FOLLOW-UP VISIT PEER REVIEW TEAM REPORT

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

This report represents the findings of the Peer Review Team that conducted a Follow-Up Visit to Santa Rosa Junior College November 8, 2023. The Commission acted on the accredited status of the institution during its January 2024 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Submitted to:
The Accrediting Commission for Community and Junior Colleges

Submitted by:

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Introduction

The Peer Review Team conducted its virtual Comprehensive Review of Santa Rosa Junior College from February 28, 2022 to March 3, 2022. At its June 2022 meeting, the Commission determined noncompliance with Standard I.B.6 (College Requirement 1), and Standards I.B.2, II.A.3 (College Requirement 2), and acted to require a Follow-up Report due no later than October 1, 2023 followed by a visit from a peer review team. Members of the peer review team conducted a Follow-up site visit to Santa Rosa Junior College on November 8, 2023.

The purpose of the visit was to verity that the Follow-up Report prepared by the college was accurate, through examination of evidence, and interviews with college representatives, to determine if the college has resolved the deficiencies noted in the following compliance requirements:

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

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

The team found that the College was very well prepared for the November 8th **v**isit and had arranged meetings with selected individuals and groups as requested by the team in advance of the visit. The team also found the College's follow-up report to be well written and comprehensive. In addition to the follow-up report, the team requested six examples of syllabi that included course student learning outcomes and documentation showing the current status of student learning outcome assessment using the new software platform eLumen.

Over the course of the day, the team met with the following individuals/groups:

Dr. Angélica Garcia - Superintendent/President
Dr. Robert Holcomb - Vice President, Academic Affairs
Dr. Jeremy Smotherman - Senior Director of Institutional Effectiveness, Research, and Planning
Nancy Persons - Academic Senate President
Accreditation Response Team and SLO Faculty Liaisons:
Andrea Alexander - Faculty, Disability Resources
Dr. Smita Avasthi – Faculty, Library
Lisa Beach – Director, Distance Education
Rachael Cutcher – Director, Student Financial Services
Lynn Erikson Rhode – Faculty, College Skills
Heather Gilardi – Faculty, Health Sciences
Dr. Robert Holcomb – Vice President, Academic Affairs
Kim Kinahan – Faculty, Work Experience
Matthew Markovich – Dean, Kinesiology, Athletics and Dance

Dr. Mary-Catherine Oxford – Dean, Learning Resources and Educational Technology
Dr. Purnur Ozbirinci – Faculty, English
Jessica Pardoe – Faculty, English
Dr. Jeremy Smotherman – Senior Director, Institutional Effectiveness, Research, and Planning
Emily Schmidt – Faculty, Humanities and Religious Studies

Team Analysis of College Responses to the compliance requirements:

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

Findings and Evidence:

The college has developed a comprehensive Accreditation Response Plan to overhaul its approach to analyzing disaggregated student learning outcomes (SLOs), especially for diverse student subpopulations. This plan, outlines the steps necessary to bring the college in compliance with the accreditation standard.

Central to this transformation was the adoption of new technical tools and infrastructure. After a thorough vendor review, the college selected eLumen and its Insights solution as the key software for SLO data analysis. This was a significant shift from the outdated systems previously in use, which had limited capabilities in disaggregating and assessing SLOs.

The college also acted to discuss and confirm the identified student subpopulations for which to disaggregate and analyze SLO data. On November 30, 2022, the Academic Senate approved the adoption of subpopulations based on gender, ethnicity, and first-generation college status as identifiers for disaggregated SLO assessment. These subpopulations align with the college's Equity Plan and other federal annual reports.

Another major endeavor the college took was mandatory SLO training which it conducted on August 10, 2023. Attended by 352 faculty members, this training was strategically scheduled just before the fall semester. It was a pivotal step to introduce and train faculty with the eLumen Insights system, ensuring that they could effectively use this new tool in their assessment practices.

Despite these significant steps, the implementation was not without challenges. For instance, while the previous system had seen a modest increase in SLO assessments without disaggregation (from 48% to 56%), the new system (with disaggregation) is not fully implemented and at present is at a 0% completion rate. However, the college has set an ambitious goal to complete 25% of all SLO assessments annually, using its new disaggregated categories, with 100% completion by the 2027/28 academic year. At the time of the visit on November 8, 2023, no disaggregated SLO data were yet available to share with the ACCJC team, as the college is awaiting finalization of its data sharing contract with Insights, which would allow it to begin disaggregating its SLO assessment data on its proposed 4-year cycle.

The college's commitment to this goal was validated by various stakeholders. The college Vice President, for example, spoke of the eLumen Insights pilot concluding in late fall 2023, followed by a full rollout in spring 2024. The Senior Director of Institutional Effectiveness, Research and Planning and the Accreditation Response Team highlighted the large cultural shift within the institution, moving beyond mere compliance to thoughtfully implementing new systems and processes in order to create continuous cycles of review for improved student success.

The Academic Senate President brought attention to the re-institutionalization of the SLO

process and talked about new leadership in the senate, the formation of supporting committees and liaisons, and the necessity to continually evaluate these structures.

Because no disaggregated SLO assessment data was available at the time of the visit, the team was unable to confirm the college has implemented and is following its proposed plan of disaggregating and analyzing SLO data for student subpopulations, as identified by the institution.

Conclusion:
The college has not satisfied this requirement.

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

Findings and Evidence:

The college has developed a comprehensive and sustainable process for regularly assessing student learning outcomes (SLOs) across all its courses and programs. This initiative aligns with the requirements of the accreditation standards. The key elements of this process include:

Reinstatement and Enhancement of SLO Faculty Coordinator Roles:
Post-COVID-19 pandemic, the college recognized the need to revitalize its approach to SLO assessment. It reinstated SLO Faculty Coordinator positions with augmented reassigned time and expanded duties. This step, effective from October 24, 2022, was crucial in driving the implementation of the Accreditation Response Plan and embedded SLO work within an equity-based, student-centered framework.

Formation of the SLO Faculty Workgroup:
Comprising five members, this workgroup met weekly throughout the 2022/2023 academic year to research best practices and provide recommendations regarding SLOs. Their efforts led to significant contributions, including the suggestion to establish a team of SLO Faculty Liaisons.

Introduction of SLO Faculty Liaisons:
In spring 2023, the college, in collaboration with the All Faculty Association (AFA) labor union, enlisted SLO Faculty Liaisons. These liaisons, coming from diverse instructional disciplines, provide extensive support in the SLO assessment process. They also contribute to developing mandatory SLO training for faculty and enhancing resources available on the SLO webpage.

Updated Definition of Regular Assessment:
The SLO Faculty Workgroup recommended redefining "regular assessment" to mean assessing all SLOs at least every four years, a change from the previous six-year cycle. This recommendation was approved by the Academic Senate and adopted as a new practice, aligning the college with best practices in the professional community.

Inclusion of SLOs in Course Syllabi:
As part of the Accreditation Response Plan, the college established a new requirement for faculty to include SLO statements in their course syllabi, derived from the institution's officially approved course outlines. This mandate was communicated to all faculty, and adherence to it is monitored through the faculty evaluation process.

Conclusion:
The institution has addressed the requirement, corrected the deficiencies, and now meets the Standards I.B.2, II.A.3.