Our Vision  Santa Rosa Junior College aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.
Our Values  We balance and integrate core values to assure the success of our diverse learning communities.
In three years, Santa Rosa Junior College will celebrate its 100th anniversary. The College, which began with several traditional brick buildings next to its current site, was officially established in 1918 and operated as a “rural” college adjacent to Santa Rosa High School. Now, the Santa Rosa Campus spreading within the heart of a thriving city, another campus in Petaluma, and multiple centers and sites throughout Sonoma County, the College continues to play a prominent role in the history, growth, and education of its community.

The Sonoma County Junior College District (SCJCD) was formed in 1927, and as towns in the county grew, the district extended south to Petaluma and Tomales, east to Sonoma, north to Cloverdale and Point Arena, and west to the Pacific Ocean. SCJCD now covers more than 1,600 square miles, encompassing 14 major high school districts and a wide range of cultures, economic levels, and educational needs and interests.

Santa Rosa Junior College has two campuses:

Santa Rosa Campus,
(including the B. Robert Burdo Culinary Arts Center)
1501 Mendocino Avenue
Santa Rosa, CA 95405

Petaluma Campus
680 Sonoma Mountain Parkway
Petaluma, CA 94954

SRJC has three dedicated locations through which students can obtain at least 50% of the required classes for a certificate or major:

Public Safety Training Center
5743 Skylane Blvd.
Windsor, CA 95492

Shone Farm
6225 Eastside Road
Forestville, CA 95436

Southwest Santa Rosa Center (noncredit only)
950 Wright Rd.
Santa Rosa, CA 95407

The College also has access to the Pepperwood Preserve through a memorandum of understanding to support the collaborative development and delivery of environmental curricula. And finally, courses are offered at sites throughout the county, including Windsor, Healdsburg, Guerneville, Point Arena, Cloverdale, and Sonoma. In terms of enrollment, the College’s third largest and newest “location” is virtual—its Distance Education program.

As SRJC’s territory has grown, so has its programs. Over the decades, SRJC has striven to maintain a balance as a premier transfer college, a responsive career preparation institution, and an inclusive school that meets the educational and enrichment needs of all members of its diverse community. Its evolution in reaching its three-pronged mission has led to its present array of programs and resources, including:

- Career and Technical Education programs, with three program-dedicated sites (Shone Farm, the Burdo Culinary Arts Center, and the Public Safety Training Center)
- 117 Associate Degree programs and 158 certificates
- General Education and transfer level courses qualifying many students for the University of California, California State Universities, and private four-year institutions
- Basic Skills noncredit and credit courses in the Math and English Pathways
- English as a Second Language and bilingual Spanish courses, with one dedicated center (Southwest Santa Rosa Center)
- Active Older Adult classes
- Community Education courses in arts, workplace skills, and personal enrichment

The College’s past 97 years are characterized by its traditions, its strong reputation within the community, its expansion to meet community needs and promote involvement, and its awareness of its importance in supporting the region’s business and cultural growth.
Institutional Developments Since 2009

The last educational quality and institutional effectiveness review occurred in Spring 2009. Since that time, the college has undergone significant changes, some physical, some economic, and some philosophical. Whether change is represented by a newly completed brick structure, a shift in staffing priorities, or realignment of program components, all have occurred within the framework of the College’s mission and goals.

Highlights of the past six years include:

Final Execution of Plans Based on Bond Measure A Funds

- 2009 Completion of Petaluma Campus Phase II and III
- 2010 Completion of the Bertolini Student Center
- 2012 Completion of Burdo Culinary Arts Center

Responses to California’s “Great Recession” 2008-2012

- President initiates cross-constituency advisory committee and college dialogue to plan “re-engineering” to reduce expenditures to deal with massive state budget cuts.
- College undergoes reduction of temporary staff but avoids layoffs of regular staff
- College schedule reduced in dialogue with departments
- College implements re-organization and re-engineering plans to increase efficiency and minimize expenses

“Virtual” Growth

- Information Technology department consolidates Academic Computing and Computing Services
- Expansion of online course platform to Moodle
- Continued shift to providing online resources and processes: college application, expanded use of student and faculty portals, online posting of Student Learning Outcomes assessment reports
- ACCJC Approval of Substantive Change Request for Online Degrees and Certificates
- Expanded institutional websites, including redesign and shift to Drupal
- Increase in numbers of online courses
- Online job application

Entering the Next Stage (2012 to present)

- Hiring of new president (fifth in College history)
- District wide participation in creation and implementation of new Strategic Plan, including revised Vision, Mission, Values, Goals, and Objectives
- Implementation of Student Learning Outcomes assessment all levels
- In response to state Student Success Act, Student Success and Support Plan and Student Equity and Success Plan created and launched
- Recognition as Hispanic Serving Institution and awarding of Federal Title V grant
- Passage of Measure H bond to fund new and improved buildings, technology, and other learning environments

Although California’s economy is far from stable, new funds from the bond, grants, and California’s Student Success Act provide promise of growth and enhanced programs over the next few years. Given such possibilities and the exemplary history of SRJC, the 100th anniversary will indeed be an event to celebrate.
# Sonoma County QuickFacts 2013

## People

<table>
<thead>
<tr>
<th></th>
<th>Sonoma County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population, 2013</td>
<td>495,025</td>
<td>38,332,521</td>
</tr>
<tr>
<td>Population, percent change, April 1, 2010 to July 1, 2013</td>
<td>2.3%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Population</td>
<td>483,878</td>
<td>37,253,956</td>
</tr>
<tr>
<td>Persons under 5 years, percent,</td>
<td>5.4%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Persons under 18 years, percent,</td>
<td>20.9%</td>
<td>23.9%</td>
</tr>
<tr>
<td>Persons 65 years and over, percent,</td>
<td>16.0%</td>
<td>12.5%</td>
</tr>
<tr>
<td>Female persons, percent,</td>
<td>50.9%</td>
<td>50.3%</td>
</tr>
<tr>
<td>White alone, percent, 2013</td>
<td>87.7%</td>
<td>73.5%</td>
</tr>
<tr>
<td>Black or African American alone, percent, 2013</td>
<td>1.9%</td>
<td>6.6%</td>
</tr>
<tr>
<td>American Indian and Alaska Native alone, percent, 2013</td>
<td>2.2%</td>
<td>1.7%</td>
</tr>
<tr>
<td>Asian alone, percent, 2013</td>
<td>4.1%</td>
<td>14.1%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander alone, percent, 2013</td>
<td>0.4%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Two or More Races, percent,</td>
<td>3.7%</td>
<td>3.7%</td>
</tr>
<tr>
<td>Hispanic or Latino, percent, 2013</td>
<td>25.9%</td>
<td>38.4%</td>
</tr>
<tr>
<td>White alone, not Hispanic or Latino, percent,</td>
<td>65.1%</td>
<td>39.0%</td>
</tr>
<tr>
<td>Living in same house 1 year &amp; over, percent, 2008</td>
<td>85.1%</td>
<td>84.2%</td>
</tr>
<tr>
<td>Foreign born persons, percent, 2008</td>
<td>16.5%</td>
<td>27.1%</td>
</tr>
<tr>
<td>Language other than English spoken at home,</td>
<td>25.0%</td>
<td>43.5%</td>
</tr>
<tr>
<td>High school graduate or higher, percent of persons age 25+, 2008</td>
<td>86.7%</td>
<td>81.0%</td>
</tr>
<tr>
<td>Bachelor’s degree or higher, percent of persons age 25+, 2008</td>
<td>32.1%</td>
<td>30.5%</td>
</tr>
<tr>
<td>Veterans, 2008</td>
<td>33,049</td>
<td>1,952,910</td>
</tr>
</tbody>
</table>

## Homeownership

<table>
<thead>
<tr>
<th></th>
<th>Sonoma County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homeownership rate, 2008</td>
<td>61.3%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Housing units in multi-unit structures, percent, 2008</td>
<td>19.3%</td>
<td>30.9%</td>
</tr>
<tr>
<td>Median value of owner-occupied housing units, 2008</td>
<td>$430,900</td>
<td>$383,900</td>
</tr>
<tr>
<td>Persons per household, 2008</td>
<td>2.56</td>
<td>2.93</td>
</tr>
<tr>
<td>Per capita money income in past 12 months (2012 dollars), 2008</td>
<td>$32,898</td>
<td>$29,551</td>
</tr>
<tr>
<td>Median household income, 2008</td>
<td>$63,565</td>
<td>$61,400</td>
</tr>
<tr>
<td>Persons below poverty level, percent, 2008</td>
<td>11.5%</td>
<td>15.3%</td>
</tr>
</tbody>
</table>

## Business

<table>
<thead>
<tr>
<th></th>
<th>Sonoma County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of firms</td>
<td>52,458</td>
<td>3,425,510</td>
</tr>
<tr>
<td>Black-owned firms, percent</td>
<td>S</td>
<td>4.0%</td>
</tr>
<tr>
<td>American Indian- and Alaska Native-owned firms, percent,</td>
<td>1.0%</td>
<td>1.3%</td>
</tr>
<tr>
<td>Asian-owned firms, percent,</td>
<td>S</td>
<td>14.9%</td>
</tr>
<tr>
<td>Native Hawaiian and Other Pacific Islander-owned firms, percent</td>
<td>S</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hispanic-owned firms, percent</td>
<td>7.8%</td>
<td>16.5%</td>
</tr>
<tr>
<td>Women-owned firms, percent,</td>
<td>30.4%</td>
<td>30.3%</td>
</tr>
</tbody>
</table>

(a)Includes persons reporting only one race.
(b)Hispanics may be of any race, so also are included in applicable race categories.
S: Suppressed; does not meet publication standards
Source: US Census Bureau State & County QuickFacts
http://accreditation.santarosa.edu/
Student Enrollment Data

Please note there is detailed data on SRJC enrollment and the community/service area, as well as other relevant topics, in the SCJCD Fact Book, produced annually since 2001. What is presented below is a summary.

Santa Rosa Junior College, founded in 1918, enrolled students in small numbers until the 1960’s. From then, enrollment increased rapidly until the economic downturns in the early 2000’s which resulted in a lower number of sections offered and a concomitant decrease in enrollment.

Source: SCJCD Fact Book 2013
Over the past twenty years, there has been a significant shift in the ethnic composition of students enrolled at SRJC. Most notably, the proportion of Latino students has increased while the proportion of White students has decreased (this mirrors changes in the population of Sonoma County). Currently, Latinos comprise about a third of SRJC students, and in 2014 SRJC was officially designated a “Hispanic Serving Institution,” a result of having passed the 25% threshold established by the United States Department of Education.

Source: Chancellor’s Office DataMart
In Fall semesters, the majority of SRJC students (approximately 60%) are returning students, and approximately 20% are new students, with the remainder being returning students or concurrently enrolled high school students. (In Spring semesters, the proportion of continuing students is higher, approximately 70%, due to the persistence of students who were new in the Fall.)

Compared to other colleges, SRJC has a slightly larger than average noncredit program, with approximately 12% of enrollments in noncredit courses in Fall and Spring semesters (compared to approximately 10% for the state). The ratio of noncredit to credit enrollment was higher in the past, but the economic recession in the past decade caused SRJC to disproportionately cut noncredit offerings in alignment with statewide priorities.
At SRJC, female students have outnumbered male students for decades, but the gap has narrowed in the past few years. Females comprise approximately 53% of credit enrollments at SRJC.

Enrollments for older students, aged 50+, and younger students, aged less than 20, decreased over the past five years. This shift occurred as a result of state budget cuts due to the recession, which caused SRJC to disproportionately cut noncredit offerings (specifically the “Older Adult” program) and severely limit concurrent enrollment of high school students, in alignment with statewide priorities.
The majority of SRJC students enroll in courses on the Santa Rosa campus, followed by the Petaluma Campus, Online, Santa Rosa Off-Campus (which includes the Southwest Santa Rosa Center), and the Public Safety Training Center.

High School concurrent enrollment at SRJC decreased dramatically as SRJC cut course offerings in response to state budget cuts during the recession. As high school students have the lowest enrollment priority, fewer could find seats in open courses. These numbers have shown an upward trend in 2014.

Source: SCJCD Fact Book 2013
DEMOGRAPHIC, SOCIOECONOMIC, AND LABOR MARKET DATA ON THE SERVICE AREA

Sonoma County Junior College District Map
(including locations where SRJC offers courses)

Source: SCJCD Fact Book 2013

http://accreditation.santarosa.edu/
Sonoma County is the largest of the five North Bay counties, and population is projected to continue to grow for at least the next three decades.

Over the past few decades, the population of Sonoma County has shifted, with the proportion of Whites decreasing while the proportion of other ethnic groups, most notably Latinos, has increased. Student enrollment has mirrored this shift, and currently Latino, Asian, and African American students are over-represented compared with their proportion in the county population. This is likely due to the fact that Whites in Sonoma County are much older on average compared with other ethnic groups. The median age of Whites in Sonoma County is 48.4, while the median age of Latinos is 25.7 (US Census). Pipeline enrollment data shows that Latinos comprise 43% of enrollments in Sonoma County Public Schools, compared to 46% for Whites (California Department of Education).
Over time, SRJC has posted higher population participation rates than the average for other community colleges. In 2013, nearly 8 out of 100 county residents enrolled in a class at SRJC. The rate for both SRJC and community colleges statewide decreased over the past fifteen years, likely due to state budget cuts caused by the recession, which resulted in cuts in course offerings, thus limiting enrollments.

![Population Participation Rates: Community College Students per 100 Residents](image)

Source: 2013/14 SCJCD Institutional Effectiveness Assessment Report

Even though, in recent years, enrollments declined and the population participation rate decreased, SRJC still enrolls a high proportion of Sonoma County high school graduates the fall semester following their graduation. Over half of the class of 2012 enrolled at SRJC.

![Percent of Sonoma County High School Graduates Attending SRJC the Following Fall Semester](image)

Source: 2013/14 SCJCD Institutional Effectiveness Assessment Report

http://accreditation.santarosa.edu/
The Government sector employs the largest proportion of Sonoma County residents, followed by Manufacturing and Wholesale, and Arts, Recreation and Other Services. The sectors with largest projected growth in the next twenty years include Arts, Recreation and Other Services, Health and Educational Services, and Professional and Managerial Services.
Sonoma County generally posts a lower unemployment rate than the state and the nation. Unemployment increased in Sonoma County (as well as elsewhere) during the recession, but the rate has decreased and as of summer 2014 it was approximately 5% (US Bureau of Labor Statistics).

US Census reveals that Sonoma County is more affluent than the average county in California. This is evidenced by the following facts about Sonoma County, compared with the state:

- Higher rates of educational attainment
- Higher homeownership rates
- Higher median home values
- Higher income rates
- Lower poverty rates

There are some other interesting trends for Sonoma County when compared with the state:

- Higher percentage of persons 65 years and over
- Lower percentage of persons under 18 years, and under 5 years
- Lower percentage of foreign born persons
- Lower percentage of person who speak a language other than English at home

http://accreditation.santarosa.edu/
SRJC PUBLIC SAFETY TRAINING CENTER, 5743 SKYLANE BLVD, WINDSOR, CA 95492

BUILDING KEY
100 ADMINISTRATION
200 LAW ENFORCEMENT/CORRECTIONS/RANGER ACADEMIES
300 STUDENT STUDY CENTER
400 MAT ROOM
500 FIRING RANGE
600 EMERGENCY MEDICAL CARE
700 IN SERVICE TRAINING/FIRE TECHNOLOGY

http://accreditation.santarosa.edu/
http://accreditation.santarosa.edu/
8. Educational Programs

The College’s mission lists the many facets of learning and addresses this learning through over 117 majors in its degree programs, all of which can be obtained within two years of full-time enrollment. The breadth and depth of content, the length of the program, the quality, and rigor are in recognized fields of study, assured at several levels:

- At the state level by the California Code of Regulations, Title 5, and the California Community Colleges Chancellor’s Office (CCCCO) through its Program and Course Approval Handbook.
- If it is a transfer major, by four-year institutions through articulation, transfer agreements, and, for California State Universities, the Transfer Model Curriculum.
- For Career and Technical (CTE) courses, by industry standards, licensing exams, and advisory boards.
- By the SRJC Curriculum Review Committee (CRC), which applies both Chancellor’s Office guidelines and local guidelines and policies to ensure that programs align with the mission and meet prescribed standards for quality and rigor.

9. Academic Credit

The CRC regularly reviews all courses and majors to confirm that academic credit is awarded according to the definitions set by Title 5, in which one credit reflects three hours of coursework per week over a semester of at least 16 weeks (17.5 weeks at SRJC), whether the hours are spent entirely in class (lab) or, for lecture, one hour in class and two hours outside. The definition of academic credit—referred to as units at SRJC—is published in the College Catalog and Schedule of Classes, in both print and online versions. Unit calculation for every course applies to the Distance Education version as well.

10. Student Learning and Achievement

Student learning outcomes are defined and posted for every certificate and major program, for General Education, and for all courses. Academic departments are responsible for assessing major and certificate learning outcomes and all courses within each program and posting assessment results on the SLO Assessment website. Major and certificate programs undergo regular program review according to District policy that includes assessment of student achievement of learning outcomes as a factor in determining the vitality of a program.

11. General Education

General Education (GE) courses are a substantial component of all degrees, conforming to the local requirements for an Associate’s degree or for a transfer degree to CSU or the University of California. General Education courses are listed in the print and online versions of the College Catalog and Schedule of Classes, as well as specific College webpages. General Education Learning Outcomes (GELOs) are posted on a page within the SLO website. Courses proposed for GE are reviewed and recommended by a subcommittee of the Curriculum Review Committee, ensuring that baccalaureate levels of competence in reading, writing, and mathematics are demonstrated. GE requirements also include introductory courses covering theory and content in the sciences, humanities, and social sciences. Most of the GELOs parallel Institutional Learning Outcomes (ILOs) and have been assessed at least twice through the tri-annual Student Survey.

12. Academic Freedom

The Board of Trustees recognizes that academic freedom is necessary to the pursuit of truth and supports the principles of academic freedom described in the contract negotiated between faculty bargaining units and the District. Contract language to this effect is incorporated into District policy. The College maintains and reviews its policies regarding academic freedom and reinforces its support by including among its Values “academic freedom balanced with academic responsibility, integrity, and ethical behavior.”

13. Faculty

The College uses the Chancellor’s Office’s Faculty Obligation Number (FON) as its definition of a sufficient core of full-time faculty and adheres to that standard. Currently the College employs about 279 full-time instructors. Rigorous hiring practices ensure that faculty are well-qualified and experienced, and an ongoing professional development program supports faculty expertise in pedagogy and their respective disciplines. District policies and the District/All Faculty Association (AFA) contract define faculty responsibilities, including curriculum development and review and the assessment of student learning.

14. Student Services

As stated in its mission, SRJC provides a comprehensive range of student development programs and services that support student success and enrich student lives. Services are designed to be accessible to all students, including those enrolled in Distance Education courses, and comprise orientation, assessment, planning, advisement, and other interactions to help students meet their educational goals.
15. Admissions

Consistent with its mission, the College ensures open and equitable student access. Admissions policies and procedures appear in the College Catalog, Schedule of Classes, District Policy Manual, and Admissions and Registration webpages. The College consistently communicates and adheres to all policies, which are regularly reviewed and updated to respond to any changes in state requirements. Over recent years, the College has effectively used email and communications through student portals to strengthen its communications regarding any policy or procedure changes.

16. Information and Library Resources

SRJC maintains two full-service libraries, offering free access to physical and online sources of information to the college community at all locations and through all methods of delivery. Experienced librarians assure that resources for short-term and long-term access, both owned and through contractual agreement, support the College mission and instructional programs. The College offers learning support for academic programs through tutorial centers and labs at various locations.

17. Financial Resources

The College is predominately funded by local property taxes and state apportionment. Additional operations funds are obtained from federal, state, and private sources such as grants. The College maintains prudent financial management practices, including a reasonable reserve fund for contingencies, assuring financial stability for the foreseeable future. The College uses its Program and Resource Planning Process (PRPP) as the primary system for ensuring that financial development supports student learning programs and services.

18. Financial Accountability

The College is audited on an annual basis by an independent accounting firm. Certification of the audit report is recorded by the Board and transmitted to local and state educational authorities. The external audit firm adheres to standard California Community Colleges regulations. A statement of audit procedures and findings, as well as a copy of the budget and management letters, is on file in the Business Services Office and is accessible through the institutional Planning website.

19. Institutional Planning and Evaluation

The College employs multiple methods to evaluate and communicate its ability to accomplish its purposes. These methods include:

- Comprehensive PRPP Reports from all departments and units
- The Fact Book, published by the Office of Institutional research
- The Institutional Effectiveness and Assessment Report
- Student Learning Outcomes Assessment Reports posted on the SLO SharePoint website
- Regular updates to the Board of Trustees regarding student achievement, plans to address internal and external initiatives, and policy revisions to improve institutional structures and processes
- Strategic Plan Scorecard

The College’s decision-making process, based on PRPP reports and a comprehensive assessment of progress towards its goals, is reflected in reports from the Institutional Planning Council. The above information on the institution’s achievement towards its goals, as well as its planning and evaluation processes, is available to the public on the Institutional Planning website.
20. Integrity in Communication with the Public

Both the print and online versions of the SRJC College Catalog provide the public with precise, accurate, and current information. This is reinforced with a disclaimer statement in the print version referring readers to the online version for the most current information. Furthermore, the College webpages offer quick access to all essential information. This includes: Location and website information regarding all College sites; the District mission; all course, certificate, major, and other program offerings; academic calendars and program length; statement on academic freedom; financial aid and scholarship information; available learning resources, such as libraries and tutorial centers; names and degrees of faculty; names of the members of the Board of Trustees. Furthermore, the College Catalog, Schedule of Classes, and online sources list all requirements regarding admissions; fees and other financial obligations; and degrees, certificates, graduation, and transfer.

The above mentioned publications and online sources include major policies that affect students: academic regulations; academic integrity; nondiscrimination; acceptance of transfer units; grievance and complaint procedures; sexual harassment; and refund of fees.

The Catalog is available for purchase in the SRJC bookstores at both the Santa Rosa and Petaluma Campuses. Copies are also available in the libraries, and in the Counseling department, and are distributed annually to every department, office, and unit. The online version is directly available from the SRJC homepage.

21. Integrity in Relations with the Accrediting Commission

The Board of Trustees provides assurance that the College adheres to the eligibility requirements and accreditation standards and policies of the Commission in its adopted policies and by its validation of the Self Evaluation report. The College maintains communication with the Commission regarding any changes in its status and agrees to disclose accurate and complete information as required by the Accrediting Commission, complying with all requests, directives, decisions, and policies.
Certification of Continued Institutional Compliance with Commission Policies

A. Policy on Distance Education and on Correspondence Education

In April 2012 the College submitted to ACCJC a Substantive Change Proposal for new Distance Education Programs (1). The request to add additional online degrees and certificates included detailed explanation of the College’s compliance with ACCJC’s policy and standards regarding Distance Education (DE), and the approval of the proposal in September 2012 acknowledged that compliance (2). Since then, the College has maintained or improved its policies and practices for DE courses and programs. Two institutional changes—the development of a new mission statement and significant revisions to the DE policy—have occurred since the approval, but these have only enhanced the College’s ability to maintain its compliance with Commission policy.

Change in Mission Statement: As part of the process that developed the 2014-19 Strategic Plan, the College revised its mission statement to better align its educational purpose and core function with the College’s intent as a California Community College. The new mission statement is:

\[
\text{S RJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community.}
\]

The mission includes six descriptive statements, two of which are pertinent to Distance Education in that they apply to the extended learning opportunities and support offered through DE programs:

- 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.

As described in the Substantive Change Proposal, DE courses follow the same course outlines of record and degrees and certificates have the same program requirements as face-to-face versions. Student learning outcomes are the same as well, and assessed through each department’s assessment plan. Evaluation of faculty teaching DE courses follows guidelines and procedures aligned with face-to-face evaluations. The College is able to support its DE students through its web presence and online resources.

Revision to Distance Education Policy and Procedure 3.28 and 3.28P: The changes in this policy and its procedures for implementation, approved by the Board of Trustees in March 2014, substantially strengthened, explicated, and clarified policies and procedures for Distance Education at SRJC. The most recent version fully aligns with ACCJC policies and clearly details the responsibilities of all individuals and groups involved in DE support, delivery, and evaluation (3).

B. Policy on Institutional Compliance with Title IV

SRJC complies with Title IV of the Higher Education Act. The institution closely monitors both the draft and final cohort rates of student loan defaults and manages those defaults. The September finance quarterly report to the Board of Trustees stated that the 2014 three-year default rate was 16.3 percent. The ongoing, posted default rates, for both two-year and three-year defaults, remain under the sanction levels relative to comparable institutions (4).
C. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

SRJC complies with the all components of the above policy in its print, web, social media, radio, video, face-to-face, and other methods of communication with its students and the public.

Advertising: In promotional materials and presentations, the College consistently emphasizes its educational purposes and the services that support them, providing accurate and complete information about its programs. The College Catalog is the most comprehensive document representing the College, covering all required information as well as College policies pertinent to students. The Schedule of Classes conveys the same. Both publications refer readers to online versions for the most current information. Further details about the content of the Catalog are listed in Standard II.B.2.a (5).

Student Recruitment for Admissions: The College represents itself accurately in its recruitment efforts, using only qualified instructors, faculty, or other trained staff or students to communicate information to potential students. The majority of scholarships are for current students and include merit and academic achievement. The one scholarship offered to high school graduates who intend to enroll in the College is the Doyle Scholarship, which is based on a grade point average of 3.0.

Representation of ACCJC Accreditation Status: SRJC has a history of continued accreditation and states its status clearly in the College Catalog and on relevant web pages. The College consistently keeps the Commission informed about any changes.

D. Policy on Institutional Degrees and Credits

The College continues to comply with ACCJC policies on awarding appropriate credit for academic programs.

Academic Study of Sufficient Content, Breadth, Length, and Rigor: As a California Community College, SRJC must comply with Title 5 and its interpretation through the Chancellor’s Office Program and Course Approval Handbook. These regulations mirror federal and ACCJC definitions and policies. Furthermore, all transfer level courses must comply with the expectations regarding baccalaureate level work defined by four-year institutions. These high level, degree appropriate standards are upheld by District policies and the regular review process by the Curriculum Review Committee.

Student Learning Outcomes (SLO) Assessment: All courses, certificates, and majors have student learning outcomes listed in course outlines and program web pages, respectively. SLOs have been developed through collegial discussion and approved by the Curriculum Review Committee as appropriate for each course or program. Assessment occurs at the course level and program level, with posted results showing that the majority of students are achieving the SLOs of the courses leading to certificates and majors. Results of SLO assessments are included in the College’s review process for degree and certificate programs, as described in Policy and Procedure 3.6 and 3.6P. Achievement of Institutional Learning Outcomes is communicated through reports on the Student Survey posted on the Institutional Planning website.
E. Policy on Institutional Integrity and Ethics

SRJC addresses the importance of integrity in the Value statements developed as part of the 2014-19 Strategic Plan. Two statements in particular contain elements that emphasize integrity and ethics:

- **We value Academic Excellence that includes:** Academic freedom balanced with academic responsibility, integrity and ethical behavior.
- **We value Diversity that includes:** Honesty and integrity in an environment of collegiality and mutual respect. This philosophical foundation supports the College's compliance with ACCJC's policy on institutional integrity and ethics.

1. The College upholds and protects its integrity and high ethical standards in all of its operations and interactions with students, employees, managers, Board members, the public, and other entities to which it is responsible.

2. The College provides ACCJC with required reports, supplies the Commission with complete and accurate information, and submits any requested information as soon as possible.

3. The College represents itself accurately in all situations and official communications. Information regarding educational programs, admissions, student services, costs, financial aid, transfer, tuition refunds, and accreditation status are accessible to students and the public through print and web versions. Part C above addresses this in further detail.

4. The College has policies on academic freedom, academic integrity, and conflict of interest, as well as a policy stating District expectations concerning employees' compliance with Board policies and administrative procedures. This is detailed in item 6 below.

5. SRJC employees reflect the College values of integrity in their interactions with students and prospective students, providing complete and accurate information about the institution, its educational programs, and policies, including those regarding transfer, preparation for licensure exams, and accreditation status. Faculty, staff, and administrators use a variety of means to effectively and thoughtfully communicate with students, including formal and informal face-to-face interaction, email, College publications, phone, web pages, and Student Portal messages.

6. The District has several policies regarding integrity, including procedures to address failure to comply with those policies. All policies are accessible from the College webpage (6).

- The Board of Trustees follows Policy 0.22, the Code of Ethics for Board Trustees, as well as a Conflict of Interest Code
- Board Policy 2.2, Management Guidelines and Procedures defines ethical behavior for managers
- The Academic Senate Professional Ethics Code in Policy 2.6.2 applies to faculty
- The Professional Classified Employees Code of Ethics has been adopted by the Classified Senate
- The policy and procedure concerning academic integrity for both students and faculty is published in the College Catalog and Schedule of Classes and is a recommended component for course syllabi
- Policy 2.0 states that employees who violate policy face disciplinary action. Specific consequences are described in employee/District contracts.

Standards of Conduct for students are listed on the College website and in the College Catalog and Schedule of Classes. Discipline procedures for violating those Standards are on the same pages.

7. The District has policies that describe procedures for both employees and students for formal and informal complaints. Policy 4.14 lists the location of specific policies for different types of complaints by employees, along with the initial contact. Procedures for student complaints are in Policy 8.2.2/8.2.2.P. The District has a hotline and a website through District Police for anonymous tips for any situation, including questionable accounting practices or suspected fraud (7). The need for confidentiality or anonymity is acknowledged and respected.

8. The District welcomes and supports visiting teams and has maintained a collegial relationship with ACCJC and the external evaluation experience. The College remains in full compliance with all Self Evaluation procedures, Eligibility Requirements, Accreditation Standards, and Commission policies.

9. As stated in item 2 above, the College provides all information required by the Commission. While nothing out of the routine requirements has been requested in the College's history with ACCJC, the College is prepared to offer full disclosure of any information should it be requested. Furthermore, the College has complied with all ACCJC directives, decisions, and policies for decades and will continue to do so.

F. Policy on Contractual Relationships with Non-Regionally Accredited Organizations

SRJC does not maintain any contractual relationships with non-regionally accredited organizations.
The Organizational Charts (November 2014)

Office of the Superintendent/President

Frank Chong
Superintendent/President

Erin Magee
Executive Assistant to Superintendent/President & Board of Trustees

Karen Furukawa
Vice President
Human Resources

Ricardo Navarrette
Vice President
Student Services
Assistant Superintendent

Doug Roberts
Vice President
Business Services

Mary Kay Rudolph
Vice President
Academic Affairs
Assistant Superintendent

Jane Saldana-Talley
Vice President
Petaluma Campus

Scott Conrad
Director
Information Technology

Tony Ichsan
Dean
Facilities Planning & Operations

Ellen Maremont Silver
Director, Communication & Marketing
Public Relations

Kate McClintock
Executive Director
SRJC Foundation

Business Services

Douglas Roberts
Vice President, Business Services

Susan St. Clair
Executive Assistant

Katharyn Jolley
Director, Fiscal Services

Matthew McCaffrey
Chief of Police

Anthony Martinez
Director, Bookstore

Laura Rivera
Director, Purchasing & Graphic Services

Deepa Desai
Manager, Payroll

David Willat
Lieutenant

Rachel Minor
Assistant Director, Bookstore

Linda Close
Budget Coordinator

William Stinson
Sergeant

Robert Brownlee
Sergeant

Steven Potter
Sergeant

Kat Lewis
Manager, Petaluma Business Services
SRJC Petaluma Campus

L. Jane Saldaña-Talley
Vice President
SRJC - Petaluma

Karen Maddux
Executive Assistant

SRJC - PETALUMA Organizational Chart
November 2014

Tara Jacobson
Dean II, Instruction & Technical Services (Interim)

Vanessa Luna Shannon
Dean II, Student Services (Interim)

Kat Lewis
Manager
Petaluma Business Services

Gary Watts
Manager
Buildings & Equipment Maintenance

Matt Pearson
Manager
Media Services

SRJC Foundation

Friends of Petaluma Campus Trust

L. Jane Saldaña-Talley
Vice President
SRJC - Petaluma

Karen Maddux
Executive Assistant

SRJC - PETALUMA Organizational Chart
November 2014

Tara Jacobson
Dean II, Instruction & Technical Services (Interim)

Vanessa Luna Shannon
Dean II, Student Services (Interim)

Kat Lewis
Manager
Petaluma Business Services

Gary Watts
Manager
Buildings & Equipment Maintenance

Matt Pearson
Manager
Media Services

SRJC Foundation

Friends of Petaluma Campus Trust

District
Police

Mahoney
Library

SRJC
Bookstore

Tutorial
Center

Science Labs

Scheduling

Faculty

Work
Experience

IT/Instructional
Computing

Student Health Services

Financial Aid/
Scholarships

Disability Resources

Career Services/
Student Employment

Crisis Intervention
Response Team (CIRT)

Student Affairs/
New Student Programs

Admissions & Records

Counseling
Puente/EOPS/Transfer

Assessment
Services

Gateway to College

Business Services/
Accounting/Cashier

Facilities Operations

Custodial

Grounds

Food Service

Warehouse/
Receiving

SRJC Petaluma Campus

http://accreditation.santarosa.edu/
Academic Affairs

Kris Abrahamson
Dean III, Liberal Arts & Sciences

Stephen Lewis
Dean II, Science, Technology, Engineering & Mathematics

Anna Szabados
Dean II, Arts & Humanities

Victor Cummings
Dean II, Language Arts & Academic Foundations

Abe Farkas
Dean III, Curriculum & Educational Support Services

April Chapman
Dean III, Public Safety

Mary Kay Rudolph
Vice President of Academic Affairs / Assistant Superintendent

Jerry Schoenstein
Director, Basic Academy

Randy Collins
Director, Fire Technology

Charisse Arnold
Director, In-Service Programs

Jeff Snow
Interim Director, Emergency Medical Care Program

Brian Martin
Director, Modular Law Enforcement/Ranger Academy

Applied Technology
DEBORAH SWEITZER, CHAIR

Chemistry and Physics
KAREN FRINGELL TEUSCHER, CHAIR

Earth & Space Science
KAYE GERBER, CHAIR

Life Sciences
SUSAN WILSON, CHAIR

Mathematics
DEBORAH ALBERS, CHAIR

MESA/CCCP Programs
DARCI ROSALES, COORD

Art
STEPHANIE SANCHEZ, CHAIR

Communication Studies
MARK NELSON, CHAIR

Music
MARK ANDERMAN, CHAIR

Theatre Arts
LAURA DOWNING-LEE, CHAIR

SRT
JAMES NEWMAN, DIRECTOR

Interdisc. Studies in Philosophy, Humanities & Rel.
MICHAEL APARICIO, CHAIR

College Skills/Tutorial
WANDA BURZYCKI, CHAIR

English
TERRY MULCAHY, CHAIR

English as a Second Language
 HOLLY VETTORI, CHAIR

Modern & Classical Languages
TERRI FRONGLER, CHAIR

Developmental Education/BSI
Off-Campus Programs
Study Abroad

Student Learning Outcomes (SLOs)
Program Review (PRPP)
Faculty Prof. Development
Weekend College
Human Resources

Karen Furukawa
VP of Human Resources

Sabrina Meyer
Director, Human Resources

Sarah Hopkins
Manager, Human Resources

Susan Muskar
Human Resources Analyst, Senior

Brenda Dixon
Exec. Assist, Human Resources

Gina Waggoner
HR Specialist, Systems & Compensation

Louise Burke
HR Specialist, Benefits

Danielle Donica
HR Technician II

Linda Jay
HR Technician II

Mary Sandberg
Coordinator, Resource Center

Tracy Ruelle
HR Technician II

Bridget C. Hodenfield
Administrative Assistant I

Elizabeth McPherson
Administrative Assistant I

Maria Padilla
Rubie Magallanes
Student Employees