

Standard I Institutional Mission and Effectiveness



SANTA ROSA JUNIOR COLLEGE



Our Mission

Santa Rosa Junior College 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.



SANTA ROSA JUNIOR COLLEGE



Standard I:

Institutional Mission and Effectiveness

The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

I.A Mission

The institutional has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College (SRJC) is an open access institution that primarily serves the citizens of Sonoma County and a small portion of Marin County as defined by its district boundary. The College offers more than 260 degrees and certificates in credit, noncredit, and fee-based courses to assist students as they transfer to universities, pursue career technical education, and develop basic skills required for college success. In keeping with its mission statement, the College also provides comprehensive student development programs and services and promotes community learning. The Distance Education (DE) courses offered by the College also align with SRJC's mission and the students served. DE courses are open to all students who may benefit and, as such, aid in fostering the SRJC's mission as an open access institution.

The College has historically relied on its mission statement to reflect its purposes, define its students, and drive its programs. The significance of its mission statement was well illustrated in the 18-month planning process that developed the 2014-2019 Strategic Plan. Initiated with a surge of energy that came with a new College president in office and a widespread readiness for change, the effort was one of the most inclusive, participatory and transparent processes ever conducted by the institution. As a result, the District vision, mission statement, and values were revised in their entirety and approved by the Board of Trustees in October 2013 (I.A.1, 2).

The Sonoma County Junior College District (SCJCD) vision, mission and values are now fully contained within District Policy 1.1, Vision, Mission Statement, Values (I.A.2). The current versions reflect significant changes as a result of the broad-based input from internal and external communities, including students, faculty, staff, administration, and the Board of Trustees as part of the College's strategic planning process. The SCJCD vision statement was incorporated into Policy 1.1, so that it, like the mission statement and values, is periodically reviewed and approved by the Board of Trustees. Accordingly, a change to the policy title was made to reflect the new inclusion. The three elements of the policy—Vision, Mission Statement, Values—were clearly defined to place a greater concentration on learning, as well as establish a broad and evolving foundation for the goals and objectives contained within the Strategic Plan. The Institutional Planning Council (IPC), described in section I.A.1, is charged with ensuring that the mission statement is reviewed every two to three years and revised as necessary.

Intended Student Population

The mission statement, in keeping with the mission of California Community Colleges, broadly defines the College's student population as those who seek education to:

- Prepare for transfer to four-year institutions
- Develop and enhance skills for their careers
- Improve their basic skills
- Maintain lifelong learning

During the strategic planning process, the College sought input through community wide surveys in both English and Spanish and through four regional community conversations to ensure the mission statement met needs expressed by both internal and external communities (I.A.3). A comprehensive environmental scan that assessed both of those factors also ensured that the revised mission statement, along with the emerging strategic plan goals for College programs and services, aligned with regional needs (I.A.4). The internal scan examined trends in instructional programs, student support services, community involvement, institutional effectiveness, and human, financial, physical and technology resources. The external scan studied local, regional, state, national, and global trends in the areas of demographics, economics, higher education policy/politics, pedagogy and learning, employment and workforce development, technology, pre-K-12 education, environment and sustainability and health and safety. The findings were used in the development of strategic goals and objectives and will be routinely updated by the Office of Institutional Research (OIR) to assess and communicate future changes in the community (I.A.5).

Our Vision

Santa Rosa Junior College aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.

Our Mission

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- 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.

Our Values

We value *Learning* that includes:

- Excellent and innovative instruction and support services
- A learning- and learner-centered environment
- A welcoming physical environment
- A caring and supportive attitude among faculty and staff
- Access to programs and courses that lead to transfer and/or gainful employment

We value *Academic Excellence* that includes:

- Academic freedom balanced with academic responsibility, integrity and ethical behavior
- Effective and transparent communication with information being shared in a timely fashion
- Collaboration in continuous quality improvement of SRJC's programs and services

We value *Sustainability* that includes:

- The teaching of sustainability principles and concepts
- Research on sustainable development projects/ issues
- Incorporating ecological values and practices in the District's operations
- Support and promotion of sustainability efforts in our community
- Fiscal solvency and stability

We value *Diversity* that includes:

- Equal access for all students
- Multi-ethnic global perspectives and cultural competencies
- Employees who reflect the communities we serve
- Honesty and integrity in an environment of collegiality and mutual respect

We value *Community* that includes:

- Community partnerships and advocacy for workforce and economic development
- Cultural enrichment opportunities
- Lifelong learning

We value *Beauty* that includes:

- Well-maintained and aesthetically pleasing facilities and grounds
- Holistic wellness
- Joy in learning and work

We value *Compassion* that includes:

- Helping students develop a vision for their lives
- Civic engagement opportunities that contribute to real world problem solving
- Empathy to identify the challenges and address the needs of others
- Collaborative leadership

We value *Innovation* that includes:

- Creativity, openness and risk taking
- Multiple perspectives
- Response to demographic, global, and technological changes

Commitment to Student Learning

SRJC's commitment to student learning is expressed by the vision and mission statements as well as the goals and objectives that grew out of these statements (I.A.6). All are aligned with the General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) and stated publicly. Furthermore, the objectives and the outcomes all have methods of assessment at course, program and institutional levels to ensure SRJC meets its commitments. This is described in further detail in Standard II. An integrated, college wide program review, resource allocation, and planning process, which is documented annually through the Program and Resource Planning Process (PRPP), is the most comprehensive level of assessment of those outcomes and the improvements that occur as a result of the conclusions (I.A.7).

SRJC's integrated program review and planning process includes a number of opportunities for the College community to review qualitative and quantitative data and other information on student achievement and learning (e.g., annual Planning Summit, PDA workshops, flex activities) (I.A.8, 9). These and other activities, such as college committee service and completion of department/unit-level PRPPs, provide ample opportunity for all College constituents to participate in establishing planning priorities to ensure courses, services, and programs support the mission.

SELF EVALUATION

The College meets the Standard. SRJC's mission statement defines the College's educational purposes and intended population. The College has crafted a thoughtfully worded and collectively agreed upon direction that more than ever in its history articulates a unified commitment to providing an exceptional learning environment. The mission statement represents a purpose and process wherein all College employees may find their place in assisting SRJC's diverse students in fulfilling their educational goals. This commitment is supported by the College's publicly stated goals, objectives, and outcomes. Integrated planning processes that use evaluative results for continuous improvement are in place to ensure the mission meets the evolving needs of all college constituents and community stakeholders.

I.A.1.

The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College (SRJC) has the commitment and institutional mechanisms needed to establish and align its student learning programs and services with its purposes, character and student population.

Purposes

As described in the above section, SRJC's mission statement clearly expresses the College's purposes, emphasizing the whole person and the many kinds of learning that may be developed through the college experience. Specific statements within the mission statement that communicate its learning programs and services are:

- 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 students' lives.

The first declaration creates the framework for the College's range of transfer curriculum, career oriented programs, and courses developing basic skills in English, English as a Second Language (ESL), mathematics, and related areas. The second guides the coordination of the extensive student support offered through student services and learning support programs. The processes for linking these purposes to functions are described below.

Character

Santa Rosa Junior College reflects the character of most California Community Colleges as an open access institution that strives to educate a diverse and determined population by leading them to their specific goals while meeting the expectations of the state. Within this framework, SRJC's unique character reflects the diverse local and global communities it serves. These components are described in depth in the Institutional Information section of this Self Evaluation, but, generally speaking, the community's needs and College's emphases are:

- Strong transfer programs for high school graduates and re-entry students who choose the College as a desirable, high quality and affordable alternative to a four-year institution.

- Career programs that meet local industry demands, especially in agriculture, technology, health and hospitality.
- College preparatory courses in English, math and ESL for the over 60 percent of students that place into basic skills courses.
- Distance Education courses and programs that meet the needs of working adults, students with disabilities, and students in caretaking roles in the home.
- ESL courses and bilingual Spanish support for the growing number of Latino/a students.

One characteristic of the region formerly addressed by the College was the interest in personal enrichment courses and programs for senior citizens. During the recession, when the College was forced to severely reduce its courses and programs, SRJC's mission statement was revised to eliminate this focus, and many courses in the arts and physical education were cut. This trend was exacerbated by the California Community College Chancellor's Office restrictions on repeatability and the emphasis on achievement of student outcomes as a result of the Student Success Act, further reducing classes that had once been of general interest to individuals not necessarily pursuing a certificate or degree. Many of the enrichment courses, particularly those for older adults, were eliminated or shifted to Community Education. When the College developed its Strategic Plan, environmental scans and community feedback revealed a high need for these kinds of courses (I.A.4). In response, the Strategic Plan includes references to lifelong learning in service to our community and states this explicitly in its values:

We value Community that includes:

- *Community partnerships and advocacy for workforce and economic development;*
- *Cultural enrichment opportunities; and,*
- *Lifelong learning.*

While the needs and individual goals of all students served differ greatly, a common thread is the desire to learn, the motivation to complete specific goals, and the need to balance education, work, family life and personal development. SRJC's stellar reputation in the community is maintained by the students' drive and determination, the excellence of the faculty, staff, and administration to provide support and academic integrity, and the quality and range of facilities available.

Student Population

The student populations listed above have remained consistent for the past decade, but the demographics have shifted and are no longer an exact reflection of the County. This is well illustrated in the most current SRJC Fact Book (I.A.10), with the most significant trends being:

- A decreasing and aging white population
- A rapid increase in the county's young Latino population. Latino/a 12th grade enrollment projections will continue to increase through 2024 up to more than 47 percent.

This information is well publicized within the College and easily accessible to the community through the Institutional Planning website. These trends play a key role in the College's planning, as shown in Illustration I.A.1.

Establishment of Student Learning Programs and Services

Even as populations and state regulations change, the College ensures that its student learning programs and services remain aligned with its purposes, character, and student population. This is primarily accomplished through the Institutional Planning Council (IPC) and the Program and Resource Planning Process (PRPP), described further in Illustrations I.A.2 and I.A.3.

The Institutional Planning Council (IPC) is the District's central coordinating body responsible for the integration of planning activities and the pursuit of institutional effectiveness. The IPC, SRJC's highest level planning body, regularly holds cross-constituent discussions on the relevance of the mission statement to student learning (I.A.11). The Council's primary function is to affirm that goals, priorities, and all planning activities are aligned with

Illustration I.A.1 Achieving HSI Status in Response to Student Population Data

The recognition of the growing Latino/a population led the College to apply for Hispanic Serving Institution (HSI) status. Once the College received that status, the College submitted and was awarded a \$2.6 million Title V HSI grant from the U.S. Department of Education to serve the educational needs of the College's growing Latino/a student population. Within the guidelines of the grant, specific plans are being developed and will begin to be implemented in 2015 (I.A.10)

the College’s mission statement. The annual IPC planning calendar, agendas, and minutes document the Council’s fall review of PRPP priorities, component area plans, year-end reports of progress and accomplishments, and reports and surveys evaluating institutional effectiveness in preparation for the next cycle of PRPP (I.A.7, 11).

In the spring, IPC turns its focus to a review of institution wide planning efforts in such areas as Distance Education, the Technology Master Plan, Emergency Preparedness, Student Equity and Success, the Facilities Master Plan, and Career and Technical Education. Constituent representatives from faculty, management, classified staff, and students are then advised to take these discussions back to their respective groups for further dialogue and participation.

Illustration I.A.2 Institutional Planning Council Committee Function

The Institutional Planning Council (IPC) is the Sonoma County Junior College District (SCJCD) central coordinating body responsible for the integration of planning activities and pursuit of institutional effectiveness. In collaboration with Academic Senate and other shared governance bodies, IPC:

- Initiates and leads the collaborative process of creating, modifying, and reviewing the SCJCD vision, mission, and values, strategic planning process, and establishment of student success and achievement benchmarks;
- Annually reviews, affirms, and monitors progress toward achieving the SCJCD Strategic Plan goals and objectives and pursuit of institutional excellence;
- Leads a college-wide annual review of institutional and student outcomes data, and prioritization of action goals for the upcoming year;
- Oversees the evaluation, continuous quality improvement and outcomes of the Santa Rosa Junior College annual Program and Resource Planning Process (PRPP), to include affirming alignment of the following with the SCJCD vision, mission and Strategic Plan goals and objectives:
 - Budget priorities
 - Staffing priorities
 - Annual component goals
 - Accomplishment of annual component goals.

The Council also leads the annual planning summit, a college wide review of institutional and student outcomes data and prioritization of action goals for the next year. This collaborative process initiates updates necessary to maintain alignment of programs to the mission statement. Illustration I.A.2 describes IPC’s function and its connection with the Strategic Plan goals and objectives and the vision, mission, and values that will guide the College for the next five years.

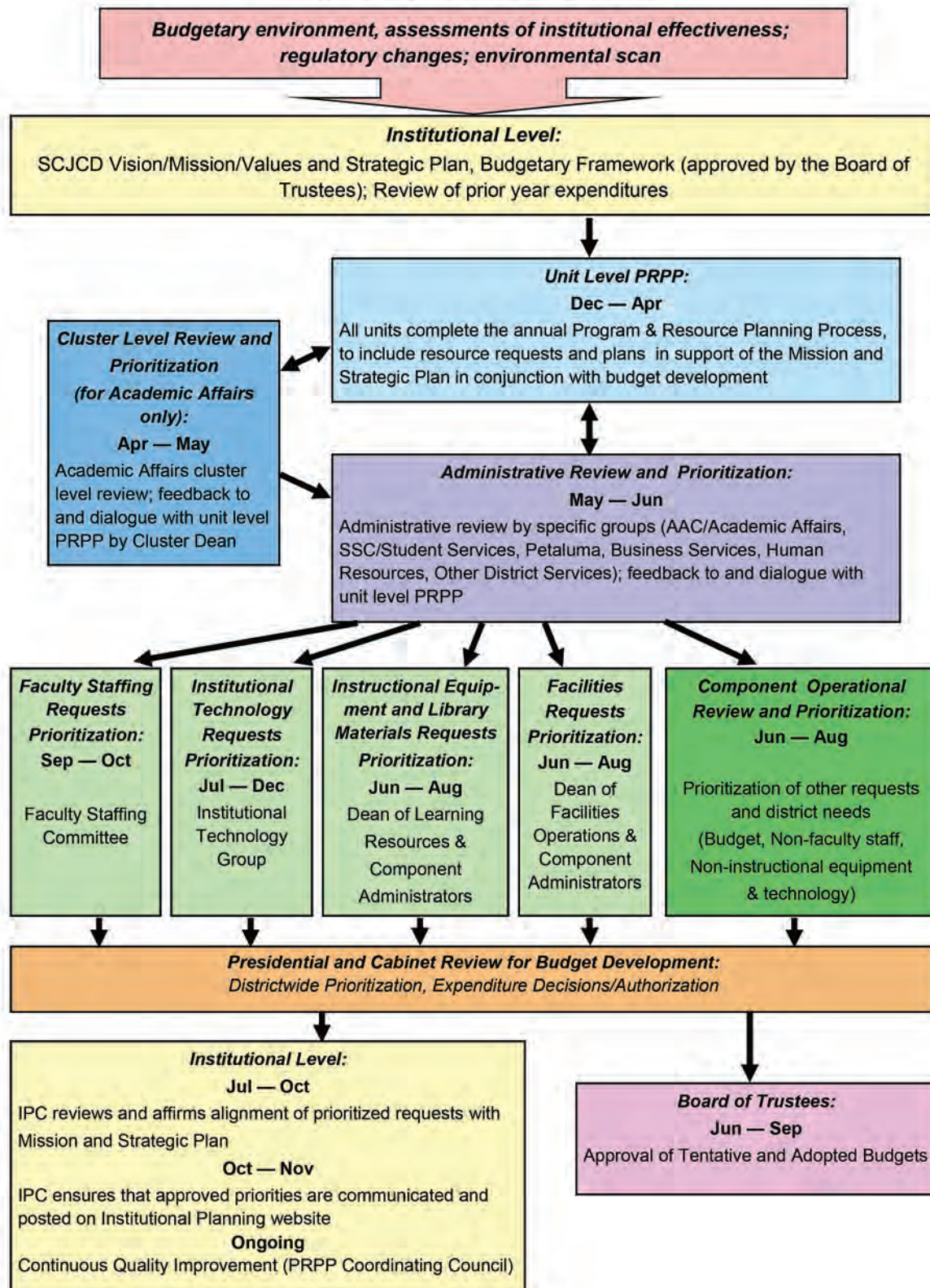
The College has other organizational bodies and processes that contribute to institutional planning. For instance, in addition to IPC, many other College governance, planning, and decision-making bodies were involved in the creation of the College’s mission and discussions of its relevance to student learning. These included the College Council, the highest policy recommending body in the District (I.A.12); the Academic Senate; Associated Students’ Senate; Classified Senate; Academic Affairs Council; Department Chairs Council; Student Services Council; and the Strategic Planning Task Force. The college community at-large participated as well through Professional Development Activity sessions, college wide surveys, and four community conversations facilitated through the Strategic Planning Task Force Stakeholder Involvement/Outreach work group (I.A.13).

The Program and Resource Planning Process (PRPP) refers to the institution wide process that takes place at all levels every year to review and evaluate programs, make short- and long-term plans, and request resources based on data analysis and connection with the College’s mission and Strategic Plan. References to the PRPP will appear consistently throughout this Self Evaluation document since the PRPP informs institution wide planning and maintains a consistent focus on student learning. Through 2012/2013, the PRPP linked planning with clearly stated College Initiatives. Since the adoption of the Strategic Plan in 2014, the PRPP relies on the new, though related, goals and objectives. The PRPP has documented that resource requests and unit-level plans have been and continue to be linked to those initiatives, goals, objectives and ultimately the mission. Illustration I.A.3 further describes the relationship.

In terms of student learning programs and services, one of the Strategic Plan objectives under the goal to Foster Learning and Academic Excellence states, “Identify and implement responsive instructional practices that increase the learning and success of our diverse students.” The College’s mission statement served as the basis for the development of these goals and is intricately linked to student learning. These goals have been integrated into the PRPP, where all departments and units are asked to explicitly link their instructional and learning support resource requests and plans with the mission of the College and the Strategic Plan Goals (I.A.14).

Illustration I.A.3

Program and Resource Planning Process (PRPP) Annual Flow Chart



Curriculum Planning, Development, and Implementation

Another way the College supports its mission is through a broad and varied curriculum and a rigorous, faculty-driven curriculum process (described in detail in Standard II.A). Curriculum is developed through a department based process, wherein discipline faculty create or revise courses based on their observations and analysis of data regarding student learning needs and expected student learning outcomes. Career and Technical Education (CTE) occupational programs solicit input from their advisory committees to ensure that their curriculum and programs are current and relevant. Transfer majors and general education courses look to articulation agreements with four-year colleges and universities regarding quality and relevance. Specific CTE programs, such as Health Sciences and Public Safety that require outside licensing, have yet another level of quality and relevancy assurance. Oversight by the Curriculum Review Committee (CRC) and support by the Office of Curriculum and Educational Support Services (Curriculum Office) establish college wide consistency and conformance with state and other external mandates (I.A.15).

Institutional Learning Outcomes (ILOs)

In keeping with the mission, the College's ILOs represent SRJC's educational values. These outcomes arise from the most general and universal educational goals of the institution; they are neither program nor course specific. These outcomes demonstrate how all students, regardless of their course of study, have the opportunity to share in a collective academic culture. The College is currently aligning its seven overarching ILOs, which are assessed every three years through the SRJC Student Survey (I.A.16), to the eight Strategic Plan goals approved by the Board of Trustees in February 2014. This process is coordinated by Project LEARN, a standing committee devoted to learning outcomes assessment and ensuring connection between the College's purposes and student success.

Institutional Actions Demonstrating Alignment with Its Mission

Locations

As stated above, the College is committed to transfer preparation, career and technical education, and foundational skills development. In 2013, nearly eight out of 100 Sonoma County residents were enrolled in a credit or noncredit course in the SCJCD, creating a population participation rate of 7.6 percent (not including Community Education enrollment) (I.A.17). To accommodate the geographic diversity of students in the service area, the College offers instruction at many locations:

- Two campuses, one in Santa Rosa and one in Petaluma
- The Public Safety Training Center in Windsor
- The Robert Shone Farm Agricultural Center in Forestville
- The Southwest Santa Rosa Center
- Pepperwood Preserve

Additionally, courses are offered via Distance Education and internationally through the Semester Abroad and Community Education programs.

Range of Student Learning Programs and Support Services

Consistent with its purpose, character, and student population, SRJC offers an array of student learning programs and a comprehensive range of student development programs and services that support success and enrich participants' lives. The College offers more than 5,000 class sections every year, over 100 majors/degree programs, and more than 160 career skills certificate programs. These are listed in every College Catalog and the Schedule of Classes, online and hard copy (I.A.18).

Complementing these programs is a broad range of support services at both campuses, including:

- State of the art libraries
- Tutorial services
- Student Health Services (including psychological services)
- Student Affairs and New Student Programs
- Disability Resources Department (DRD), including Adaptive P.E., Acquired Brain Injury, and Workability programs on the Santa Rosa Campus
- Academic counseling
- Financial aid and scholarship offices

The Santa Rosa Campus also houses the Puente Program; Mathematics, Engineering, Science Achievement (MESA); Extended Opportunity Program and Services (EOPS); and CalWORKs, all of which have online access for information. An

example of the depth and diversity of the College's student development programs are the numerous cultural, social and educational activities and events sponsored by the Student Affairs Office every academic year.

Serving the Latino/a Community

As mentioned earlier in this Standard, the College was recently identified as a Hispanic Serving Institution (HSI). Besides receiving a federal grant to enhance its active support of Latino/a students, the College has been demonstrating its responsiveness to this population for a number of years. In the past five years, SRJC has:

- Developed and maintained the Southwest Santa Rosa Center in the Roseland area (a community with a high population of immigrants and non-native speakers of English) since spring 2009.
- Translated key web pages into Spanish, which is the primary language spoken by non-native speakers of English in both the district and Sonoma County. These pages are consolidated and easily accessible from the En Español link on the SRJC homepage (I.A.19).
- The EOPS department holds an annual Career Night that attracts hundreds of young Latino/a students from around the county to hear about how SRJC can support their career endeavors.

Reaching the Global Community

The College has also invested in building its global community by developing its International Student Program and services. In 2012, the program allocated dedicated staff and resources in order to recruit and provide activities for students from around the world. This program has flourished in the past two years, broadening the perspective of both local and international students (I.A.20).

Illustration I.A.4 Degrees and Certificates Offered Online

SRJC currently offers sufficient online courses so that DE students can complete a major or certificate entirely online. Currently, SRJC offers 15 majors and 17 certificates online (I.A.22).

Examples of majors include: Business Administration, Humanities, Interactive Media Design, Global Studies, Psychology, and Sociology for Transfer. Certificates include: Bookkeeper, Adobe Applications Specialist, Interactive Media, and Real Estate.

Distance Education

In response to the changing demographics and work/life demands on SRJC students, the College has increased offerings of DE courses (I.A.21) and created online student services. In 2013/2014, SRJC offered approximately 500 online sections, serving a duplicated headcount of nearly 10,000 students. DE courses allow the College to present courses to students who live in outlying service areas as well as local students who find it difficult to attend classes during the scheduled class times. It is now possible for students to earn a degree or certificate in one of 17 different areas, as shown in Illustration I.A.4.

Reaching the Local Community

Many programs at the College communicate the mission to the external community by promoting and publicizing the College's instructional options and broad services for students. The Office of Public Relations (PR) promotes SRJC through the development of websites, publications such as the Schedule of Classes, print and broadcast advertising, media relations, and niche marketing enrollment campaigns (I.A.23). The Office of Schools Relations promotes SRJC to all local high schools by facilitating the provision of outreach, assessment, and orientation at the high school sites, and by training and updating local high school counselors on SRJC's offerings. In addition, career pathways have been identified with local high schools to encourage students to transfer to SRJC. All Career and Technical Education (CTE) programs promote SRJC to the community via their advisory committees and ties to local industry (I.A.24).

How Institutional Alignment Is Evaluated

At the department and unit level, the College uses the PRPP as an evaluative as well as a planning mechanism. On a broader level, the College relies on its Institutional Effectiveness Assessment Report to reinforce the widespread use of evaluation and data-driven planning and budgeting processes to improve student learning and refine programs and services (I.A.17). SRJC's Office of Institutional Research (OIR) prepares this annual report to evaluate how well student learning and services programs are meeting the needs of students and accomplishing the goals within the mission. Institutional Effectiveness reports are instrumental in IPC planning and are available through SRJC's Institutional Planning website (I.A.25).

Progress toward accomplishing the goals and objectives of the Strategic Plan will be monitored via SRJC's Strategic Plan Scorecard, which is currently under development by IPC. The Scorecard is designed to assess progress toward meeting institution-set targets on Core Indicators identified for each Strategic Plan goal. The implementation plan also calls for measurement of Key Performance Indicators focused on next-level Strategic Objectives. Student learning outcomes and Scorecard data will be reviewed with the college community during the annual Planning Summit and reported to the Board of Trustees (I.A.26).

OIR and Student Services also administer a college wide Student Survey every three years to a random sample of about 10 percent of all credit students enrolled (I.A.16). The survey has a section asking students to self-assess their gains on Institutional Learning Outcomes (ILOs) as a result of being a student at SRJC. Results of the 2013 survey revealed that over 50% of students who responded reported that their SRJC education contributed "a lot" or "some" to their knowledge, skills and abilities in every ILO area except for "maintaining or improving personal health. This survey is discussed further in Standards II.A and II.B.

Illustration I.A.5 shows that two other recent surveys reflect that institutional communications about the mission have been effective across faculty, staff, administration, and students.

SELF EVALUATION

The College meets this Standard. Through its collaboratively created and approved mission statement, SRJC establishes student learning programs and services that are strategically aligned with its purposes, character, and student population. These programs are diverse, well planned and consistently measured for improvement.

The College vision, mission, values and 2014-2019 Strategic Plan goals and objectives were created from and are strongly influenced by the educational needs of current and future students in the community. These needs drive the development of academic, career technical, and student services programs, all supported by College resources. The College has also used the demographic data collected by the OIR to guide program and service planning.

The College has aligned its annual PRPP to the newly developed mission and Strategic Plan goals so that programs and courses can be evaluated to determine whether they are addressing the needs of students and the community at large. By assessing SLOs, conducting research on student success, and measuring progress toward accomplishment of Strategic Plan goals and objectives, the College is able to make qualitative shifts that improve outcomes in academic courses and service delivery. The College has shown a commitment to modifying and developing initiatives and programs that ensure institutional effectiveness.

Illustration I.A.5 Heightened Awareness of SRJC's Mission

Results from SRJC 2013 Accreditation Employee Survey indicate that out of 498 respondents:

- 94.1 percent of survey respondents indicated agreement or strong agreement when asked if they know where to locate SRJC's mission statement (up from 83 percent in 2007)
- 86.8 percent of survey respondents agreed or strongly agreed that the mission statement reflects the core purpose of the College (up from 76 percent in 2007) (I.A.27, 28).

Results from the 2013 Accreditation Student Survey show a similar trend. Out of 1025 respondents:

- 65 percent of students agree that the general meaning and purpose of the mission statement as a guide to all levels of planning and decision making at the college seems to be well understood by the majority of SRJC faculty and staff (up from 45 percent in 2007) (I.A.29, 30).

I.A.2.

The mission statement is approved by the governing board and published.

DESCRIPTIVE SUMMARY

The mission statement for the Sonoma County Junior College District (SCJCD) is codified in District Policy 1.1, Vision, Mission Statement, and Values (I.A.1). Since its initial Board approval on April 8, 1985, it has been regularly reviewed, discussed by the College through its shared governance committees and other key groups, and revised as appropriate in 1992, 1997, 2001, 2006, 2008, 2010, and 2012. The most recent and significant revision occurred in 2013. As mentioned earlier, the current mission was collaboratively developed during preparation of the College's 2014-2019 Strategic Plan. The Board of Trustees reviewed and approved the vision, mission, and values on October 8, 2013, and these were officially posted in the online Board Policy Manual.

The Strategic Planning Task Force (SPTF) recommended a community wide awareness campaign be developed that involves prominent postings of the vision, mission, and values in buildings and public areas of the College. The SPTF and engaging in dialogue with students and employees during professional development activities to develop a deeper understanding and connection with the vision, mission and values (I.A.11). One of the first steps of this effort was to place the vision, mission, values, goals, and objectives into a formal, four-color Strategic Plan brochure, which has been widely distributed to the college community and by the President during presentations to the community at large. The brochure is easily accessible via a link from the SRJC homepage and other locations on the College website, such as the Institutional Planning website (I.A.6).

The vision, mission, and values are also published in the College Catalog, in each semester's Schedule of Classes, in the PRPP Writer's Guide, and in communications announcing each PRPP cycle (I.A.18, 31, 14, 32). Various meeting agendas, such as those of the Institutional Planning Council, and College reports, including the Fact Book and the Institutional Effectiveness Assessment Report, use the mission statement within the document (I.A. 11, 12, 17). Some SRJC faculty and staff also use the mission statement as part of their email signature, and the mission statement is now printed on the back of SRJC business cards.

The increased dialogue and visibility of the College's mission has had a positive effect on the college community's awareness of the mission, as shown in Illustration I.A.5.

SELF EVALUATION

The College meets this Standard. The Board of Trustees approved the College's most recent vision, mission statement, and values in October 2013. It is published in several prominent places on the College website and in College documents. The mission and Strategic Plan have been well publicized in a number of formats and locations since then.

I.A.3.

Using the institution's governance and decision-making processes, the institution reviews its mission statement on a regular basis and revises it as necessary.

DESCRIPTIVE SUMMARY

District Policy and Procedure 2.1 and 2.1P cover the development, adoption, and revision of District policies and administrative procedures. Policy 2.1 requires that all policies be reviewed periodically, and, if necessary, revised at that time or in response to circumstances that warrant changes in policy (such as changes in Title 5 or federal requirements) (I.A.33). Since the mission statement is incorporated in Policy 1.1, Vision, Mission Statement, Values, its regular review is assured. Its six-year review cycle is established in the SCJCD Planning and Accreditation Cycle, which calls for a periodic mid-cycle review as well (I.A.34). All reviews are initiated and led by the Institutional Planning Council (IPC), the District's highest level constituent-based shared governance planning committee, as defined by the IPC function (I.A.11).

Out-of-Cycle Reviews

The accompanying procedures for policy 2.1 allow for all policies and procedures, including the mission statement, to undergo revision at any time as necessary to address changing conditions (I.A.33). Accordingly, the mission statement has been substantively revised twice within the past accreditation cycle. The first occurred in 2010 in part due to the changing economic climate brought on by the statewide fiscal crisis. The second and most recent revision occurred in 2013 as part of the development of SRJC's 2014-2019 Strategic Plan.

2010 Revision—Changing Conditions

The 2010 revision of the mission statement was prompted by the College president and Cabinet administrators during the escalating state budget crisis. The goal of the revision was to place a greater concentration on the core mission of California's two-year colleges to provide transfer preparation, career and technical education, basic skills, and student and academic support services. The IPC drafted changes to the mission statement and solicited input from faculty and staff via a college wide email distribution list. Recommendations were reviewed and incorporated as appropriate (I.A.35).

At that time, Policy 1.1, SRJC Mission Statement, included a series of 15 "supportive statements" that defined how the College intended to fulfill its mission. Consequently, in addition to a refocus of the College's mission around the four core areas mentioned above, the 2010 revisions to Policy 1.1 updated language referring to career and technical education, added a supportive statement focused on student learning outcomes and the assessment of those outcomes,

refined wording in both the mission statement and supportive statements, and separated the mission statement and supportive statements by headings as called for in the 2009 SRJC Accreditation Self Study Standard I Planning Agendas. Proposed revisions to Policy 1.1 were presented to all constituent groups through their representatives on the IPC and College Council. Once all constituent groups reviewed, discussed, and endorsed the revisions, College Council recommended the revised policy be forwarded to the Board of Trustees for approval (I.A.36).

2013 Revision—Strategic Planning

The most recent revision to the SCJCD mission statement was approved by the Board of Trustees in October 2013 and occurred during development of the 2014-2019 Strategic Plan.

The process sought input from and involved the entire college community and resulted in a complete revision to the vision, mission statement and values that now form the content of Policy 1.1—Vision, Mission Statement, and Values (I.A.1). The Strategic Planning Task Force Vision/Mission/Values Work Group, consisting of 38 members representing faculty, classified staff, and management, led the College in a thoughtful and collaborative process, which involved:

- Researching vision and mission statements from other institutions
- Seeking input from the College community during Fall 2012, Spring 2013, and Fall 2013 Professional Development Activity (PDA) sessions
- Examining environmental scan data
- Reviewing feedback from members of SRJC's external community provided via four community conversations held throughout Sonoma County.

From that input, the Work Group crafted a revised Vision, Mission Statement and Values that reflect a collectively agreed upon future for the District (I.A.37). Proposed revisions to the Vision, Mission Statement, and Values were reviewed by the President's Cabinet and presented to all constituent groups through their representatives on College Council and IPC. All constituents reviewed, discussed and/or endorsed the revisions, and College Council recommended the revised policy be forwarded to the Board of Trustees for approval.

SELF EVALUATION

The College meets this Standard. As part of its ongoing planning processes, the College reviews its mission statement through utilizing the College's governance and decision-making processes. The mission statement is modified as necessary based on evidence from community and college stakeholders. The current version of the SCJCD mission statement clearly reflects the College's strong commitment to learning as well as the student population served and services provided.

I.A.4.

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

DESCRIPTIVE SUMMARY

The College uses its mission statement to guide planning and decision making at all levels. The relationship is clear in the main approaches the College has taken for goal setting, planning, and evaluation: College Initiatives, the Strategic Plan, and the Institutional Effectiveness Assessment Report.

College Initiatives and Strategic Plan

The College mission statement served as the underlying basis for the SRJC College Initiatives for seven years, and those Initiatives guided college wide planning and decision making. Upon approval of the 2014-2019 Strategic Plan, the SCJCD College Initiatives were closed out and a final Status Update was submitted to the Board of Trustees in November 2014 (I.A.39).

The collaboratively developed goals and objectives contained within the Strategic Plan, along with the newly revised mission statement, were adopted to replace the College Initiatives as the framework for institutional planning at the end of 2013. While the intentions of the initiatives and goals often overlap, the process for development, implementation, and evaluation differ, as shown in Illustration I.A.6. The goals and objectives provide direction to individual programs as they prepare for the annual Program and Resource Planning Process (PRPP). The PRPP template beginning with the 2014 cycle was revised to link all resource requests and planning to the new mission statement and Strategic Plan goals.

In both the College Initiatives and Strategic Plan, the mission has been central to the annual Program and Resource Planning Process (PRPP). The mission is included in the message sent to all College employees to launch the annual PRPP cycle, and all programs must indicate how their work, plans, and requests for resources are aligned with the College's mission as well as the Strategic Plan goals (I.A.14).

Requests for resources listed in the PRPP that are prioritized by the vice president of each area and reviewed by the President's Cabinet must demonstrate direct links to the College's mission and Strategic Plan goals. IPC further affirms alignment of resources to Strategic Plan goals. In addition, the IPC annually reviews and monitors accomplishment of annual goals proposed by Cabinet administrators and affirms that those goals are also aligned with the College's vision, mission, and Strategic Plan goals (I.A.7, 11). The College's leadership uses this annual planning process to determine which expenditures are critical to the College's mission and whether they require ongoing or one-time commitments.

Even during economically challenging times, the College has referred to the mission to allocate or re-allocate its limited

resources to provide for ongoing needs such as contract faculty, staff and management positions, instructional equipment/library materials allocations, institutional technology and facilities-related projects

Institutional Effectiveness Assessment Report

The annual Institutional Effectiveness Assessment Report has provided an analysis of outcomes on seven institution wide measures aligned with the District's mission statement. The IPC, College president, and Cabinet administrators worked with the Office of Institutional Research (OIR) in spring 2011 to develop seven measures, which were approved by the Board of Trustees in June 2011. These include:

- Student Learning
- Serving our Diverse Local Communities
- Transfer
- Career and Technical Education
- Basic Skills/ESL
- Student Retention and Success
- Efficiency and Fiscal Responsibility

Updates are presented for Board approval on an annual basis. A baseline report of outcomes was prepared in July 2011 and follow-up reports were submitted in 2012, 2013, and 2014. The full reports of findings are posted on the Institutional Planning website (I.A.25).

The 2014 measures of institutional effectiveness assessed the same seven areas as in 2011, 2012, and 2013 and include performance gap analysis by gender, ethnicity, and age wherever possible. Over time the measures have been slightly modified to include data from the statewide Student Success Scorecard published each spring by the research unit of the California Community Colleges Chancellor's Office. The fourth annual Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College (2014) is the last to be based upon the mission statement in effect prior to the recent strategic planning process (I.A.17).

Results of the 2014 report have been presented to the IPC and other leadership committees (e.g., Academic Senate, Department Chairs Council, Student Services Council) to generate dialogue and serve as the basis for program improvement. The findings have become part of the institutional data set compiled for SRJC's Strategic Plan implementation and accountability system as well as for the College's self evaluation process for accreditation purposes.

The 2015 report will be reconfigured to assess institutional outcomes relative to the current mission statement.

Illustration I.A.6.**Comparison Between College Initiatives and Strategic Plan Goals and Objectives**

	College Initiatives	Strategic Plan
Implementation Timeframe	2006/07 to 2013/14	2014 to 2019
Developed by	President and Cabinet Administrators	Strategic Planning Task Force Work Groups with input from internal and external college community and Board of Trustees
Structure	Nine College Initiatives, each with a single Goal and multiple Objectives	Eight Strategic Plan Goals each with Strategic Objectives (30 total)
Review/ Revisions	Annually by President and Cabinet Administrators; changes reviewed by Institutional Planning Council	As needed; changes initiated by Institutional Planning Council with college-wide input
Approval	President	Board of Trustees
Implementation	Vice President 'Conveners' and 'Co-Conveners'	Implementation Plan with Planned Activities and Timelines; Cabinet Administrators as 'Leads' with 'Co-Leads'; College Committees; Shared Governance Bodies
Link Between Planning and Budget	Through PRPP for all resource requests and annual goals	Through PRPP for all resource requests and annual goals
Accountability	Assessment Metrics	Accountability Plan with Core Indicators (with Targets and Timelines for Achievement) for each Goal; Key Performance Indicators (KPIs) for each Strategic Objective; Strategic Plan Scorecard developed using data visualization software
Annual Report	Status Update to Board of Trustees	Annual Planning Summit; Scorecard; Annual Report to Board of Trustees
Available to College Community	Posted on Institutional Planning website	Posted on Strategic Plan website and linked to Institutional Planning website

SELF EVALUATION

The College meets the Standard. The College's mission statement guides planning processes and decision making at all levels of the institution. Through the Strategic Plan, the mission remains in the forefront of college wide resource allocation and decision-making. Through annual review of institutional effectiveness linked to the College's mission, student achievement data, and the assessment of student outcomes, the College evaluates and considers resource allocations in light of progress towards strategic planning goals and its mission and reallocates resources as needed.

The College is currently transitioning from the previous version of the mission and the constructs of College Initiatives to the Strategic Plan. Over the next year, the College will need to make sure that the college community, especially students, understands the mission, values, goals, and objectives and how they represent SRJC's commitment to achieving student learning. Furthermore, faculty, staff, and administrators will need to integrate components of the Strategic Plan in activities, goals, plans, resource requests, and evaluation processes.

Standard I.A Actionable Improvement Plan

Standard	Plan	Responsibility	Implementation Date
I.A.4	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.	SRJC Public Relations Office Office of Professional Development Associated Students Institutional Planning Council	Spring 2016

Standard 1.B

Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

I.B.1.

The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College’s mission, vision, values, and 2014-2019 Strategic Plan goals and objectives articulate the institutional commitment to student learning, the ongoing assessment of teaching and learning, and the ongoing improvement of institutional effectiveness (I.B.1).

Strategic Plan Goal B and its objectives affirm this commitment:

- Foster learning and academic excellence by providing effective programs and services
- Support and promote teaching excellence across all disciplines
- Engage students and spark intellectual curiosity in learner-centered environments
- Integrate academic and student support services across the college
- Identify and implement responsive instructional practices that increase the learning and success of our diverse students

Ongoing dialogue at all levels, among all constituents, is a key component in achieving these goals and objectives. While dialogue at all levels has been prevalent within the College’s culture for decades via the governance and committee system described in Standard IV, the importance of this collegial process to the college community was made explicit during SRJC’s strategic planning process from 2012

to 2014. The level of active participation in the strategic planning process was testament to the desire by college employees, students, and the external community to engage with one another in determining SRJC’s future. That collective and broad-based dialogue produced a Strategic Plan that expressed through the College’s mission, values, goals, and objectives a clear commitment to continuous improvement of student learning and institutional processes by way of an ongoing and self-reflective dialogue.

Illustration I.B.1 shows other excerpts from SRJC’s mission, values and goals/objectives that reflect this commitment.

Illustration I.B.1

SRJC’s Strategic Plan Addresses Institutional Effectiveness

From the Mission: We regularly assess, self-reflect, adapt and continuously improve.

Values

We value **Academic Excellence** that includes:

- Effective and transparent communication with information being shared in a timely fashion
- Collaboration in continuous quality improvement of SRJC’s programs and services

We value **Innovation** that includes:

- Creativity, openness and risk taking multiple perspectives

Goal F: Cultivate a Healthy Organization

- Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.
- Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives.

Goal H: Improve Institutional Effectiveness

- Continuously improve institutional effectiveness in support of our students, staff, and communities.
- Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation.
- Enhance internal and external communication systems to ensure effectiveness.

Student Learning: Ongoing Dialogue

As evidenced in the Strategic Plan, student learning is central to the College's goals, and all College dialogue is related to a greater or lesser extent directly to how student learning is supported and achieved. This occurs in multiple venues, many of which are multi-constituent. Examples, with three detailed descriptions in Illustration I.B.2, include:

- Discipline and department meetings regarding curriculum, student learning outcomes (SLOs), Career and Technical Education (CTE), Basic Skills, student equity
- Cluster meetings, Department Chairs Council (DCC), and Department Chairs Council/Instructional Managers (DCC/IM) regarding institutional processes, information, plans
- Cluster Tech Review and Curriculum Review Committee
- Professional Activity Day (PDA) workshops, faculty flex activities, and department in-service days
- Project LEARN and SLO coordinator-led workshops and conversations
- Academic Senate
- New Faculty Development
- Teaching and Learning Institute
- Classified Senate
- Institutional Planning Council
- Academic Affairs Council
- Student Services Council
- Joint Academic Affairs Council/Student Services Council
- Student Success and Equity Committee
- Basic Skills Committee
- Educational Planning and Coordinating Council
- District Online Committee
- Faculty Inquiry Groups (FIGs)

An important characteristic of dialogue at SRJC is that it extends beyond discussion to action, sometimes directly and sometimes by setting up more favorable conditions—and often both. For instance, departments use their assessment of student learning to determine curriculum changes, staffing and resource needs, and to highlight strengths and weaknesses of the program. These conclusions and requests are described in annual unit/department level Program and Resource Planning Process (PRPP) reports, resulting in dialogue between the cluster chairs and the deans in prioritizing requests.

For example, A curricular change based on student success in statistics courses led to extensive dialogue between the Behavioral Sciences and Math departments, and ultimately with the Curriculum Review Committee (CRC). Collegial discussion and

<http://accreditation.santarosa.edu/>

Illustration I.B.2

Setting the Stage for Faculty Dialogue About Growth and Improvement

New Faculty Development Program

SRJC has an innovative two-year program for new full-time faculty that is designed to orient them to the College and highlight best practices and theories regarding teaching and learning. Through this program, new faculty are allowed to focus on teaching and learning during their first two years at the college. The new faculty development program engages faculty in collegial, self-reflective dialogue. One part of the new faculty program, the monthly Teaching and Learning Institute, is open to the entire college. These monthly meetings are opportunities for faculty to have meaningful and sustained conversations about how to improve their teaching methods, thereby increasing students' learning (I.B.2).

Teaching and Learning Institute

Within the Teaching and Learning Institute, SRJC has two focused inquiry groups: Reading Apprenticeship and Meaningful Assessment. SRJC also has a Pedagogy Reading Group, through which a new reading on Teaching and Learning is emailed monthly to the entire college. The Pedagogy Reading Group also has an open meeting once a month to discuss the reading. Past readings include "The 'Banking' Concept of Education" by Paulo Freire, "Brainology" by Carol Dweck, and Barr and Tagg's "From Teaching to Learning" (I.B.3).

Department In-service Days

Many departments engage in ongoing discussion about the improvement of student learning. For instance, the English department dedicated two days in spring 2014 to an in-service designed to increase dialogue about student performance and how to better facilitate student learning within English courses. The English department is committed to continuing these conversations through annual or bi-annual in-service days (I.B.4).

compromise led to the approval of a statistics course taught by qualified faculty in the Behavioral Sciences disciplines.

In other venues, such as the Academic Senate, dialogue about student learning results in policy change. For instance, based on concerns by faculty and the Associated Students about the rising costs of textbooks, the College developed a textbook policy and the Library increased its reserve holdings of textbooks (I.B.5, 6). Discussions about ways to improve student learning expand to a broader level, where PDA workshops provide the opportunity for deeper dialogue and problem solving. For example, the workshop “Bringing Out the Student in Student-Athlete: Supporting the Unique Needs and Strengths of the SRJC Student-Athlete,” presented by faculty from Psychology, Disability Resources, Kinesiology/Athletics/Dance (KAD), along with a panel of student athletes, provided information and specific strategies to help instructors in all disciplines support this sub-population (I.B.7).

Dialogue about Institutional Processes

Dialogue about College processes occurs in many of the aforementioned settings in support of student learning. Again, formal, cross-constituent groups meet to discuss processes such as documentation of student learning outcomes results, evaluation procedures, policy revisions, and technological changes. Recommendations from these groups or committees flow through the governance and leadership structure to result in institutional change and improvement. At each level there are opportunities for further dialogue and refinement, ensuring that new or changed processes remain consistent with SRJC’s vision, mission, Strategic Plan, and college culture.

The College’s strategic planning process engaged all constituents in purposeful and significant dialogue regarding continuous improvement in both student learning and institutional processes. To an unprecedented level, the entire College participated through Professional Development Activities Day (PDA) workshops, Strategic Planning Task Force and work group meetings, surveys, continuous communication, and community town hall discussions (I.B.8).

SELF EVALUATION

The College meets the Standard. The College maintains multiple opportunities for cross-constituent and self-reflective dialogue about the improvement of student learning and institutional processes. These discussions are well documented, follow a prescribed path towards further discussion and planning, and, when approved by constituent groups, result in changes in policy, implementation, and continuous improvement.

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 toward their achievement.

DESCRIPTIVE SUMMARY

Over the last ten years, SRJC has become increasingly collaborative and inclusive when developing its goals and objectives. The College has also become increasingly systematic and transparent in its measurement of and communication about the achievement of those goals. The College is currently transitioning from a structure based on College Initiatives to a new Strategic Plan with collaboratively developed goals and objectives. (See Illustration I.A.7 for a comparison chart.) Both approaches have provided a foundation for institutional dialogue and improvement.

College Initiatives, 2006-2014

During the last accreditation cycle, the College met this Standard through a system of multi-year College Initiatives developed by the College president and Cabinet administrators and reviewed by the Institutional Planning Council (IPC) (I.B.9). These initiatives formed the framework for the District’s Strategic Master Plan and were integrated into the Program and Resource Planning Process (PRPP). They also provided the basis for department/unit goals established each year and monitored for accomplishment in the subsequent year. Initiatives and goals were informed by external factors, such as changes in economic conditions and funding (e.g., Re-Engineering staff positions to avoid layoffs), or the state (e.g., Basic Skills Initiative), or internal factors documented in department and unit PRPPs (e.g., Emergency Preparedness). Specific administrators were assigned to take the lead for initiatives related to their area of supervision.

The extent to which the College effectively implemented its strategies and carried out its mission was evaluated annually and presented in each year’s College Initiative Status Updates (I.B.10) and Institutional Effectiveness Assessment Reports (I.B.11), both of which were reviewed by the Institutional Planning Council, submitted to the Board of Trustees for approval, and posted on the Institutional Planning website. Feedback from the PRPP (departments/units), Cabinet administrators, and these annual reports of accomplishment were used to develop new College Initiatives and modify the existing ones.

2014-2019 Strategic Plan Goals and Objectives

SRJC’s institutional planning was successfully guided by

the College Initiatives for over six years. However, the hiring of a new District Superintendent/President (referred to as “the College president” or “the president” throughout this document) in 2012 combined with a general readiness for change sparked a call for the development of a long-term strategic plan. The Strategic Planning Task Force was formed in fall 2012 and its work, in collaboration with internal and external communities, resulted in the development of SRJC’s new comprehensive Strategic Plan (I.B.1). This highly inclusive process involved an exceptional level of collaborative goal setting, dialogue about measureable objectives, and College wide efforts required to achieve them.

Incorporating a set of guiding principles, listed in Illustration I.B.3, the Strategic Planning Task Force (SPTF) and Strategic Planning work groups (WG), composed, of faculty, classified staff, management and students, developed and widely vetted SRJC’s new vision, mission, values, and strategic goals and objectives (I.B.8). Below is an overview of the steps involved.

Illustration I.B.3 Principles for Strategic Planning

The Strategic Planning Task Force set the stage for the planning process by developing a set of principles. Below are the main concepts, which are elaborated in the October 2012 Framework for Santa Rosa Junior College’s Strategic Plan (I.B.12). These principles are numbered for the sake of organization but intentionally are not prioritized.

- Prioritizes student learning and SRJC’s “Legacy of Excellence”
- An intentional and accountable process
- An inclusive and collaborative process
- Communicative and responsive
- Cohesive, integrated direction
- Elegance and organization
- Focus on SRJC’s strengths, weaknesses and opportunities
- Comprehensive and cost effective
- Based on timely and real information about our surrounding communities
- Responsive to information about the changing needs of our College
- Research-based and committed to best practices
- Relevant and useful
- Self-evaluative, reflective, and flexible
- Committed to concrete practices that make the goals possible and continuous improvement as a means to achieve the vision the College’s vision for the future

1. SPTF work groups gathered input and feedback from internal and external stakeholders and held extensive discussions in multiple venues in order to develop overarching goals and objectives and to ensure the process remained true to the SPTF principles and commitment to an inclusive, participatory and transparent process (I.B.13). These included community conversations held throughout the county and online surveys in English and Spanish completed by over 650 students and community members (I.B.14).
2. The work groups used stakeholder input and extensive data provided by internal and external environmental scans, highlighting demographic, economic, and educational trends to identify the College’s priorities and develop goals (I.B.15).
3. Specific work group members presented draft goals to stakeholders for comment. This effort included formal presentations to the Academic Senate, Department Chairs/ Instructional Managers Council (DCC/IM), Student Services Council, Classified Senate, and Associated Students. WG members also engaged the Board of Trustees during a study session and interacted with the College as a whole during three Professional Development Activity (PDA) days (I.B.16).
4. The work group collected input, shared this with the SPTF and other work groups, revised the goals and objectives, and received Board of Trustees approval to proceed with the goals in October 2013.
5. Members of the President’s Cabinet have been assigned lead responsibility for implementation of each Strategic Plan Goal and have participated in the design of an implementation plan and identification of planned activities within that goal area over the next three to five years.
6. An accountability system was developed and reviewed by the Institutional Planning Council and President’s Cabinet (I.B.17).
7. SRJC’s first annual Planning Summit was held in April 2013 (I.B.18). Participants reviewed and provided feedback regarding the Strategic Plan implementation and accountability plans and made recommendations to the President regarding goal priorities for 2014/2015.
8. Core indicators have been identified for each Strategic Plan Goal and an interactive software program has been used to create SRJC’s Strategic Plan Scorecard (I.B.19). Benchmarks for each core indicator have been set.
9. During fall 2014 the Institutional Planning Council, with assistance from the Strategic Planning Task Force, drafted multi-year targets and timelines to completion for each core indicator (I.B.20). The Scorecard, targets, and timelines will be vetted during the spring 2015 Planning Summit.
10. Key performance indicators have been developed by each Strategic Plan Goal leader to assess outcomes on Strategic Objectives within that goal area. An annual report of outcomes will be featured during each Planning Summit.

Upon approval of the 2014 Strategic Plan, the SCJCD College Initiatives were closed out and a final Status Update submitted to the Board of Trustees in November 2014 (I.B.21). The goals and objectives contained within the Strategic Plan, listed in Illustration I.B.4, along with the newly revised mission statement, have fully replaced the College Initiatives as the framework that guides the District's institutional planning and provides direction to individual programs and units as they prepare for the annual Program and Resource Planning Process (PRPP). The PRPP template for 2014 was revised to link resource requests and planning to the new Mission Statement and Strategic Plan Goals.

Ongoing Communication: Institutional Goals and Objectives

College-wide communication and accessibility of information regarding goals set and achieved has always been important to SRJC's college community, and this is well illustrated by the Institutional Planning and Strategic Planning websites (I.B.22, 8). The Institutional Planning website serves as an easily accessible, centralized repository of all pertinent planning documents and reports. During 2014, the website underwent a substantial redesign and upgrade to streamline and better organize content to improve user access. Contents include:

- 2014-2019 Strategic Plan
- Annual operational goals
- Institutional Effectiveness Assessment Reports
- College Initiatives
- Access to PRPP documents
- Budget information
- Surveys, such as the Student Services Survey and the CTE Outcomes Survey
- Fact Book
- District archives
- Links to external assessment mechanisms, such as the Chancellor's Office Datamart

The Strategic Planning website was developed during the planning process using library guide (LibGuide) software as a means of communicating all information and materials used in developing the new strategic plan, including a description of the process as well as the defined mission, goals, measurable objectives, and strategies (I.B.8). The newly identified goals, objectives and strategies that emerged from the strategic planning process were disseminated broadly to all members of the college community via email, presentations, and updates of the strategic planning website. The strategic planning website is now largely an archive of the process the College used to develop the 2014-2019 Strategic Plan. It will be replaced with a Strategic Plan website that contains SRJC's Scorecard and all applicable data used to monitor progress toward accomplishment of the college's strategic plan goals. The website is fully interactive and publicly accessible, and enables immediate access to institutional data for planning purposes at all levels of the institution (I.B.23).

SELF EVALUATION

The College meets the Standard. While the College is transitioning between two organizational systems for developing goals and achieving them, both systems have been comprehensive, collaborative, and appropriate for the institution. The College Initiatives provided a successful means of organizing institutional planning efforts for over seven years. The 2014-2019 Strategic Plan expanded the process for the development of goals and objectives and reflect a collectively agreed upon future for SRJC. The extraordinarily high level of participation that developed the Strategic Plan promises an even more collaborative approach to measuring achievement and planning for improvement.

The College will be launching its Strategic Plan Scorecard, targets, and timelines during the spring 2015 Planning Summit as a means of fully evaluating the institution, communicating results, and making improvements based on that information.

See Actionable improvement Plan at the conclusion of Standard I.B.

Illustration I.B.4 Sonoma County Junior College District

Goals and Strategic Objectives

In support of the Sonoma County Junior College District's vision, mission, and values, we are committed to the following goals and strategic objectives:

GOAL A. SUPPORT STUDENT SUCCESS

- Support development of the whole student from early college awareness through successful completion of educational and career goals
- Expand and sustain district access by eliminating barriers, expanding strategic outreach efforts, and delivering services effectively through current technologies
- Increase retention and academic progress through student engagement with: academic and student services, faculty and staff, and campus and community activities
- Increase the number of students who complete their educational plans and goals
- Enhance cultural competency to better serve all student populations with a focus on first generation college students and the increasing Latino/a population

GOAL B. FOSTER LEARNING AND ACADEMIC EXCELLENCE

- Foster learning and academic excellence by providing effective programs and services
- Support and promote teaching excellence across all disciplines
- Engage students and spark intellectual curiosity in learner-centered environments
- Integrate academic and student support services across the college
- Identify and implement responsive instructional practices that increase the learning and success of our diverse students

GOAL C. SERVE OUR DIVERSE COMMUNITIES

- Serve our diverse communities and strengthen our connections through engagement, collaboration, partnerships, innovation, and leadership
- Identify the educational needs of our community's changing demographic and develop appropriate and innovative programs and services with a focus on the increasing Latino/a population
- Contribute to the richness of our multicultural community by promoting cultural initiatives that complement academics and encourage the advancement and appreciation of the arts
- Meet the lifelong educational and career needs of our communities (e.g., seniors, emerging populations, veterans, re-entry students)
- Provide relevant career and technical education that meets the needs of the region and sustains economic vitality

GOAL D. IMPROVE FACILITIES AND TECHNOLOGY

- Provide, enhance, integrate, and continuously improve facilities and technology to support learning and innovation

- Incorporate best practices and innovation for facilities and technologies in order to enhance learning and working environments
- Improve and sustain infrastructure, facilities, and technology to proactively support our diverse learning community
- Increase District-wide coordination and collaboration to improve facilities and technology access, efficiency, and effectiveness
- Provide effective facilities and technology technical training for all employees to ensure operational effectiveness

GOAL E. ESTABLISH A STRONG CULTURE OF SUSTAINABILITY

- Establish a culture of sustainability that promotes environmental stewardship, economic vitality, and social equity
- Expand, support, and monitor District-wide sustainability practices and initiatives
- Infuse sustainability across the curriculum and promote awareness throughout District operations
- Promote social and economic equity within the communities we serve
- Ensure economic sustainability by leveraging resources, partnering with our communities, and contributing to the economic growth of the region

GOAL F. CULTIVATE A HEALTHY ORGANIZATION

- Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality
- Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives
- Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees
- Establish robust programs to improve the health and wellness of students and employees
- Increase safety planning, awareness, and overall emergency preparedness

GOAL G. DEVELOP FINANCIAL RESOURCES

- Pursue resource development and diversification while maintaining responsible fiscal practices and financial stability
- Increase the amount of discretionary, unrestricted general fund local revenue
- Increase and maintain the District reserves above the state requirements
- Pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students
- Manage enrollment and course offerings to maximize apportionment funding

GOAL H. Improve Institutional Effectiveness

- Continuously improve institutional effectiveness in support of our students, staff, and communities
- Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation
- Enhance internal and external communication systems to ensure effectiveness

I.B.3.

The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation, integrated planning, resource allocation, implementation and re-evaluation. Evaluation is based on analyses of both quantitative and qualitative data.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College's approach to integrated planning and assessment involves both long-term and short-term planning processes in a continuous cycle of assessment, planning, budgeting, implementation, and then reassessment, guiding the institution's efforts towards continuous improvement. Since 2008, the Program and Resource Planning Process (PRPP) has functioned as the primary mechanism for documenting this cycle for departments, programs, and units, with other forms of evaluation and reports providing information at broader institutional levels as well. All of these sources of quantitative and qualitative data allow evaluation and re-evaluation to be accurate and appropriate.

Program and Resource Planning Process (PRPP)

SRJC's Program and Resource Planning Process (PRPP) brings together strategic College goals and program/unit operational goals, all aligned with the College's mission and fully linked to annual institutional planning and budget prioritization. The PRPP functions in concert with Policy 3.6 and 3.6P, Program Review, Evaluation, Revitalization and Discontinuance, which separately evaluates academic program majors and certificates (I.B.24). Together, these two processes act as SRJC's program review system. A diagram of the PRPP function is located in Standard I.A, Illustration I.A.3.

Since the first PRPP cycle was launched in spring 2008, all units within the College have been required to submit their annual PRPP reports via a web-based input tool. This tool allows for review, dialogue, and revision among key department members and the supervising administrator and also allows finalized reports and specific excerpts to be accessible to College committees, the college community, and the public (I.B.25).

PRPP reports form the foundation of the College's operational planning and resource allocation for the following academic year. The PRPP directs all academic departments, student services and administrative units across all campuses and sites to do the following:

- Examine their mission and function in relation to the College's mission
- Evaluate student learning outcomes and achievement data and other performance measures as the basis for program improvement and resource planning
- Analyze their budgets
- Justify requests for new resources
- Review accomplishments and how the department has addressed Strategic Plan goals
- Review, analyze, and incorporate data on department operations and student success provided by the Office of Institutional Research (OIR)
- Outline an annual operational plan
- Link all requests and plans to the mission and Strategic Plan goals (and, prior to 2014, College Initiatives)

Each year, departments and units use the PRPP to document their efforts towards stated goals and improvement within a three-year cycle. First, they describe the results of the activities completed during the prior academic year in accordance with their departmental plans. Second, they describe the status of activities that were proposed for implementation the previous year. Finally, they develop planning activities for continuance or implementation in the following academic year (I.B.26).

Feedback and dialogue occur throughout the process within units and departments and with supervising administrators. This is especially important for resource allocation, a key component of each PRPP cycle. Departments and units identify and rank resource needs, which are then reviewed and prioritized at the cluster (for Academic Affairs) and vice presidents level. Deans and Cabinet administrators rely on complete and accurate PRPP reports to establish priorities for budget requests, non-faculty staffing, instructional and non-instructional equipment, technology, and facilities. The system allows for an extract of specific sections of the PRPP to be compiled for institutional review and planning, such as:

- Faculty Staffing (see Standard III.A)
- Instructional and non-instructional equipment requests (see Standard III.B)
- SLO assessment completion, cycles, and plans (see Standard II.A)
- Responses to specific goal areas, such as District Accessibility, Integrated Environmental Planning, and Health and Safety
- Certificate and major program information
- Targeted areas related to institutional effectiveness

The President and Cabinet administrators compile what they consider to be the highest priorities within their

respective areas, develop college wide priorities and, where appropriate, college wide rankings. Those priorities are reviewed by the Institutional Planning Council (IPC) every fall and subsequently posted to the SRJC Institutional Planning and PRPP website. Priorities judged to meet the urgency or compliance criteria are funded through a reallocation of existing internal resources within a given component area either during budget development or after the beginning of the fiscal year.

At the end of the academic year, Cabinet administrators review priorities and report on those that were fully funded, partially funded, or not funded, and the results are made available to the college community and, as of 2014, the public through the Institutional Planning website. The IPC and Budget Advisory Committee jointly send annual communications to the entire college summarizing the previous year's cycle, including priorities, budget assumptions, and links to planning documents (I.B.27). The next PRPP cycle is launched each year through a similar college wide communication that describes how PRPP information has been used in planning, resource allocation, and improvements during the prior year (I.B.28).

The PRPP has proven to be an effective and flexible mechanism for integrated planning, evaluation, and institutional improvement, and has been revised as needed to accommodate the transition from initiatives to the Strategic Plan and to more fully incorporate reflection on student learning outcomes and data analysis.

Evaluation of the PRPP

At the request of the College president, a PRPP Coordinating Committee was formed in spring 2010 to make recommendations on all matters relating to PRPP (I.B.29). The PRPP Coordinating Committee is a sub-committee of the IPC and includes representation from:

- Academic Affairs
- Student Services
- Business Services
- Human Resources
- Petaluma Campus
- Academic Senate
- Classified Senate
- Department Chairs Council
- Information Technology
- Office of Institutional Research

The PRPP Coordinating Committee meets twice per month during the academic year and has served as a "rapid response" team focused on continuous quality improvement of this essential annual process of program review. The

committee submits periodic reports and recommendations to IPC, and, as a result, the PRPP has evolved over time to meet the needs of the College and end users.

Results from regular evaluation surveys administered since 2008 support a pattern of continuous positive improvement since the process was first implemented (I.B.30). College wide surveys administered over time show clear evidence of gains in employee understanding and engagement in the process, as summarized in Illustration I.B.5 (I.B.31, 32).

Other Means of Institutional Evaluation

In addition to the annual PRPP, an extensive program review of academic majors and certificates is conducted on an every six-year cycle utilizing a rubric assessing PRPP data and other information (I.B.33). In collaboration with the Academic Senate, this process allows academic departments to take a deeper look at specific majors and certificates to evaluate the extent to which they are aligned with College goals and community needs. To ensure that this evaluation process is comprehensive, objective, and timely, Policy 3.6 and Procedures 3.6P, Program Evaluation, Improvement, Revitalization and Discontinuance, underwent a substantive review and revision in 2013/2014. While information from the PRPP is integrated into the review process, the review evaluates the program with specific institutional criteria and follows a separate pathway as specified in the procedures. A report of this other means of program review is also posted on the Institutional Planning website along with annual PRPP reports from each program (I.B.34). This program review process and its results are discussed in detail in Standard II.A.

Another component of the College's annual review of institutional effectiveness is the yearly Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College, prepared by the Office of Institutional Research (I.B.35). The report was developed in spring 2011 in collaboration with IPC, along with the College president and Cabinet administrators, and comprises institution-wide measures aligned with SRJC's mission statement. Along with the PRPP, this report serves as a basis for planning and development of the College. Each rendition of the report has evolved as more information has become available.

2012: Measures modified to include performance gap analysis by gender, ethnicity and age where possible.

2013: Measures further modified to include data from the new statewide Student Success Scorecard, published in March 2013 by the Research Unit of the California Community Colleges Chancellor's Office.

2013: Last report to reflect alignment with SRJC's former mission statement.

2014: Report redesigned to include alignment with the SRJC's new mission statement and to include any new measures related to Student Success and Equity requirements.

SELF EVALUATION

The College meets the Standard. SRJC has a well-established and integrated process for planning, resource allocation, implementation, evaluation and re-evaluation. Under the oversight of the IPC and PRPP Coordinating Committee, processes are continuously reviewed, evaluated and improved in ways that support and encourage the incorporation of data analysis, the development of planning activities to address needs identified based on that analysis, and the evaluation of the outcomes of those activities to measure progress in addressed identified needs. Even during the most challenging of economic times, the College has utilized the PRPP to allocate resources and establish priorities to accomplish institutional initiatives and goals and fulfill the College's mission.

Illustration I.B.5. Employee Responses About the PRPP, 2011 and 2013

Percentage reflects positive response ("a lot" or "some") to each question.		
Item	2011 Faculty and Staff Survey, Fall	2013 Accreditation Employee Survey
How would you describe your overall level of understanding about the PRPP at SRJC?	60%	70%
Have you had a direct role in writing, editing or approving a department/unit PRPP?	47%	49%
One goal of the PRPP is to strengthen the connection between planning and resource allocation, even in times of scarce resources. Have you seen or heard evidence that the PRPP process is creating a stronger link between planning and resource allocation?	37%	50%
Another goal of the PRPP is to provide better communication and transparency regarding program planning and resource allocation. Have you seen or heard evidence that the PRPP process is transparent in communication about planning and resource allocation?	34%	50%
To what extent do you perceive that the PRPP is used to help inform resource decisions?	46%	58%
How much dialog occurred within your program/unit during PRPP development this past year?	73%	83%
The PRPP gave my program/unit the opportunity to analyze data, develop goals and objectives and request resources, facilitating continuous quality improvement of my department/unit with the ultimate goal of improving student learning and success.	26%	40%

I.B.4.

The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College's inclusive approach to planning is best illustrated by the recent development of the new Strategic Plan. The College's history of allocating necessary resources that lead to improvement of institutional effectiveness is represented in its Program and Resource Planning Process (PRPP), which has been in continuous use since spring 2008, and in the activities of the IPC (I.B.9). SRJC makes every attempt to involve representatives from all areas and constituency groups in the various stages of planning, implementation, resource allocation and evaluation.

Strategic Planning

The Strategic Planning process has been discussed earlier, but the details below highlight the breadth of involvement. Over 400 faculty, staff, administrators, students, community partners and Board trustees worked together to develop the Strategic Plan. The plan emerged under the guidance of the Strategic Planning Task Force (SPTF), a 37-member multi-constituent shared governance body, and through the involvement of the larger college community, who discussed strategies and key issues and offered feedback to the draft plan. Opportunities for engagement included:

- A day-long planning retreat and bi-monthly SPTF meetings
- Facilitated input from workshops held during four Professional Development Activity (PDA) days
- A Board of Trustees study session and three Board information reports
- Feedback from members of SRJC's external community provided via Community Conversations held in four locations throughout Sonoma County
- An ongoing series of college and community-wide surveys and newsletters, plus regular updates on a Strategic Planning website
- Presentations to college-wide faculty, staff, and student constituent groups
- Public, student, and internal discussion boards on the Strategic Planning website

As a result, the 2014-2019 Strategic Plan reflects the most collectively agreed upon future ever produced by and for the Sonoma County Junior College District (SCJCD). The Strategic Plan provides a common framework of goals, objectives and

shared outcomes that the entire college community has embraced and supports.

Program Resource and Planning Process

As described in I.B.3, the PRPP is SRJC's annual program review and planning process. It is a broad-based process that is required of every unit, program, and department district-wide and touches every tier of the College. Communication among all college constituencies is recognized as critical.

The IPC and Budget Advisory Committee co-chairs send an annual PRPP Update email to all SRJC employees each November to "close the loop" on the last PRPP cycle. This message summarizes information regarding budget assumptions, PRPP resource priorities, results of the annual PRPP evaluation, the annual Measures of Institutional Effectiveness Report and other relevant planning activities (I.B.27). This update sets the stage for the annual "launch" email, also distributed to all SRJC employees, that initiates the next PRPP cycle and makes public the beginning of the process, and includes a summary of the previous year's impact, the current year's improvements, the implications of any budgetary issues, the College's mission statement and Strategic Plan goals with links to more detailed information, and a timeline of PRPP activities, as shown in Illustration I.B.6 (I.B.28).

Institutional Planning Council

IPC, a multi-constituent group composed of classified staff, faculty, students and administrators, tracks institutional effectiveness in the achievement of the strategic plan goals and, previously, college initiatives. At the same time, IPC ensures that the PRPP remains comprehensive and responsive by maintaining the PRPP Coordinating Committee, chaired by the IPC administrative co-chair. This group collects feedback from their respective constituents and offers recommendations for the improvement of the PRPP. Examples of improvements made for the 2014 PRPP cycle included the following:

- Aligned PRPP with the 2014-2019 Strategic Plan by adding drop down boxes for all resource request sections to connect those requests to SRJC's Mission and Strategic Goals and, where appropriate, with SLOs.
- Repurposed several sections to collect unit level information on activities associated with three of five college-wide cross-component goals proposed for 2013-14.
- Reassigned a section exclusively to vice presidents as a place to identify institution-wide and cross-component needs.
- At the request of the Faculty Staffing Committee (FSC), modified various prompts to more closely align with FSC Guiding Principles (I.B.36).

Illustration I.B.6**SRJC Program and Resource Planning Process (PRPP)****Timeline of Activities—2014/2015 Planning Cycle**

November 2013	<p>Supervising Administrators/Managers notify the Vice Presidents of any changes to the editor or approver lists</p> <p>Program/units request any changes to the program/unit configuration (requires approval of Supervising Administrator and Vice President)</p> <p>2013 PRPPs rolled forward to 2014</p> <p>Board of Trustees approve Strategic Plan Goals</p>
December 2013	<p>IPC launch of 2014/15 PRPP cycle</p> <p>“Early birds” begin working on PRPPs</p> <p>“Core Data” posted on SharePoint for all units</p>
January 2014	<p>“Academic Data” posted on SharePoint for all Academic units</p> <p>FT/PT ratios, faculty within retirement range and curriculum currency posted on SharePoint</p> <p>Training begins for new and continuing users</p> <p>All units working on PRPP for 2014/15</p>
February 2014	<p>2014-2019 Strategic Plan approved by Board of Trustees</p> <p>Any additional or unique data provided by Vice Presidents to their components</p> <p>Continue trainings</p> <p>All units working on PRPP for 2014/15</p>
March 2014	<p>Distribution of 2014/15 Budget Development Worksheets on or before March 3rd to be used in conjunction with PRPP</p> <p>Continue trainings</p> <p>Continue working on PRPP for 2014/15</p>
April 2014	<p>Continue trainings</p> <p>PRPP documents completed for all programs/units on or before April 15th</p> <p>Dialogue between supervising administrators/managers and program/units</p>
May 2014	<p>Budget Development Worksheets due to accounting May 5th for incorporation into the Tentative Budget</p> <p>Academic Affairs clusters, Student Services, and Petaluma Campus discuss priorities for faculty, non-faculty staffing, instructional equipment, durable equipment, facilities, and budget requests</p> <p>All other component areas engage in dialogue with their units and prioritize requests for non-faculty staffing, durable equipment, facilities and budget requests</p> <p>Survey editors and approvers</p> <p>Supervising Administrators/Managers approve program/unit level 2013/14 PRPP reports on or before May 31st</p>
June – August 2014	<p>Dean Ills submit their PRPPs for VPAA review by June 6th</p> <p>Academic Affairs schedules retreats for prioritization</p> <p>Vice presidents review PRPP documents, draft and discuss prioritizations for 2014/15 (budget, non-faculty staffing, instructional equipment, non-instructional equipment and technology, facilities and institution-wide initiatives)</p> <p>Cabinet Administrators Retreat (July)</p> <p>Incorporation of Cabinet budgetary decisions into the Adopted Budget</p>

Allocation of Necessary Resources

Confident that the PRPP represents dialogue, analysis of data, and strong connections to the mission and initiatives or goals, the President's Cabinet and IPC have used the PRPP as their primary guide to develop institutional budget priorities and plans for the upcoming year. The President's Cabinet develops an annual Process Overview and Synopsis of Priorities that describes priorities for each area and summarizes the process, guiding principles and context, such as the projected impact of the Governor's budget (I.B.37).

PRPP data is an integral component in the budgeting parameters adhered to by the College with regard to the Unrestricted General Fund (I.B.38). As has been the case since the beginning of the recession in 2008, budget shortfalls have been a persistent challenge. Due to ongoing state budget reductions and deficits, programs have been requested to limit requests to minimal needs. The College provides criteria to help determine what requests are identified as the highest priorities for a given year. Criteria for resource allocation emphasize maintenance of education and student services standards, meeting legal and funding mandates, and addressing the College's mission (I.B.39).

The President's Cabinet review of the PRPP also identifies alternate means of funding, such as grants and categorical funds, which may act as other avenues of securing resources (I.B.40).

Evidence of Institutional Improvement

While the College is shifting from the guidance of College Initiatives to that of Strategic Plan goals, past evidence of improvement related to the initiative driven, integrated planning process is available in annual College Initiatives Status Updates on the Institutional Planning website (I.B.41). Strategic Plan implementation and accountability plans, including the SRJC Strategic Plan Scorecard, set the stage for continued documentation of performance based on the new goals.

SELF EVALUATION

The College meets the Standard. The process by which SRJC developed the 2014-2019 Strategic Plan clearly communicated and established an expectation by the college community that planning processes will continue to be transparent, inclusive, participatory and collaborative. Implementation of the Strategic Plan employs the same inclusive methodology, inviting input from individuals, College committees, shared governance bodies, and community members to actively engage in bringing the strategic goals and objectives to life. The PRPP, with oversight by IPC and the President's Cabinet, provides an annual district wide, broad-based process for institutional planning and resource allocation. As a result, there are multiple opportunities for input on the part of constituencies at all levels of the institution, and the College can demonstrate a positive relationship between resource allocation and institutional effectiveness, even in the face of budget challenges.

I.B.5.

The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Santa Rosa Junior College has documented assessment results, available through the Fact Book, Institutional Planning website, PRPP, the Student Learning Outcome (SLO) SharePoint site, and upon request from the Office of Institutional Research (OIR) (I.B.42, 43). Three of the main internal data sources that contain comprehensive information regarding quality assurance are

- SRJC’s Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College (I.B.35)
- The Fact Book (I.B.44)
- SRJC Student Survey, which includes assessment of Institutional Learning Outcome (I.B.45).

While the Institutional Effectiveness Assessment Report and Fact Book are easily accessible to the public, the College also makes an effort to directly inform appropriate constituencies of specific assessment results and their context to demonstrate challenges and successes in meeting institutional and state goals. For example, the Director of Institutional Research has routinely provided data as requested in support of planning efforts from such groups as the Basic Skills Committee, the HSI Task Force, and the Strategic Planning Task Force as a way to document student and institutional outcomes.

**Illustration I.B.7.
Using Population Trends to Plan**

In the Community section of the 2013 Fact Book (page C-2) population rates by ethnicity are given and displayed in graphs.

- In 1970, over 90% of Sonoma County’s population was white and the proportion of Latino/as in the total population was 5%
- In 2012, the County’s white population was at 65% white with an increase in the proportion of Latino/as to 25%

SRJC has responded to this demographic shift for years by offering such programs as Puente and Math, Engineering, Science Achievement (MESA) and developing the Southwest Santa Rosa Center for ESL students. Current rates of enrollment for Latino/a students has qualified the College as a Hispanic Serving Institution (HSI), and Fact Book data helped lead to a \$2.6 million Federal Title V grant from the US Department of Education.

Documented Assessment Results

The Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College provides data and analysis regarding:

- Current demographic information
- Student success, certificate and degree completion, and transfer rates
- GED awards
- The College’s fiscal responsibilities and efficiency

This report combines information from a variety of sources, such as the SRJC Student Survey and California Community Colleges Chancellor’s Office Data Mart, to assess its efforts to maintain institutional excellence and improvement. These measures are compared to state averages for California Community Colleges. For example, SRJC student acceptance rate into the University of California is 78 percent whereas the statewide average is 68 percent, giving SRJC the third highest acceptance rate (I.B.35). This information is then used as part of the College’s ongoing, self reflective dialogue in multiple venues such as the Basic Skills Committee, Student Success and Equity Committee (SSEC), Career and Technical Education department meetings, and PRPP development. In this case, while the high transfer rate is generally positive, the number lent itself to further analysis by the Student Success and Equity Committee. Results led the SSEC to recommend in its Student Equity Plan that African American, Latino/a, and Pacific Islander populations would benefit from expanded and targeted transfer advising and events. When the plan is implemented, documentation of results will continue.

SRJC’s annual Fact Book (archived since 2001 on the Institutional Planning website) provide detailed information about student and employee demographics, enrollment patterns, completion rates, and the College’s financial outlay, using tables and graphs to display data from the last ten years. Additionally, the Fact Book provides five-year projections in some areas, thus capturing past and potential trends that might impact decision-making and planning across the College (I.B.46). An example of SRJC’s use of data published in the Fact Book is shown in Illustration I.B.7.

The SRJC Student Survey, conducted every three years since 2001, obtains data concerning student demographics, needs and perceptions, retention issues, and institutional learning outcomes. This six-page survey, administered to a randomly selected 10% of credit courses offered at both campuses, online and at SRJC’s Public Safety Training Center, captures students’ voices. For example, in the 2013 survey, students indicated the most common the barriers to remaining in college:

1. Financial Problems (37.1%)
2. Job Pressures (30.9%)
3. Cost of Textbooks (27.9%)
4. Distractions/Conflicts at Home (20.6%)

Since the survey report also includes results from surveys in previous years, readers can compare and infer trends (I.B.47). Two ways the College has acted to help remove some of these barriers is by providing alternative access to textbooks through the Textbook Policy (I.B.45) and providing stress management workshops through Student Health Services (I.B.48).

Additionally, the various data-based presentations made by the Director of Institutional Research, are usually accessible through the Institutional Planning website. These presentations are often report-specific to help certain groups understand the data, how it was collected and analyzed, and its potential for impacting decision making and planning. For instance, OIR is currently working with the Curriculum Review Committee (CRC) to systemize research regarding the implementation of math or English prerequisites to certain UC transfer science and humanities courses. While data has not yet been conclusive, the CRC continues to pursue the research to determine if such prerequisites would improve student success or have a disproportionate effect on certain populations (I.B.49).

The Institutional Planning website includes a variety of external data sources that provide information regarding SRJC's various programs, including transfer, CTE programs, degree completion and more. The three main categories of external data available on the OIR website are California Community College Resources, Educational Statistics, and Economic and Demographic Data (I.B.50).

To support various employee groups across campuses and sites, SRJC's Office of Institutional Research invites employees to submit data inquiries. Not only can individuals make such requests, they can also use the Data Mining tool to cull information about specific courses, series of courses, and even course sections. The Data Mining website includes instructions on using the pivot tables, so any employee can develop and complete an individual inquiry (I.B.51). For example in spring 2012, the English department was able to use Data Mining to develop an inquiry about a new 7-unit course to determine student success rates for the semesters the course was offered and compare those success rates with the two-semester, traditional pathway. This led to curriculum revisions eliminating the 7-unit course but offering several combinations of new courses for intensifying English studies (I.B.52).

Strategic Plan Assessment

As described in section I.B.2, the College is in the process of developing an accountability system and scorecard to assess and monitor progress toward accomplishment of its Strategic Plan goals and objectives. Core indicators have been identified for each Strategic Plan Goal and an interactive software program has been used to create SRJC's Strategic Plan Scorecard (I.B.19). Benchmarks for each core indicator have been set. During fall 2014 the IPC, with assistance from the Strategic Planning Task Force, drafted multi-year targets and timelines to completion for each core indicator (I.B.17).

Key performance indicators are being developed by each Strategic Plan Goal lead to assess outcomes on strategic objectives within that goal area. The annual report of outcomes will become one more means of using documented assessment results to communicate quality assurance to appropriate constituencies. The report will be provided to the Board of Trustees, featured during future planning summits, posted on the Institutional Planning website, and made available to the college community as needed. Through the use of interactive data software, the data included in the Strategic Plan Scorecard and Fact Book will be immediately accessible to the college community for use in decision-making and program planning (I.B.53).

Communicating Quality Assurance

While the information and evaluation sources discussed above are all available through the Institutional Planning website, OIR routinely reports on data and information related to student and institutional outcomes to demonstrate the quality of SRJC programs. For example, information is shared between or disseminated to the following:

- Board of Trustees
- Basic Skills Committee
- PDA (Student Survey results)
- Student Success and Equity Committee
- K-12 schools (Placement Test results)
- CSUs and UCs (Grade Point Averages of SRJC transfer students)
- Workforce development organizations
- Area employers
- State Chancellor's Office via Management Information System (MIS) data
- US Department of Education Intersegmental Postsecondary Education Data System (IPEDS)
- ACCJC reports

The Office of Institutional Research regularly sends college-wide emails when new reports, such as a new version of the Fact Book or the results of the Student Survey, become available. The IPC notifies the college community when annual PRPP priorities and operational goals and accomplishments are posted on the Institutional Planning website (I.B.54). Faculty and staff are encouraged to use this information for perspectives on their programs, quality assurance to constituents such as advisory boards, support for faculty and classified staffing requests, and planning for improvement.

The re-design of the Institutional Planning website was developed through discussions among representatives of IPC, OIR, the Informational Technology (IT) department, and other constituents of the College (I.B.55). The new website was based on IT staff research about effective design at other institutions, input from Public Relations, community response to the Strategic Planning website, and careful analysis of best practices for accessing information for students, employees, and the public.

SELF EVALUATION

The College meets the Standard. Documented assessment results are regularly communicated to the Board of Trustees and the college community as a way to provide evidence of the quality of student learning and institutional processes. The Office of Institutional Research and the Institutional Planning Council serve to support and oversee the assessment of institutional effectiveness and the processes that contribute to that assessment. The new and significantly improved Institutional Planning website represents the College's evaluation, response, and improvement of its communications to the college community and the public, especially where assessment and quality assurance are concerned.

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.

DESCRIPTIVE SUMMARY

IPC is responsible for ongoing review and modification of the PRPP and does so through the PRPP Coordinating Committee (I.B.29). Originally formed as the PRPP Ad Hoc Coordinating Team in spring 2010, the PRPP Coordinating Committee was designated an official standing subcommittee of IPC in November 2012 (I.B.56). Through the efforts of the PRPP Coordinating Committee, the institution systematically reviews and modifies its PRPP as part of the yearly planning cycle. As described in I.B.3, the College has conducted multiple surveys of PRPP, responded through revisions to clarify processes and information requirements, and communicated those changes in the annual PRPP launch message. The PRPP has continually been improved through the PRPP Coordinating Committee and remains as the District's main vehicle for demonstrating a clear connection between individual program review, resource requests, and budget allocation. Recent changes in response to feedback and institutional needs include:

- Launching the PRPP cycle earlier in the year to provide units and departments more time to complete the template.
- Integrating the new mission and Strategic Plan goals into planning and resource request areas.
- Aligning the full-time faculty request field with the criteria required by the Faculty Staffing Committee.
- Including fields for directly addressing progress towards specific Strategic Plan areas such as "Serving Our Diverse Communities."

SRJC's next stage of evaluating its planning and resource allocation will take place as the Strategic Plan accountability framework for assessment and review begins in spring 2015. A strong theme during the entire strategic planning process was ongoing evaluation, represented by the Evaluation work group dedicated entirely evaluating both the planning process itself and the Strategic Plan once implemented (I.B.57). The product of that work group has been transformed into a Strategic Plan implementation and accountability plan designed to systematically review and modify the processes by which the Strategic Plan is monitored and evaluated (I.B.19).

Lastly, the Institutional Planning Council continuously and systematically reviews and recommends modification to all parts of SRJC's ongoing cycle of planning and resource allocation, and ensures that all aspects remain relevant and useful in the efforts to improve student learning.

SELF EVALUATION

The College meets the Standard. The institution regularly seeks input from constituent groups, reviews the effectiveness of its planning and resource allocation processes, and makes modifications to those processes in an effort to continuously improve institutional effectiveness in support of students, staff and community. The fact that the PRPP remains responsive and leads to appropriate allocations confirms that the process and the evaluation mechanisms have been effective. The College's next stage in this evaluation of effectiveness will be the implementation, ongoing evaluation, and continuous improvement of its Strategic Plan accountability framework.

See Actionable improvement Plan at the conclusion of Standard I.B.

I.B.7.

The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College assesses the effectiveness of the annual Program and Resource Planning Process as a means of improving instructional programs, including student, library and other support services through the activities of the PRPP Coordinating Committee and oversight of the Institutional Planning Council. Periodic audits of unit and department responses to PRPP sections are conducted to determine if prompt modifications, training or communication improvements are needed (I.B.58). PRPP data are used in the six-year program review evaluation cycle of all majors and certificates, a policy that underwent college wide discussion and revision and concluded that elements of the PRPP were essential to the process. The PRPP continues to provide evidence of the achievement of student learning outcomes, incorporating this information in planning and resource requests and maintaining the connection between learning and resources.

SELF EVALUATION

The College meets the Standard. The College conducts systematic reviews of its evaluation mechanisms to determine the extent to which they continue to serve as a means to monitor and improve instructional and student support programs and services.

Standard I.B Actionable Improvement Plan

Standard	Plan	Responsibility	Implementation Date
I.B.2 I.B.6	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.	Board of Trustees Institutional Planning Council President's Cabinet	Spring 2016

Evidence:

Standard I.A Institutional Mission and Effectiveness

- I.A.1 Sonoma County Junior College District (SCJCD) Policy 1.1, Vision, Mission Statement, Values
<http://www.santarosa.edu/polman/1mission/1.1.pdf>
- I.A.2 SCJCD Board of Trustees Minutes, October 8, 2013
<https://bussharepoint.santarosa.edu/committees/board-of-trustees/Committee%20Documents/Minutes%2010-8-13.pdf>
- I.A.3 Strategic Planning Task Force, Community Conversation Executive Summary
http://libguides.santarosa.edu/ld.php?content_id=5636495
- I.A.4 Strategic Planning Environmental Scan
<http://goo.gl/UcozMH>
- I.A.5 The Environmental Scan and Data Gathering Work Group Web Page
<http://libguides.santarosa.edu/strategicplanning/environmentalscan>
- I.A.6 2014-2019 Santa Rosa Junior College Strategic Plan
<http://www.santarosa.edu/strategic-plan.pdf>
- I.A.7 2014/15 Institutional Planning Council and PRPP Planning Calendar
<https://santarosa.edu/committees/institutional-planning-council>
- I.A.8 Planning Summit Agenda and Presentation, April 29, 2014
Agenda: <http://www2.santarosa.edu/f/?nACJKEwE>
Presentation: <http://www2.santarosa.edu/f/?nCKAPEJL>
- I.A.9 Professional Development Activity Days Schedule, August 15, 2014
<http://www.santarosa.edu/src/PDA-current/pda-overview.html>
- I.A.10 Santa Rosa Junior College Fact Book, 2013
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- I.A.11 Institutional Planning Council Homepage
<https://santarosa.edu/committees/institutional-planning-council/>
- I.A.12 College Council Homepage
<https://santarosa.edu/committees/college-council>
- I.A.13 Strategic Planning Task Force, Stakeholder Involvement/Outreach Work Group
<http://libguides.santarosa.edu/strategicplanning/stakeholder>
- I.A.14 Program and Resource Planning Process (PRPP) Writer's Guide 2014
<http://www2.santarosa.edu/f/?nEKCHXDO>
- I.A.15 Curriculum Review Committee Web Page
<https://santarosa.edu/committees/curriculum-review/>
- I.A.16 2013 SRJC Student Survey
<http://www2.santarosa.edu/f/?nBUCWWEP>
- I.A.17 2013/14 Institutional Assessment Effectiveness Report: Benchmarks for Santa Rosa Junior College
<http://www.santarosa.edu/administration/planning/pdfs/IE%20Assessment%20Report%202014%20-%200ct%2014%202014.pdf>
- I.A.18 SRJC 2014/2015 College Catalog
http://www.santarosa.edu/schedules/college_catalog/

- I.A.19 SRJC Bienvenidos Web Page**
<http://www.santarosa.edu/bienvenidos>
- I.A.20 SRJC International Student Program**
<http://international.santarosa.edu/>
- I.A.21 SRJC Online Learning Website**
<http://online-learning.santarosa.edu/>
- I.A.22 Online Degrees and Certificates Website**
<http://online-learning.santarosa.edu/online-degrees-certificates>
- I.A.23 SRJC Public Relations Website**
http://www.santarosa.edu/about_srjc/public-relations
- I.A.24 Career and Technical Education Advisory Committees Example: Agribusiness and Wine Studies)**
<http://www.santarosa.edu/agriculture/advisory-committees.php>
- I.A.25 SCJCD/SRJC Institutional Effectiveness Assessment Reports Links from Archived Planning Website**
<http://www.santarosa.edu/institutional-effectiveness.php>
- I.A.26 Strategic Plan Scorecard and Accountability Plan**
<http://www2.santarosa.edu/f/?nzYSNCEZ>
- I.A.27 2013 Accreditation Employee Survey**
<http://goo.gl/4tBxwt>
- I.A.28 2007 Accreditation Employee Survey**
<http://goo.gl/8cnhcl>
- I.A.29 2013 Accreditation Student Survey**
<http://goo.gl/8mCgcZ>
- I.A.30 2007 Accreditation Student Survey**
<http://www.santarosa.edu/Student Survey.pdf>
- I.A.31 SRJC Schedule of Classes, Spring 2015**
<http://www.santarosa.edu/schedules/>
- I.A.32 2014 PRPP Launch Message**
<http://www2.santarosa.edu/f/?nCvELKK>
- I.A.33 Board Policy and Procedure 2.1/2.1P, Development and Adoption of District Policy and Administrative Procedures, and Procedures for Developing and Revising District Policy and Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- I.A.34 Sonoma County Junior College District Institutional Planning and Accreditation Cycle**
<http://www.santarosa.edu/administration/planning/pdfs/SCJCD%20planningaccredit%20cycle.pdf>
- I.A.35 College Council Minutes, May 6, 2010**
<http://goo.gl/mDyNFc>
- I.A.36 SRJC 2010 Mission Statement**
<http://www2.santarosa.edu/f/?nCvFXDY>
- I.A.37 Strategic Planning Task Force, Vision/Mission/Values Work Group**
<http://libguides.santarosa.edu/strategicplanning/vision>

I.A.38 Institutional Planning Council Committee Homepage<http://goo.gl/Zb0Km0>**I.A.39 College Initiatives Final Status Update, November 2014**<http://goo.gl/4fz6VX>**Evidence:****Standard I.B Institutional Effectiveness****I.B.1 2014-2019 SRJC Strategic Plan Summary**<http://www2.santarosa.edu/f/?nDFJVVJV>**I.B.2 New Faculty Development Program, Screenshot and Link, Staff Resource Center Website**<http://www2.santarosa.edu/f/?nDALRzKv><http://www.santarosa.edu/src/orientation.html>**I.B.3 Reading Apprenticeship Workshops, Screenshot and Link, Staff Resource Center Menu of Activities**<http://www2.santarosa.edu/f/?nDOvFJzK>http://www.santarosa.edu/src/menuOfActivities_current.html**I.B.4 Examples of Department In-service on Fall 2014 Professional Development Activities Day, Screen Shot**<http://www2.santarosa.edu/f/?nBOKKRUI>**I.B.5 Board Policy and Procedure 3.1/3.1P, Textbooks**<http://www.santarosa.edu/polman/3acadpro/3.19.pdf><http://www.santarosa.edu/polman/3acadpro/3.19P.pdf>**I.B.6 Library Website, Page: Course Reserves**<http://www.santarosa.edu/library/services/course reserves.html>**I.B.7 PDA Workshop: "Bringing Out the Student in Student-Athlete," Fall 2014**<http://www2.santarosa.edu/f/?nAOIRVwB>**I.B.8 Strategic Planning Task Force Website**<http://libguides.santarosa.edu/strategicplanning>**I.B.9 Institutional Planning Council Homepage**<https://bussharepoint.santarosa.edu/committees/institutional-planning-council/SitePages/Committee%20Home%20Page.aspx>**I.B.10 College Initiatives Final Status Update, November 2014**<http://goo.gl/4fz6VX>**I.B.11 Institutional Effectiveness Assessment Report, 2013**<http://goo.gl/VFmG03>**I.B.12 Framework for SRJC's Strategic Plan, October 2012**http://libguides.santarosa.edu/ld.php?content_id=5636338**I.B.13 Principles for Strategic Planning**http://libguides.santarosa.edu/ld.php?content_id=5635877**I.B.14 Strategic Planning Task Force, Community Conversations Executive Summary**http://libguides.santarosa.edu/ld.php?content_id=5636495

- I.B.15 The Environmental Scan and Data Gathering Work Group Web Page**
<http://libguides.santarosa.edu/strategicplanning/environmentalscan>
- I.B.16 Board of Trustees Strategic Planning Study Session, 2013**
<http://goo.gl/KgofZJ>
- I.B.17 IPC Minutes Reviewing Accountability Plan for Strategic Plan, November 17, 2014**
<http://goo.gl/Kkmu4H>
- I.B.18 Planning Summit Agenda and Presentation, April 29, 2014**
 Agenda: <http://www2.santarosa.edu/f/?nACJKEwE>
 Presentation: <http://www2.santarosa.edu/f/?nCKAPEJL>
- I.B.19 Strategic Plan Website, with Scorecard**
<http://strategic-planning.santarosa.edu/>
- I.B.20 IPC Website Minutes with Reference to Strategic Planning Targets and Timelines (1/27/14, 2/10/14, 3/10 and 3/24/14, 4/14 and 4/28/14; 9/8 and 9/22/14)**
<http://goo.gl/Zb0Km0>
- I.B.21 College Initiatives Final Status Update, November 2014**
<http://www2.santarosa.edu/f/?nAQMMsZD>
- I.B.22 Institutional Planning Website**
<http://planning.santarosa.edu>
- I.B.23 Strategic Plan Website, 2015**
<http://strategic-planning.santarosa.edu>
- I.B.24 Board Policy and Procedure 3.6/3.6P, Program Review, Evaluation, Revitalization, and Discontinuance**
<http://www.santarosa.edu/polman/3acadpro/3.6.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.6P.pdf>
- I.B.25 Program and Resource Planning Process (PRPP) from Archived Planning Website**
<http://www.santarosa.edu/administration/planning/program-review--program-and-resource-planning-process-prpp.php>
- I.B.26 PRPP, Part 6, Planning (Excerpt from PRPP Writing Guide)**
<http://www2.santarosa.edu/f/?nDAEPFzw>
- I.B.27 College Communication Wrap-up Email Regarding PRPP, December 12, 2014**
<http://goo.gl/tUFRQs>
- I.B.28 2013/2014 PRPP Kick-Off Email**
http://www.santarosa.edu/administration/planning/pdfs/2013_14%20PRPP%20Kickoff.pdf
- I.B.29 PRPP Coordinating Committee Homepage**
<https://bussharepoint.santarosa.edu/committees/prppcc/SitePages/Committee%20Home%20Page.aspx>
- I.B.30 SRJC Program and Resource Planning Process (PRPP) Survey 2011**
<http://www.santarosa.edu/administration/planning/pdfs/PRPP%20survey%202011%20final%20results.pdf>
- I.B.31 Results of 2011 Faculty/Staff Survey**
<http://goo.gl/eDozKz>
- I.B.32 Results of 2013 Accreditation Employee Survey**
<http://goo.gl/4tBxwt>

- I.B.33 Rubric for Certificate and Major Program Review: Appendix Procedure 3.6P**
<http://www.santarosa.edu/polman/3acadpro/3.6P.pdf>
- I.B.34 Status of Major and Certificate Review, Institutional Planning Website**
<http://goo.gl/fp3rFf>
- I.B.35 Institutional Effectiveness Assessment Reports, Archived Institutional Planning Website**
<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>
- I.B.36 Faculty Staffing Committee Guiding Principles**
<http://www2.santarosa.edu/f/?nDNTQMIH>
- I.B.37 President's Cabinet Annual Process Overview and Synopsis**
<http://goo.gl/IFU9Di>
- I.B.38 2014/2015 Budget: Unrestricted General Fund**
<https://santarosa.edu/2014-15 Adopted Budget.pdf>
- I.B.39 Criteria for Resource Allocation (through Program and Resource Planning Process)**
<http://goo.gl/IFU9Di>
- I.B.40 Alternate Means of Funding (See "External Funding (EF)" for specific requests, page 4-5)**
<http://www2.santarosa.edu/f/?nBSHQFyP>
- I.B.41 College Initiative Status Reports on Archived Institutional Planning Website**
<http://www.santarosa.edu/administration/planning/college-initiatives.php>
- I.B.42 Web Access to Student Learning Outcomes (SLO) SharePoint Site**
<http://www.santarosa.edu/slo/forms/>
- I.B.43 Office of Institutional Research Website**
<http://www.santarosa.edu/research/>
- I.B.44 SRJC Fact Book Website**
<http://www.santarosa.edu/research/fact-books.php>
- I.B.45 2013 SRJC Student Survey Results**
<http://www2.santarosa.edu/f/?nDRTIPSQ>
- I.B.46 Fact Book, Five-Year Projections, 2013**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- I.B.47 Summary of 2013 Student Survey**
<http://www2.santarosa.edu/f/?nDzJOMTN>
- I.B.48 Student Health Stress Management Information (example)**
http://www.santarosa.edu/for_students/student-services/student-health-services/health-promotion-and-wellness/
- I.B.49 Curriculum Review Committee Minutes, Prerequisite Discussion**
<https://bussharepoint.santarosa.edu/committees/curriculum-review/Committee%20Documents/4.28.14%20CRC%20Minutes.pdf>
- I.B.50 External Resources Web Page, Institutional Planning Website**
<http://www.santarosa.edu/data-and-information-resources.php>
- I.B.51 Data-mining Web Access, Office of Institutional Research Website**
<http://www.santarosa.edu/research/other-srjc-sources.php>

- I.B.52 SRJC English Pathway**
<http://www.santarosa.edu/english/pathway.html>
- I.B.53 Institutional Planning Website, Data Presentation for Strategic Plan Scorecard**
<http://strategic-planning.santarosa.edu/>
- I.B.54 Notification Regarding PRPP of Priorities, Goals, and Accomplishments**
<http://goo.gl/tUFRQs>
- I.B.55 IPC Minutes Regarding Institutional Planning Website Development, February 24, 2014**
<https://bussharepoint.santarosa.edu/committees/institutional-planning-council/Committee%20Documents/IPC%20Minutes%20140224.pdf>
- I.B.56 IPC Minutes Regarding PRPP Coordinating Committee, October 8, 2012**
<https://bussharepoint.santarosa.edu/committees/institutional-planning-council/Committee%20Documents/IPC%20Minutes%20121008.pdf>
- I.B.57 Strategic Plan Evaluation Work Group Web Page**
<http://libguides.santarosa.edu/strategicplanning/SPEvaluation>
- I.B.58 Example of Audit of PRPP Sections, PRPP Coordinating Committee Minutes, Section 4, March 28, 2014**
<http://goo.gl/bsB29Q>