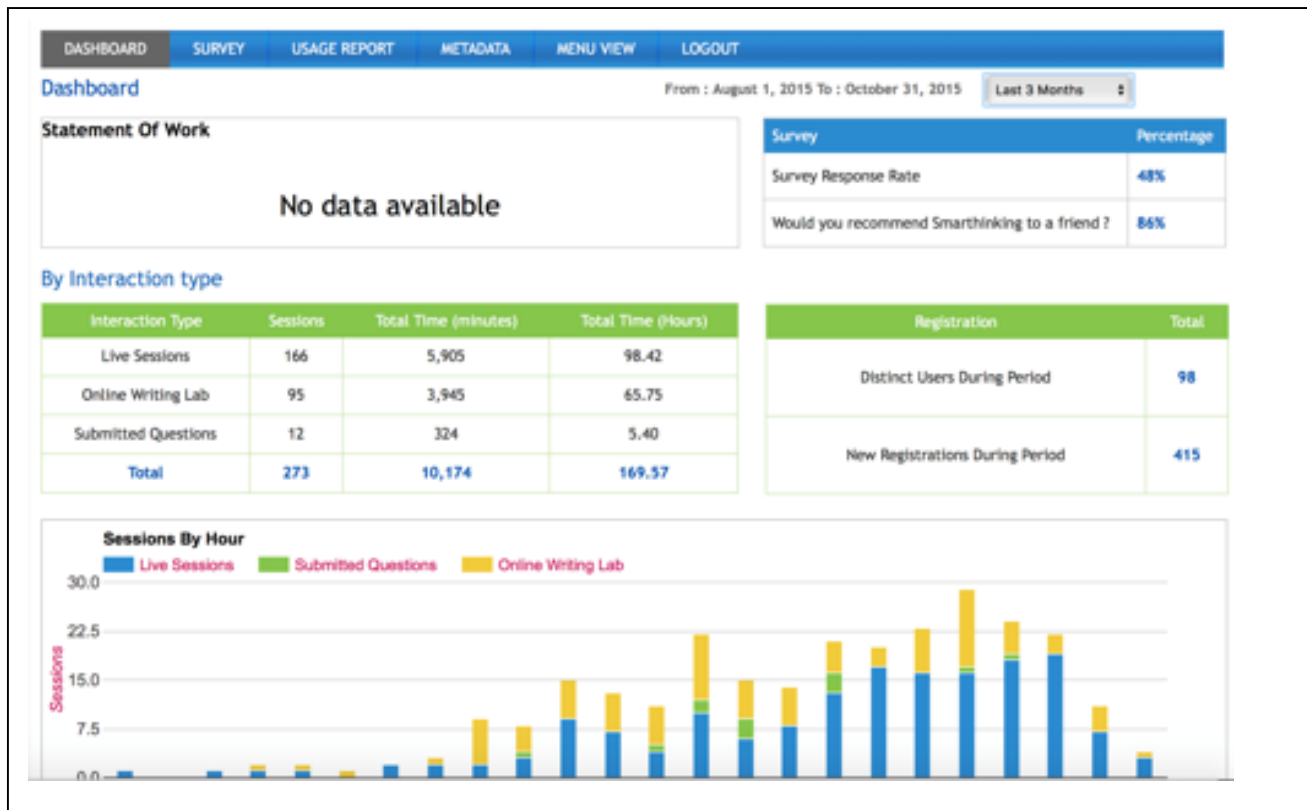
R.3.10 – Training for faculty about the Smarthinking service
<http://www2.santarosa.edu/f/?nCONzLUE>

 **ONLINE TUTORING**
When: Tuesday, October 13 from 12:00 to 1:00 pm. Questions/hands-on from 1:00 to 2:00 pm
Who: John Huber, Pearson/SmarThinking representative
Where: Doyle Library, Room 4245
What is it: Online Tutoring in all subjects, including writing and math, 24/7, available to all students through their portal
Why I should attend: so you will know what you might be promoting to your students

There were 14 attendees at the workshop.

R.3.11 – Assessment of student satisfaction. <http://www2.santarosa.edu/f/?nCONzLUE>

Surveys are solicited at the end of each tutorial session. Results showed a 48% response rate with 86% of the users surveyed saying they would recommend the service to a friend.



R.3.12 – Long term assessment of online tutoring services options.

<http://ccctechedge.org/news/miscellaneous/521-online-tutoring-services-offered-systemwide>
<http://www.nettutor.com/>

Evidence for Recommendation 4**R.4.1 – Adjunct Evaluation Self-Assessment Form****Adjunct Faculty Evaluation Cover Sheet and Self-Assessment**

Submit this cover letter and self-assessment with attached materials to your Department Chair by the end of the fifth week of your evaluation semester. You may submit these items by email or by hard copy. I. Complete:

Evaluatee _____ Date _____

Department _____

II. Attach the following to this cover sheet:

1. Your schedule of classes or other student contact-related duties.
2. The syllabi for your courses this semester.
3. Your response to recommendations made in prior evaluation(s), if any.

Self-Assessment, Limited to Reflection on Student Learning Outcomes Assessment

III. Check one item below that best reflects your participation in student learning outcomes (SLO) assessments since your previous evaluation:

I did not participate in an SLO Assessment over the past three academic years, inclusive of this year

Based on my SLO assessment(s), I made or plan to make changes to my course, materials and/or approach.

Based on my SLO assessment(s), I have concluded that existing strategies are effective.

Comments (optional):

Adjunct Faculty Evaluation Cover Sheet and Self-Assessment

Submit this cover letter and self-assessment with attached materials to your Department Chair by the end of the fifth week of your evaluation semester. You may submit these items by email or by hard copy.

I. Complete:

Evaluee _____ Date _____

Department _____

II. Attach the following to this cover sheet:

1. Your schedule of classes or other student contact-related duties.
2. The syllabi for your courses this semester.
3. Your response to recommendations made in prior evaluation(s), if any.

Self-Assessment, Limited to Reflection on Student Learning Outcomes Assessment

III. Check one item below that best reflects your participation in student learning outcomes (SLO) assessments since your previous evaluation:

I did not participate in an SLO Assessment over the past three academic years, inclusive of this year

Based on my SLO assessment(s), I made or plan to make changes to my course, materials and/or approach.

Based on my SLO assessment(s), I have concluded that existing strategies are effective.

Comments (optional):

District and AFA approved April 29, 2015

R.4.2 – Link to Article 14B: <http://www.santarosa.edu/afa/Contract/Articles/art14B.pdf>

Recommendation 5 Evidence

R.5.1 – Budget Letter and Matrix Chancellor’s Office:

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

R.5.2 – Percentage change in FTEF vs. FTES: <http://www2.santarosa.edu/f/?nEGAxvLN>

R.5.3 – PRPP Kickoff Letter 2016-17: <http://www2.santarosa.edu/f/?nzVQUYyK>

R.5.4 – PowerPoint presentation to DCC/IM Feb. 2016:

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

R.5.5 – Strategic Enrollment Plan BOT Presentation: <http://www2.santarosa.edu/f/?nCRAKZBR>

SRJC Self-Identified Actionable Improvement Plan 1 Evidence

API.1.1 – SRJC website home page <http://www.santarosa.edu/>

API.1.2 – Strategic Plan website <http://strategic-planning.santarosa.edu/>

API.1.3 – Link in job postings <http://www.santarosa.edu/hr/current-openings/>

API.1.4 – New Employee Orientation agendas <http://www2.santarosa.edu/f/?nDRPGXxU>

API.1.5 – New Faculty Orientation agendas <http://www2.santarosa.edu/f/?nDRPGXxU>

API.1.6 – New Faculty Professional Learning Workshop schedule

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

API.1.7 – PDA Workshop Sessions <http://pd.santarosa.edu/spring-2016-pda-day-workshop-descriptions>

API.1.8 – PRPP Reports <http://planning.santarosa.edu/2014-prpp-reports>

SRJC Self-Identified Actionable Improvement Plan 2 Evidence

API.2.1 – 2013/14 College Initiatives Update – Final Report (to BOT November 12, 2014)

<http://planning.santarosa.edu/sites/planning.santarosa.edu/files/2013-14%20College%20Initiatives%20Status%20Update%20-%20FINAL%20REPORT.pdf>

API.2.2 – PRPP Reports <http://planning.santarosa.edu/2014-prpp-reports>

API.2.3 – Institutional Planning Council agendas/minutes

<https://bussharepoint.santarosa.edu/committees/institutional-planning-council/SitePages/Committee%20Home%20Page.aspx>

API.2.4 – 2nd Annual Planning Summit Agenda – April 24, 2015

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

API.2.5 –Strategic Plan website <http://strategic-planning.santarosa.edu/>

API.2.6 –_Strategic Plan Scorecard <http://strategic-planning.santarosa.edu/2014-19-strategic-plan-scorecard>

API.2.7 –_College Council agendas/minutes

<https://bussharepoint.santarosa.edu/committees/college-council/SitePages/Committee%20Home%20Page.aspx>

API.2.8 – Strategic Plan Implementation and Accountability Plan

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

API.2.9 – Strategic Plan Summary of Planned Activities/Timeline

<http://planning.santarosa.edu/sites/planning.santarosa.edu/files/Strategic%20Plan%20Summary%20of%20Planned%20Activities-Timeline.pdf>