

Santa Rosa Junior College



INSTITUTIONAL PLANNING COUNCIL

Monday, March 25, 2019

Plover 526

1:30 PM – 3:00 PM

MINUTES **APPROVED**

VISION – SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.

MISSION – SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.

- We focus on **student learning** by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.
- We provide a comprehensive range of **student development** programs and services that support student success and enrich student lives.
- We support the **economic vitality, social equity and environmental stewardship** of our region.
- We promote **personal and professional growth** and cultivate joy at work and in lifelong learning.
- We foster **critical and reflective civic engagement** and thoughtful **participation in diverse local and global communities**.
- We regularly **assess, self-reflect, adapt, and continuously improve**.

Excerpted from SCJCD Board Policy 1.1 – Vision, Mission Statement, Values (approved October 8, 2013)

In attendance: Dr. Frank Chong, Patty Collis, Dorothy Battenfeld, Stephanie Dirks, Jeanne Fadelli, Karen Frindell-Teuscher, KC Greaney, David Harden, Cece Jones, Jan Kmetko, Jane Saldaña-Talley, Mary Sandberg, and Eric Thompson

Proxies: Li Collier (for Pedro Avila)

Absent: Pedro Avila, Abril Barbosa, Jean Farnham, Karen Furukawa-Schlereth, Vince Hamilton, Kate Jolley, Jessica Melvin, and Luz Navarrette Garcia

Guests: Lisa Beach, Alice Hampton and Matthew Long

1. **APPROVAL OF MINUTES (1:30-1:35)** From the meeting of March 11, 2019
Patty Collis motioned to approve the minutes, and CeCe Jones seconded. Minutes were unanimously approved.

2. **COMMITTEE BUSINESS**

- a. Meeting location for Spring 2019 is 526 Plover
- b. Jeanne Fadelli replaced Greg Drukala as the representative for the Office of Institutional Research.

3. **INTEGRATED PLANNING**

IPC members are encouraged to review the minutes of the following shared governance and planning bodies at: <http://committees.santarosa.edu/> and to direct questions to the chairs of these committees/councils as needed:

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| • <i>Academic Senate</i> | • <i>District Facilities Planning Committee</i> |
| • <i>Student Government Assembly</i> | • <i>Educational Planning and Coordinating Council</i> |
| • <i>Budget Advisory Committee</i> | • <i>Sustainability Committee</i> |
| • <i>Classified Senate</i> | • <i>Institutional Technology Group</i> |
| • <i>College Council</i> | • <i>Petaluma Faculty Forum</i> |
| • <i>Integrated Student Success Committee</i> | • <i>President's Consultation Council (pending)</i> |

4. **PLANNING UPDATES (1:35-1:45)**

- a. **Accreditation Update:** Vice President of Academic Affairs Jane Saldaña -Talley reported the ACCJC Mid-term report was completed and has been electronically submitted. She and Co-Chair KC Greaney will be attending the ACCJC conference in Burlingame April 30 through May 3rd to look at the new evaluation

process, ISER (Institutional Self Evaluation Report) and will provide additional information after the conference.

- b. Administrative Update: Superintendent/President Frank Chong reported the Student Housing Committee will meet this Friday to review the three finalist developers for student housing. Informational group and individual sessions have been held for the ERI. He and VP Jane Saldaña-Talley will meet with DCC/IM to respond to questions. A Brown bag listening session with Dr. Chong is scheduled on March 27th for Classified staff to address employee concerns.
- c. Budget Advisory Committee Update: There is no update as the next Budget Advisory Committee meeting is scheduled tomorrow.
- d. PRPP Update: Director of Institutional Research, KC Greaney reported PRPP is going well. Suggestions for future improvements have been received and a formal evaluation will be conducted at the end of the cycle. She asked members to send any suggestions for improvements for review at PPRP CC.

5. INSTITUTIONAL PLANS AND PLANNING

- a. ACCJC Annual Report and Institutional Goal Setting (1:45-2:10): Vice President of Academic Affairs and SCJCD Accreditation Liaison Officer Jane Saldaña -Talley reminded IPC that this year's goals were set by IPC while preparing for last year's report, and the current goal setting work is what will be reported to ACCJC next year. She anticipates committees will be formed that will begin the self-evaluation for the next accreditation cycle. The Institution and Team Guidance for ACCJC Standards I.B.3 was reviewed which outlines considerations as the college prepares its ISER, measures used and the process for setting institutional standards.
 - Our system is currently setting data definitions for these indicators.
 - According to the guidance, past performance as the future norm should be avoided; three year averages and historical data have been used in the past.
 - Evaluations should be included if institutional standards were achieved and determine specific planning if set goals were not achieved.
 - She recommended the annual report be posted to the Accreditation website and distributed to all staff, Board of Trustees, and student leaders.

Director of Institutional Research KC Greaney reviewed related [historical data](#).

- Successful course completion is defined as credit successful course completions and not non-credit as this is the most reliable data.
- In the past IPC determined 12+ units for certificates, however, this year 16+ units is specified by ACCJC. This aligns with the qualification for a program to be considered for financial aid and also reflects a change at the Chancellor's office to be consistent with data from Sacramento. A spike this year was attributed to the general education certificate and a bump can be anticipated next year.
- More degrees were awarded last year than any time in SRJC's history. The increase in 2012-13 can be attributed to the recession recovery and ADT awards.
- The transfer numbers from the Chancellor's office show changes some of which are out of our control. The number one transfer destination is SSU which has closed admissions at times. It appears the Chancellor's Office is undercounting out of state transfers. It was suggested transfers could be a topic for a future planned conversation.

Calculated goals were presented and discussed (+1 Standard Deviation above the three year average for stretch goals, and -1 Standard Deviation below the three year average for the institution set standard, or floor). Following, there was conversation including the following:

- Do these goals make sense?
- Does it make sense to have an aspirational goal lower than what has already been achieved?
- Does it make sense to have a floor lower than what has been achieved in the past?
- Successful course completion numbers are off the most. Do the other goals feel appropriate?
- How do we set goals in a meaningful way and in support of students?

- What will we consider as substandard performance?
- It is not clear if aspirational goals are for 1 year or a longer timeframe. KC reported that at the ACCJC webinar several things are not fully defined and may be defined by us. Goals must be reported annually but don't need to be annual goals.
- The process has changed and Accreditation teams will review the self-evaluation report in advance of their visit. The question will be asked what did we do with the results.
- Should we auto award to students who have not applied for their degrees or certificates? Legislation being debated on the Assembly floor would require student consent to auto award.
- Presumably someone who signs up for a course intends to finish but the intention of students in completing degrees and certificates can vary. Not all students intend to finish with a degree or certificate--should we look at various categories, such as undecided and lifelong learners, when setting goals?

The Institutional Set Standards Achievement information of the ACCJC Annual Report was reviewed. Course Completion Rates stretch goals were not set for 15/16 but were set for 16/17 which was the last year required by the institutional planning initiative. 73% was a 6 year goal which can include the 17/18 stretch goal. Stretch goals were not set in other categories. The report will be submitted on April 5th and IPC will receive a copy at the April 8th IPC meeting prior to distribution to all staff.

IPC will discuss the goals further at the April 8th meeting. Li Collier was invited to attend.

- b. **Planned Discussion: California Virtual Campus/Online Education Initiative (2:10-2:35):** Lisa Beach, Director of Distance Education and Alice Hampton, Child Development Faculty (Co-Chairs of the District Online Committee) shared information about the statewide effort to create a California Virtual Campus (CVC) by creating an online course exchange amongst California Community Colleges. Our District could opt in to be a part of the course exchange. The pros and cons of participation were outlined.

The goal of the statewide course exchange is to provide students access to any available online college course. Students can register for classes from their college's registration system, search the system for a seat at an online course from the same portal, sign up and pay, and it will appear in their canvas account. A few colleges are currently piloting the software, and 56 colleges have signed up with the goal of participation by all 115 community colleges in five years. The 56 participating colleges (Consortium) are determining process and policy.

ExCel is used to search the system to find qualified courses to replace a particular course in a program. Students whose home college is part of the consortium can register and pay for the course which appears in their Canvas account seamlessly. Students from non-participating colleges will be redirected to that college's application process which will require another application through CCCApply. If the college is part of the consortium, courses appears at the top of search listings and all courses count towards a student's financial aid bundle. Non-Consortium college students are restricted to the number of courses that count towards their financial aid units from other colleges.

As part of the agreement all online courses would become part of the course exchange and they are asking for a target of 20% of online classes align with the Course Design Rubric. Consortium colleges receive free and subsidized resources including 500 hours of online tutoring from Net tutor; last year we paid for 480 hours.

Co-Chair Eric Thompson noted this is controversial with faculty and encouraged members to view the recent recording of the CVC-OEI Course Exchange town hall meeting [Zoom Recording Course Exchange](#). The concern was raised about whether courses at other colleges meet requirements.

The advantage to students is substantial and creates greater access and opportunity for students but the conversation of what online and distance learning looks like at SRJC needs to continue.

There will be an invitation to apply by the end of the semester.

- c. **Planned Discussion: SRJC Student Success Pillars (2:35-3:00):** Matthew Long, Dean of Student Services at SRJC Petaluma, outlined the three pillars of Student Success developed in the Integrated Student Success Committee (ISSC) and adopted by the Guided Pathways Workgroup as a framework for improving student success at SRJC. The three pillars of welcomed, guided and engaged were developed based on research by RP Group of the six factors of success. These were expanded and desired outcomes defined through the ISSC work over the past two years.

These pillars provide the guiding theory of student success, how we look at student success, and why students succeed or don't succeed. Guided Pathways liked the local concept that SRJC was embracing and that kept students at the center of the work. He illustrated how the pillars are applied within domains, DI groups and the student life cycle. He presented questions, tools and ideas to SRJC embracing the pillars institution-wide. Documents illustrating the work that groups conducted on each of the pillars were included with the back-up materials to the agenda.