



**Santa Rosa Junior College
Institutional Self Evaluation Report
In Support of Reaffirmation of Accreditation**

Submitted by

Santa Rosa Junior College
1501 Mendocino Avenue
Santa Rosa, California 95401

To

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

Approved by Sonoma County Junior College District Board of Trustees



Certification of the Institutional Self Evaluation Report

Date: December 23, 2014

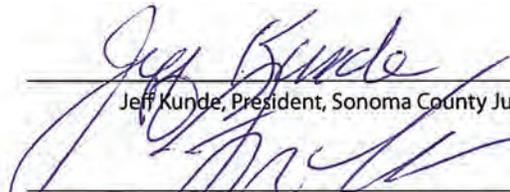
To: Accrediting Commission for Community and Junior Colleges

From: Santa Rosa Junior College

1501 Mendocino Avenue

Santa Rosa, California 95401

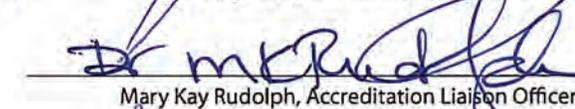
This Institutional Self Evaluation Report is submitted for the purpose of assisting in the determination of the institution's accreditation status. We certify that there was broad participation by the college community, and we believe the Self Evaluation accurately reflects the nature and substance of the institution. The governing board has been involved in the self evaluation process and has read the report.



Jeff Kunde, President, Sonoma County Junior College District Board of Trustees



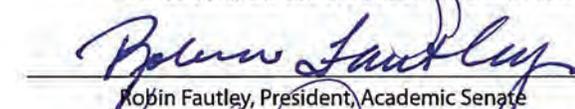
Frank Chong, Superintendent/President, Sonoma County Junior College District/Santa Rosa Junior College



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



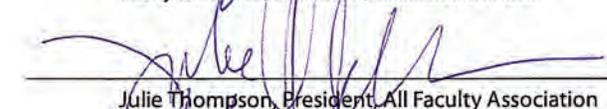
Wanda Burzycki, Self Evaluation Co-Chair, Faculty, College Skills Department



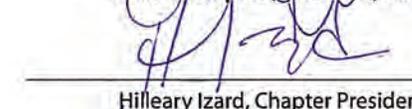
Robin Fautley, President, Academic Senate



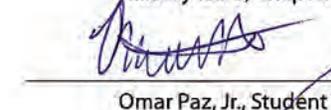
Kathy Matthies, President, Classified Senate



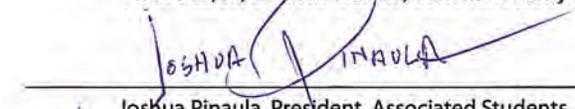
Julie Thompson, President, All Faculty Association



Hilleary Izard, Chapter President, SEIU Local 1021



Omar Paz, Jr., Student Trustee, Sonoma County Junior College District Board of Trustees



Joshua Pinault, President, Associated Students

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Institutional Information

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



SANTA ROSA JUNIOR COLLEGE



Our Values *We balance and integrate core values to assure the success of our diverse learning communities.*



SANTA ROSA JUNIOR COLLEGE



Institutional Information

Introduction

In three years, Santa Rosa Junior College will celebrate its 100th anniversary. The College, which began with several traditional brick buildings next to its the current site, was officially established in 1918 and operated as a “rural” college adjacent to Santa Rosa High School. Now, the Santa Rosa Campus spreading within in the heart of a thriving city, another campus in Petaluma, and multiple centers and sites throughout Sonoma County, the College continues to play a prominent role in the history, growth, and education of its community.

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

Santa Rosa Junior College has two campuses:

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

Petaluma Campus
680 Sonoma Mountain Parkway
Petaluma, CA 94954

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

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

Shone Farm
6225 Eastside Road
Forestville, CA 95436

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

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

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

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

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

Institutional Developments Since 2009

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

Highlights of the past six years include:

Final Execution of Plans Based on Bond Measure A Funds

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

Responses to California's "Great Recession" 2008-2012

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

"Virtual" Growth

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

Entering the Next Stage (2012 to present)

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

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

Sonoma County QuickFacts 2013

| PEOPLE | SONOMA COUNTY | CALIFORNIA |
|--|---------------|------------|
| Population, 2013 | 495,025 | 38,332,521 |
| Population, percent change, April 1, 2010 to July 1, 2013 | 2.3% | 2.9% |
| Population | 483,878 | 37,253,956 |
| Persons under 5 years, percent, | 5.4% | 6.5% |
| Persons under 18 years, percent, | 20.9% | 23.9% |
| Persons 65 years and over, percent, | 16.0% | 12.5% |
| Female persons, percent, | 50.9% | 50.3% |
| White alone, percent, 2013 | 87.7% | 73.5% |
| Black or African American alone, percent, 2013 | 1.9% | 6.6% |
| American Indian and Alaska Native alone, percent, 2013 | 2.2% | 1.7% |
| Asian alone, percent, 2013 | 4.1% | 14.1% |
| Native Hawaiian and Other Pacific Islander alone, percent, 2013 | 0.4% | 0.5% |
| Two or More Races, percent, | 3.7% | 3.7% |
| Hispanic or Latino, percent, 2013 | 25.9% | 38.4% |
| White alone, not Hispanic or Latino, percent, | 65.1% | 39.0% |
| Living in same house 1 year & over, percent, 2008 | 85.1% | 84.2% |
| Foreign born persons, percent, 2008 | 16.5% | 27.1% |
| Language other than English spoken at home, | 25.0% | 43.5% |
| High school graduate or higher, percent of persons age 25+, 2008 | 86.7% | 81.0% |
| Bachelor's degree or higher, percent of persons age 25+, 2008 | 32.1% | 30.5% |
| Veterans, 2008 | 33,049 | 1,952,910 |
| Homeownership rate, 2008 | 61.3% | 56.0% |
| Housing units in multi-unit structures, percent, 2008 | 19.3% | 30.9% |
| Median value of owner-occupied housing units, 2008 | \$430,900 | \$383,900 |
| Persons per household, 2008 | 2.56 | 2.93 |
| Per capita money income in past 12 months (2012 dollars), 2008 | \$32,898 | \$29,551 |
| Median household income, 2008 | \$63,565 | \$61,400 |
| Persons below poverty level, percent, 2008 | 11.5% | 15.3% |
| Business | Sonoma County | California |
| Total number of firms | 52,458 | 3,425,510 |
| Black-owned firms, percent | S | 4.0% |
| American Indian- and Alaska Native-owned firms, percent, | 1.0% | 1.3% |
| Asian-owned firms, percent, | S | 14.9% |
| Native Hawaiian and Other Pacific Islander-owned firms, percent | S | 0.3% |
| Hispanic-owned firms, percent | 7.8% | 16.5% |
| Women-owned firms, percent, | 30.4% | 30.3% |

(a) Includes persons reporting only one race.

(b) Hispanics may be of any race, so also are included in applicable race categories.

S: Suppressed; does not meet publication standards

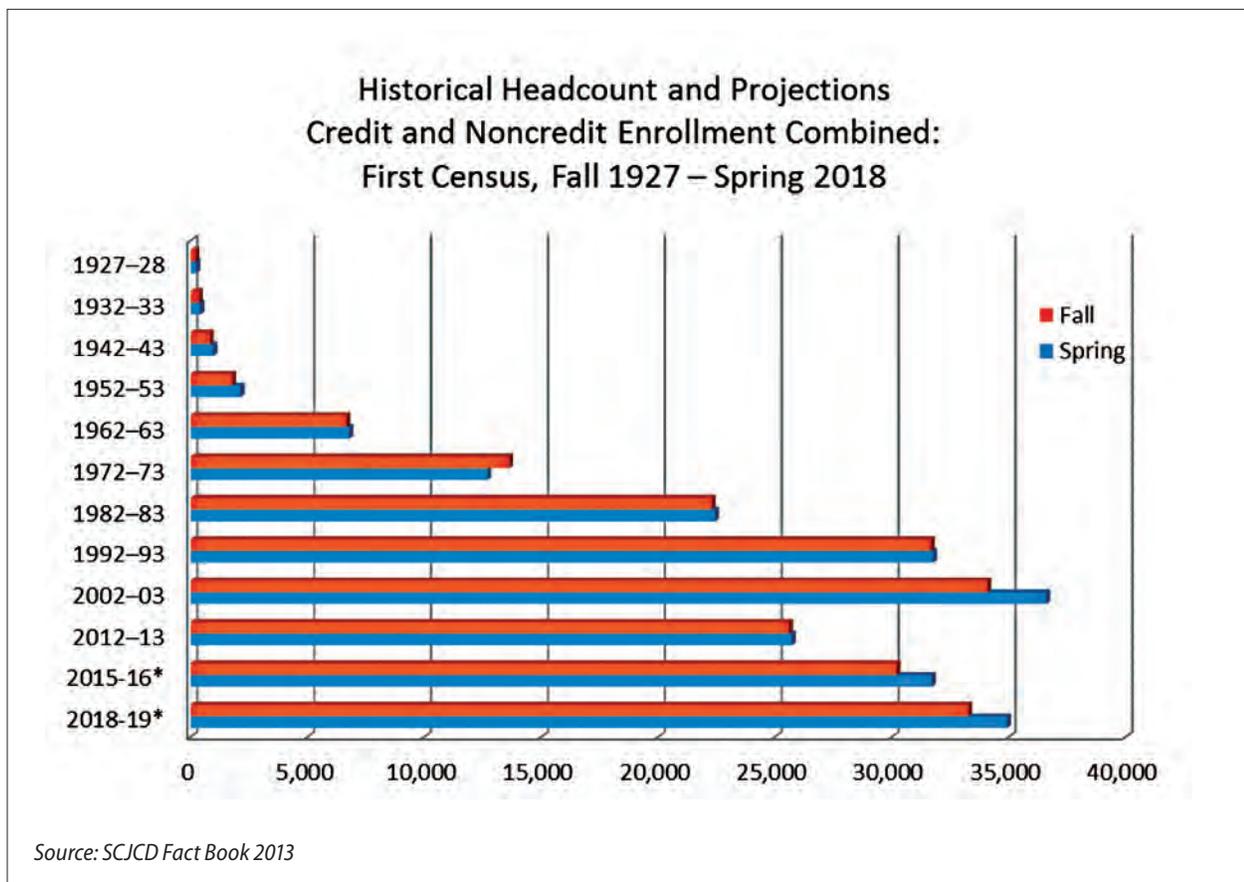
Source: US Census Bureau State & County QuickFacts

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

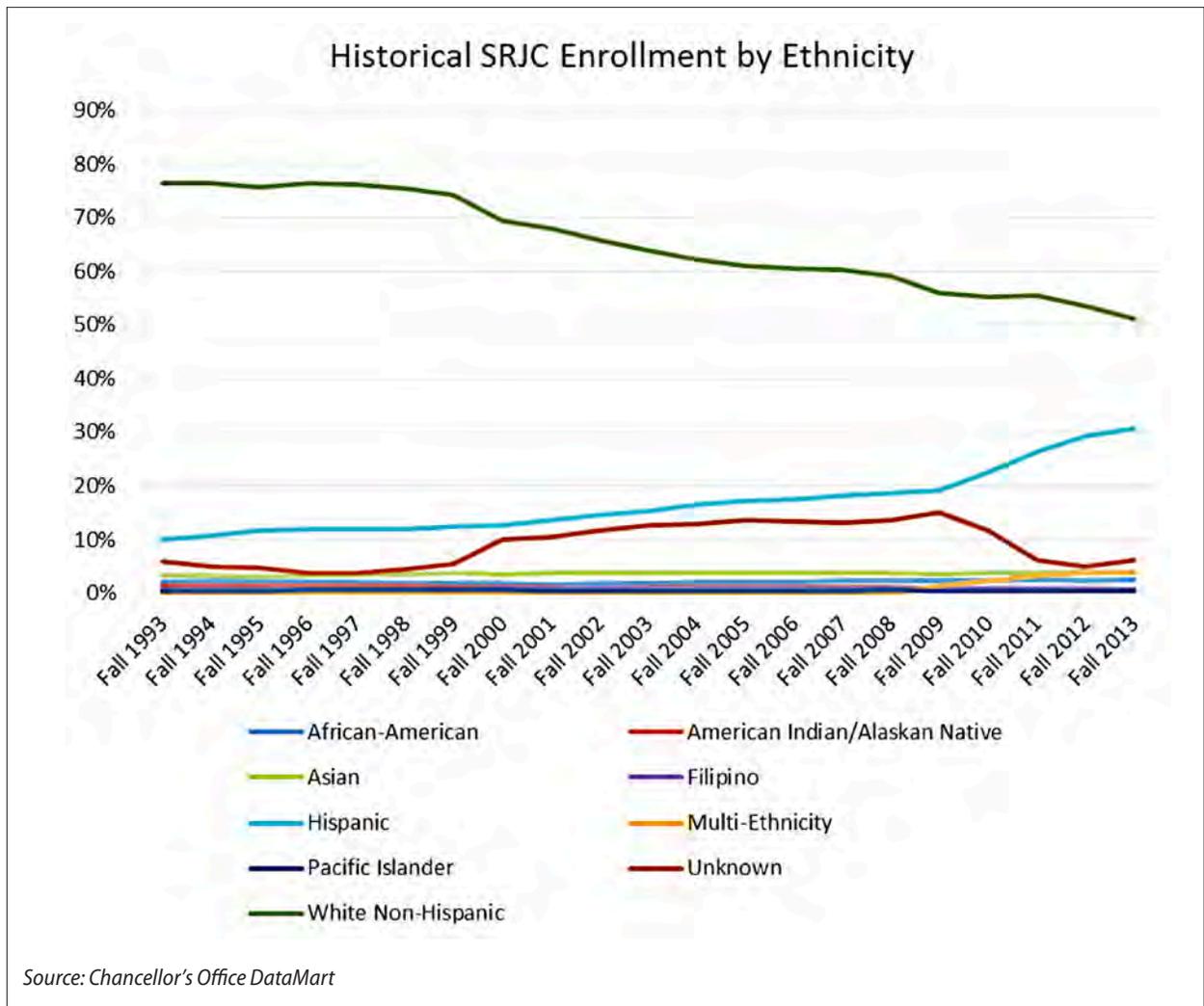
Student Enrollment Data

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

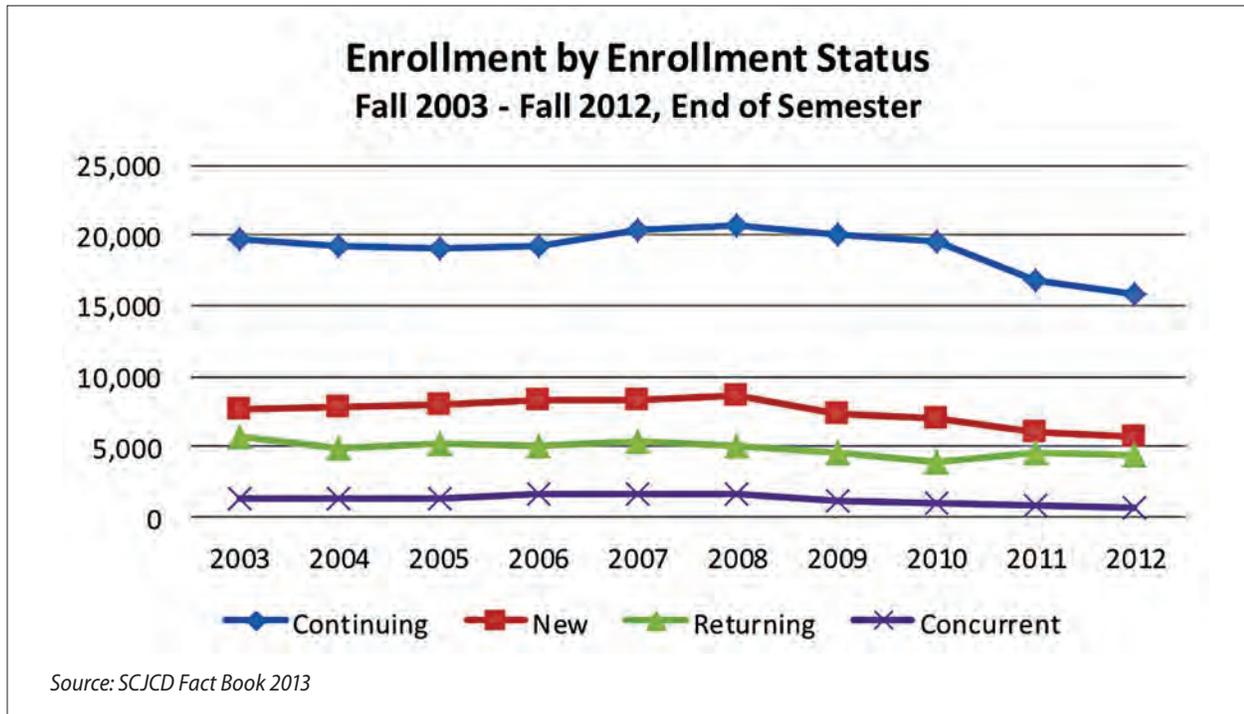
Santa Rosa Junior College, founded in 1918, enrolled students in small numbers until the 1960's. From then, enrollment increased rapidly until the economic downturns in the early 2000's which resulted in a lower number of sections offered and a concomitant decrease in enrollment.



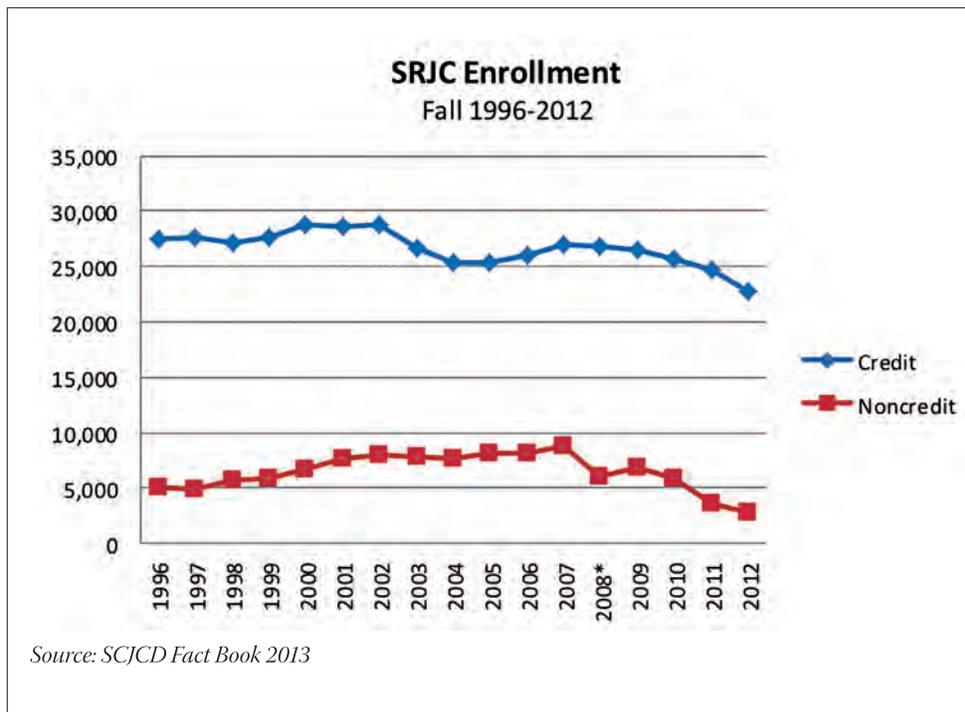
Over the past twenty years, there has been a significant shift in the ethnic composition of students enrolled at SRJC. Most notably, the proportion of Latino students has increased while the proportion of White students has decreased (this mirrors changes in the population of Sonoma County). Currently,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



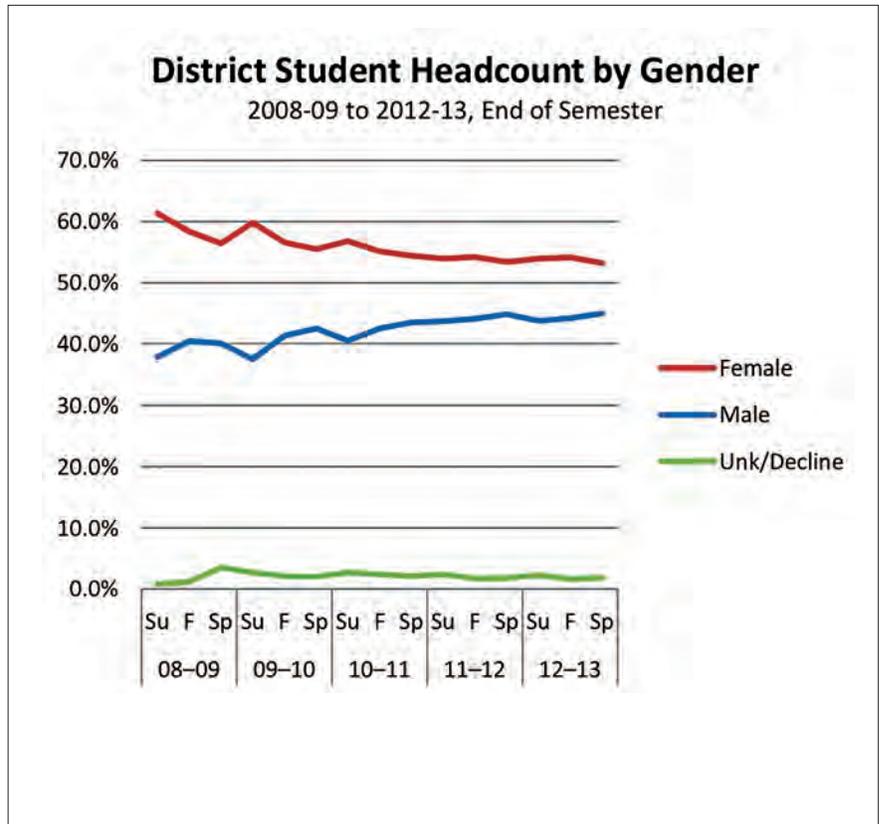
In Fall semesters, the majority of SRJC students (approximately 60%) are returning students, and approximately 20% are new students, with the remainder being returning students or concurrently enrolled high school students. (In Spring semesters, the proportion of continuing students is higher, approximately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



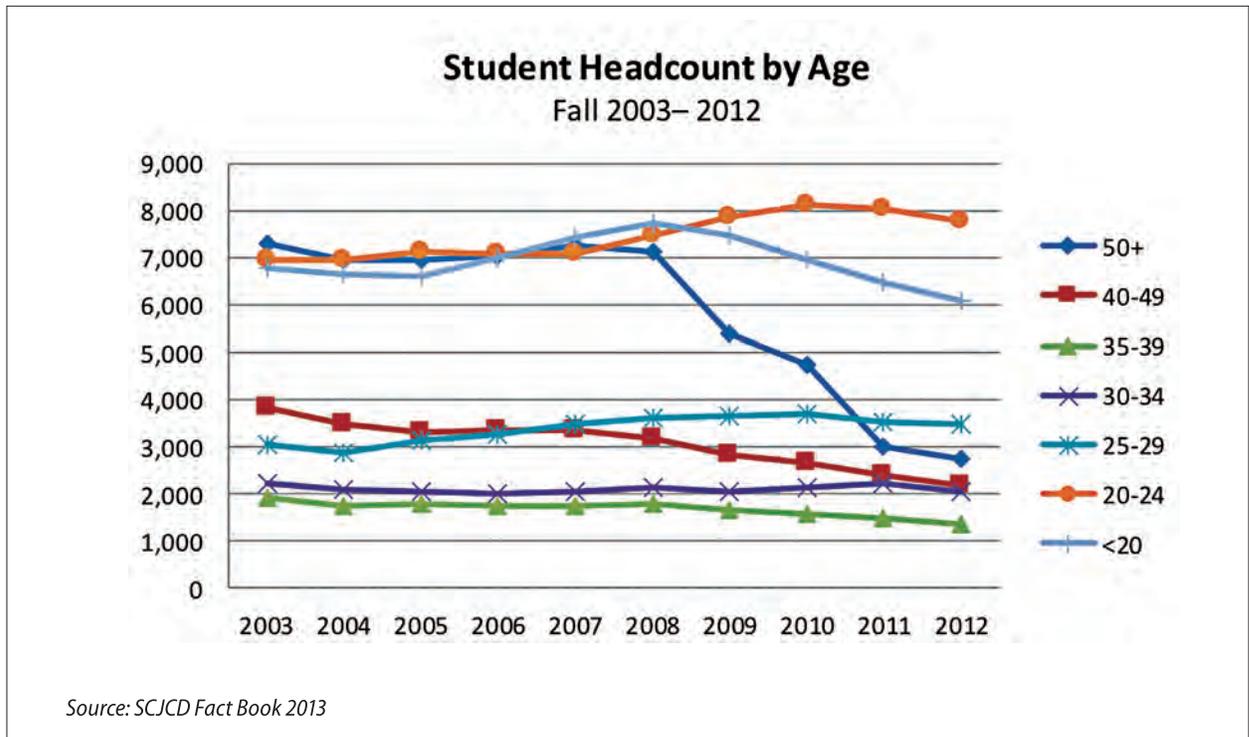
Compared to other colleges, SRJC has a slightly larger than average noncredit program, with approximately 12% of enrollments in noncredit courses in Fall and Spring semesters (compared to approximately 10% for the state). The ratio of noncredit to credit enrollment was higher in the past, but the economic recession in the past decade caused SRJC to disproportionately cut noncredit offerings in alignment with statewide priorities.



At SRJC, female students have outnumbered male students for decades, but the gap has narrowed in the past few years. Females comprise approximately 53% of credit enrollments at SRJC.

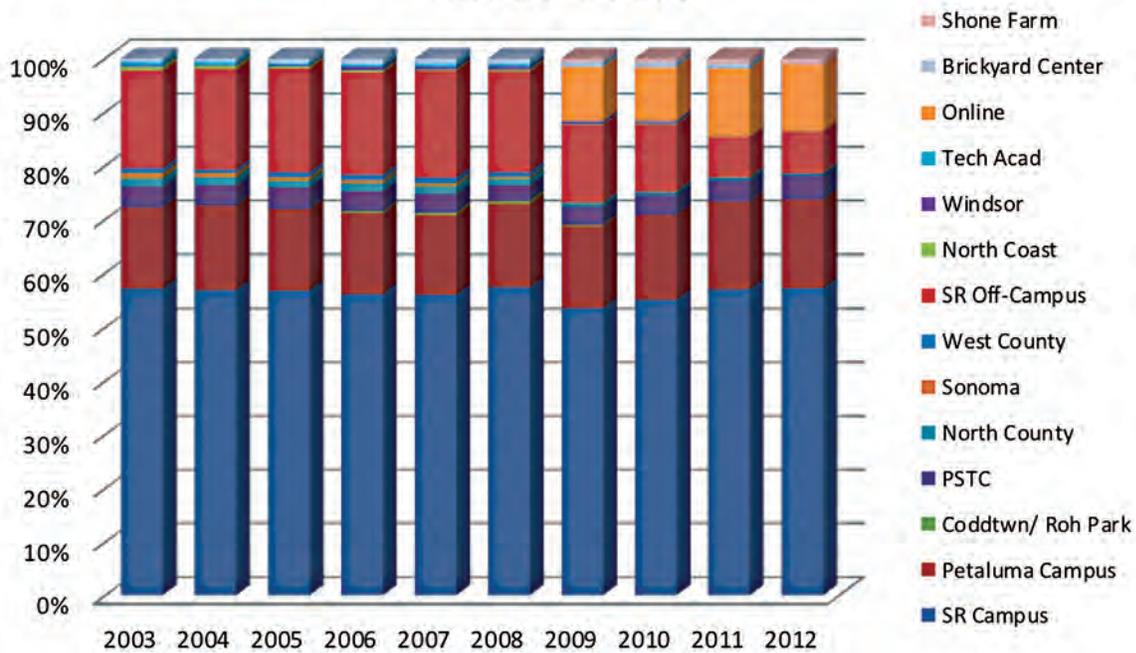


Enrollments for older students, aged 50+, and younger students, aged less than 20, decreased over the past five years. This shift occurred as a result of state budget cuts due to the recession, which caused SRJC to disproportionately cut noncredit offerings (specifically the “Older Adult” program) and severely limit concurrent enrollment of high school students, in alignment with statewide priorities.



The majority of SRJC students enroll in courses on the Santa Rosa campus, followed by the Petaluma Campus, Online, Santa Rosa Off-Campus (which includes the Southwest Santa Rosa Center), and the Public Safety Training Center.

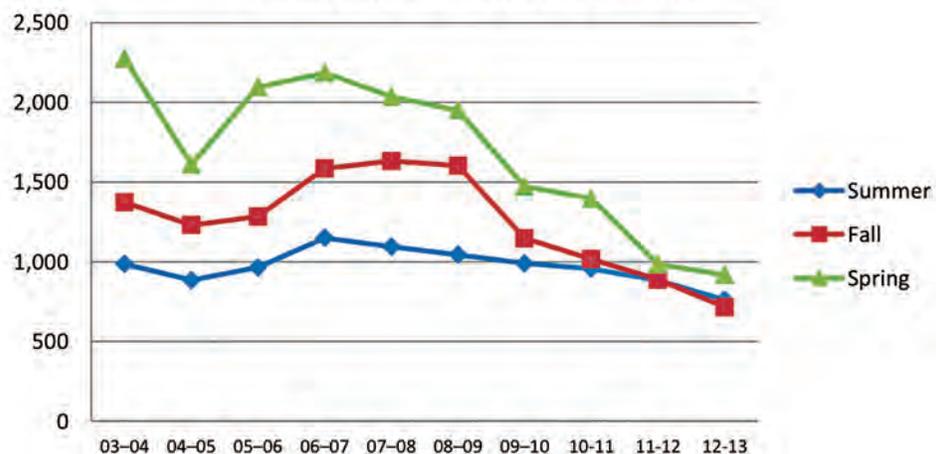
Unduplicated Headcount by Location
Fall 2003 – Fall 2012



Source: SCJCD Fact Book 2013

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

High School Concurrent Enrollment
2003–04 to 2012–13, End of Semester

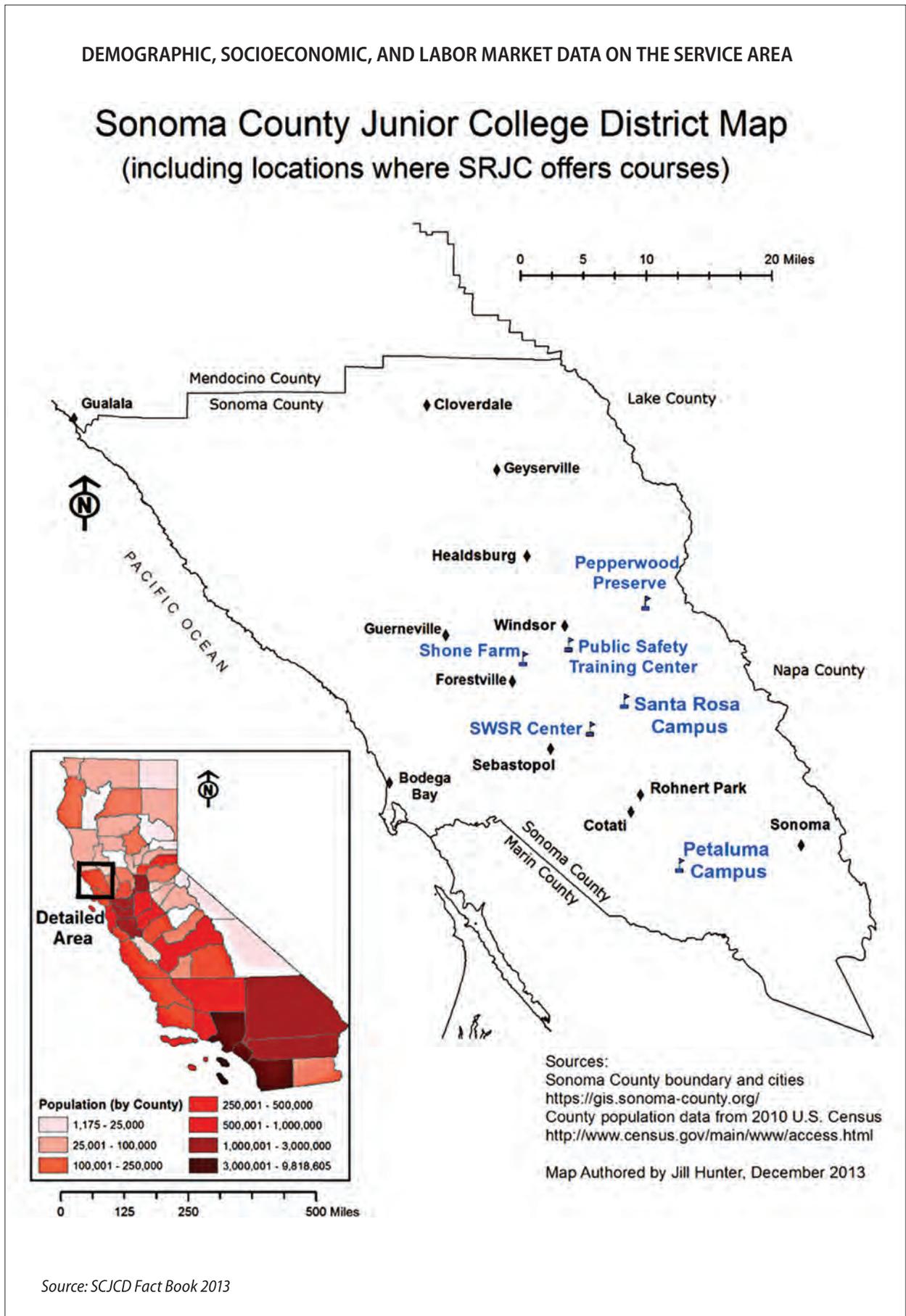


Source: SCJCD Fact Book 2013

DEMOGRAPHIC, SOCIOECONOMIC, AND LABOR MARKET DATA ON THE SERVICE AREA

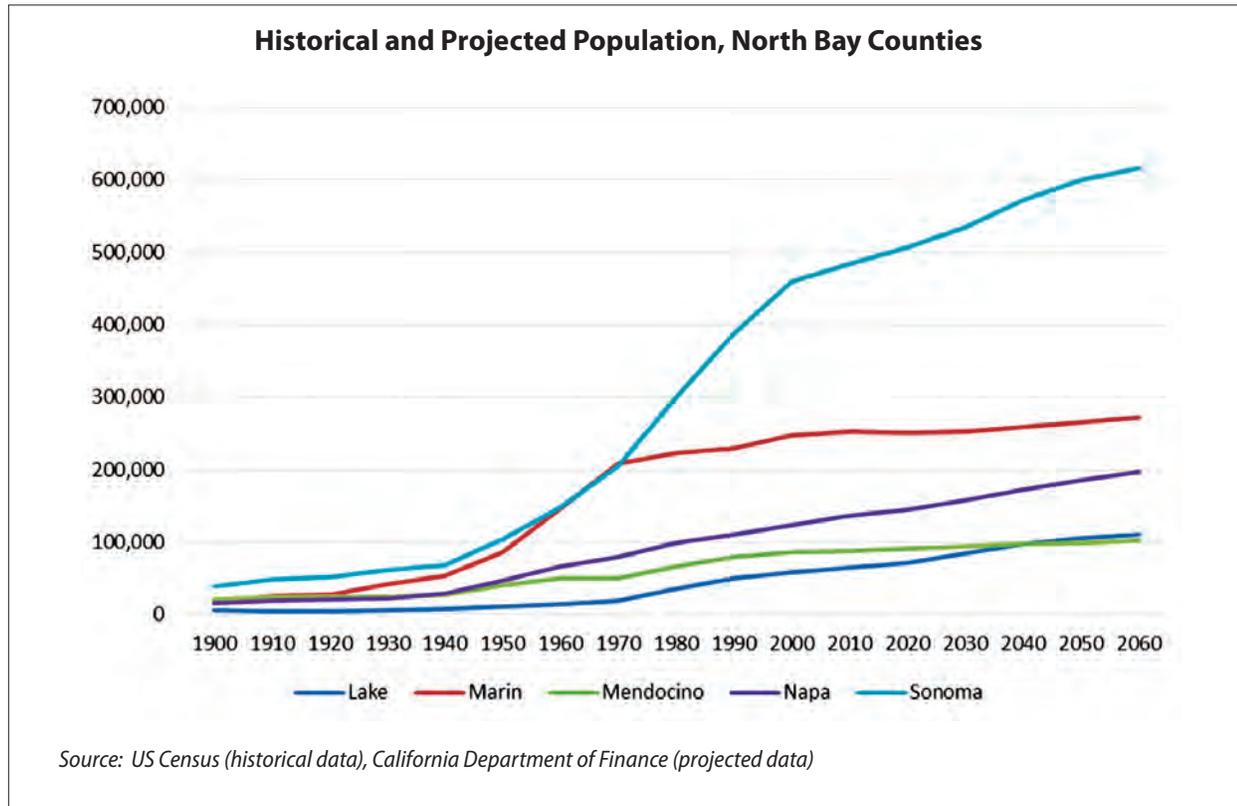
Sonoma County Junior College District Map

(including locations where SRJC offers courses)

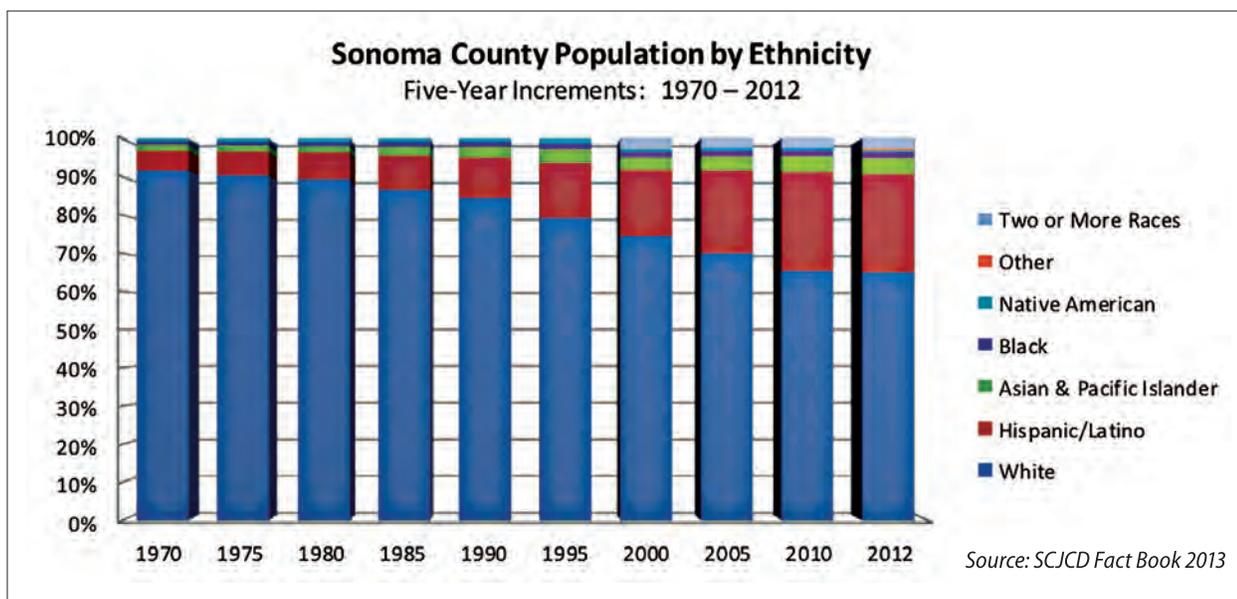


Source: SCJCD Fact Book 2013

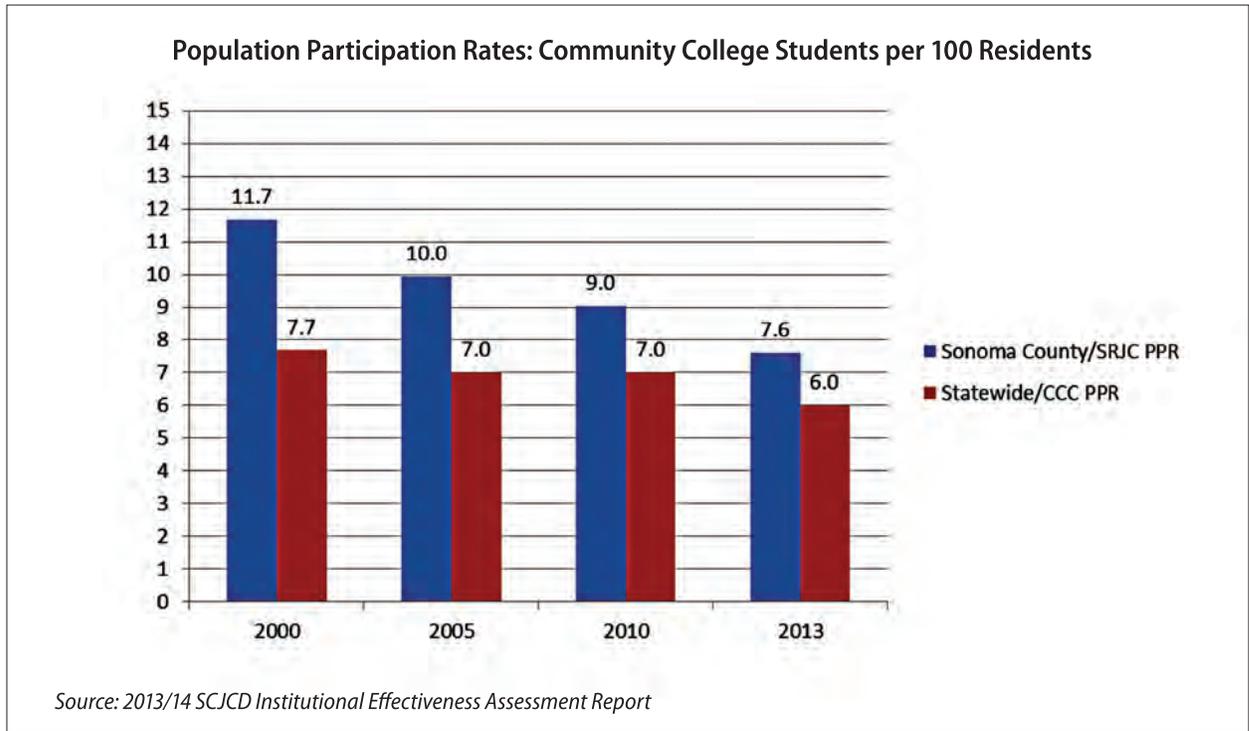
Sonoma County is the largest of the five North Bay counties, and population is projected to continue to grow for at least the next three decades.



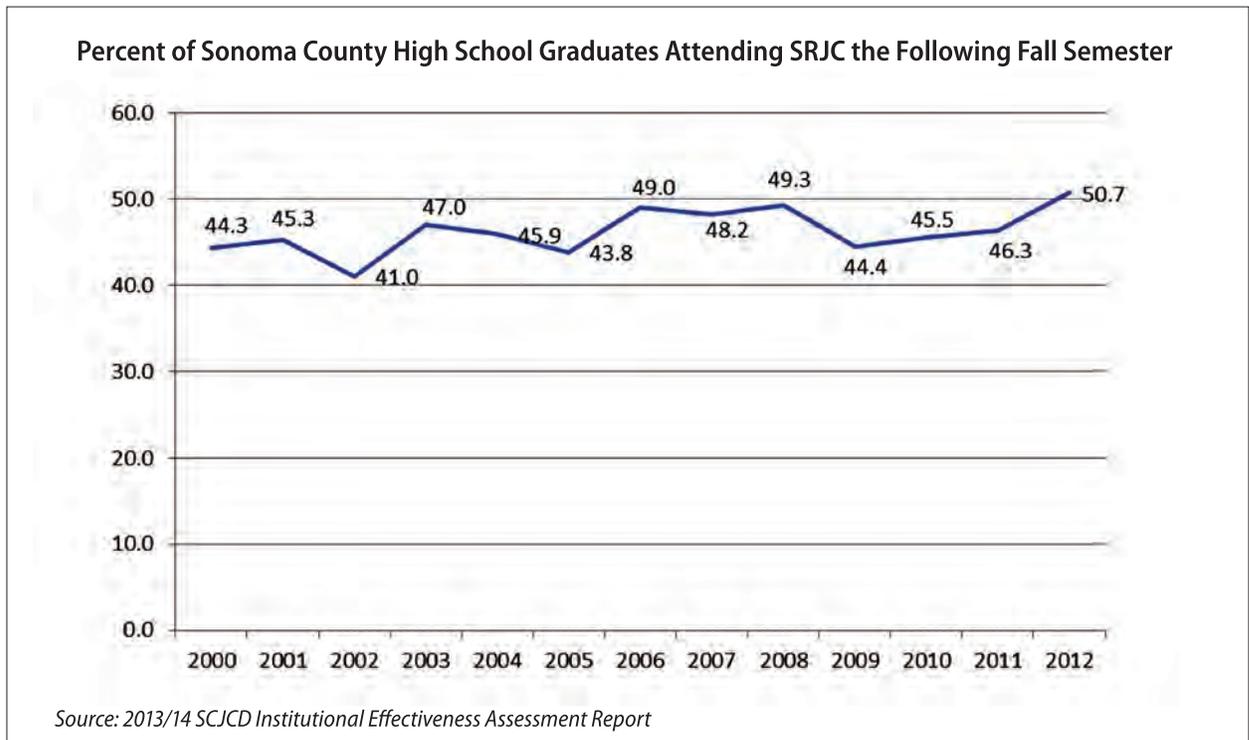
Over the past few decades, the population of Sonoma County has shifted, with the proportion of Whites decreasing while the proportion of other ethnic groups, most notably Latinos, has increased. Student enrollment has mirrored this shift, and currently Latino, Asian, and African American students are over-represented compared with their proportion in the county population. This is likely due to the fact that Whites in Sonoma County are much older on average compared with other ethnic groups. The median age of Whites in Sonoma County is 48.4, while the median age of Latinos is 25.7 (US Census). Pipeline enrollment data shows that Latinos comprise 43% of enrollments in Sonoma County Public Schools, compared to 46% for Whites (California Department of Education).



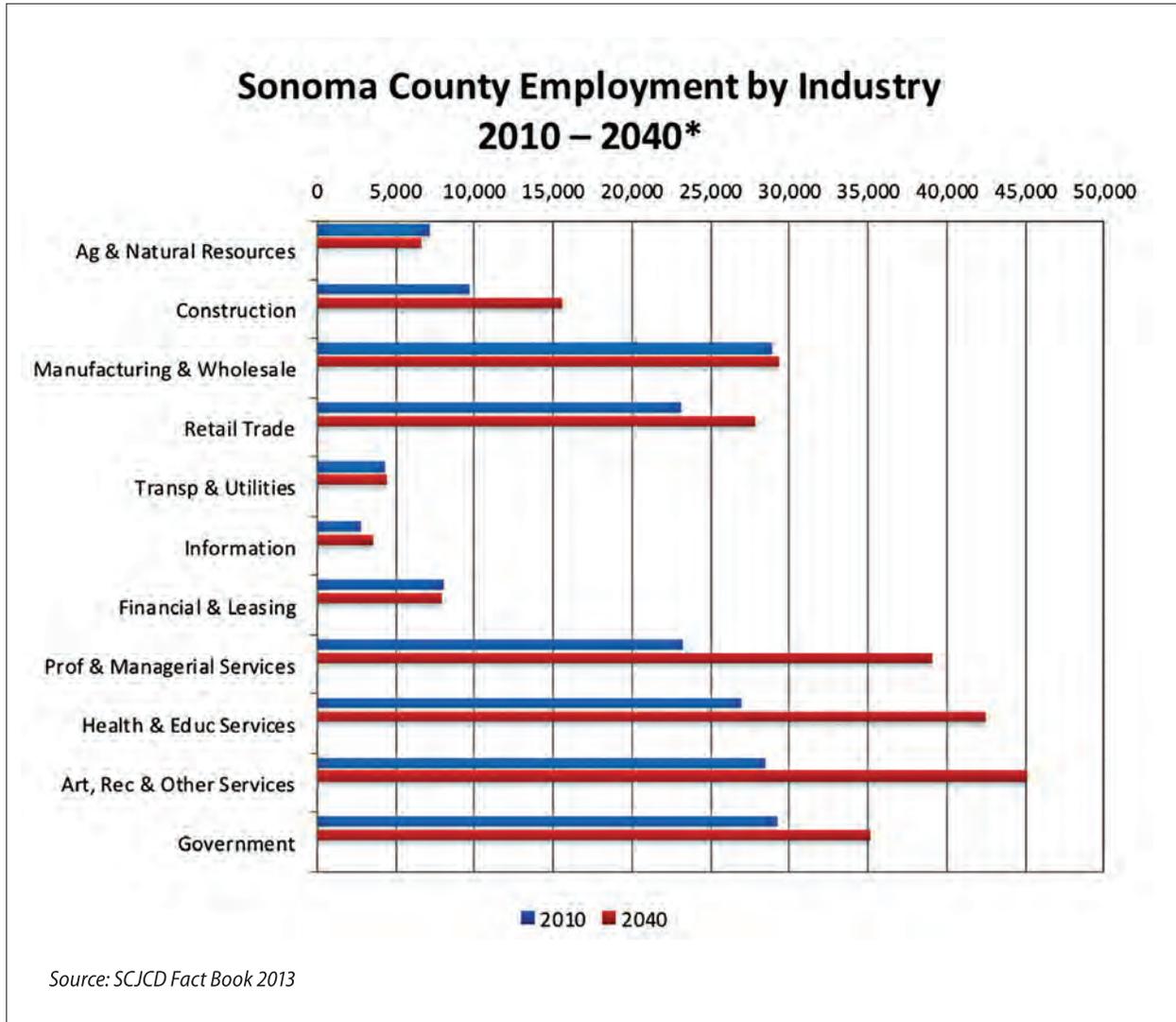
Over time, SRJC has posted higher population participation rates than the average for other community colleges. In 2013, nearly 8 out of 100 county residents enrolled in a class at SRJC. The rate for both SRJC and community colleges statewide decreased over the past fifteen years, likely due to state budget cuts caused by the recession, which resulted in cuts in course offerings, thus limiting enrollments.



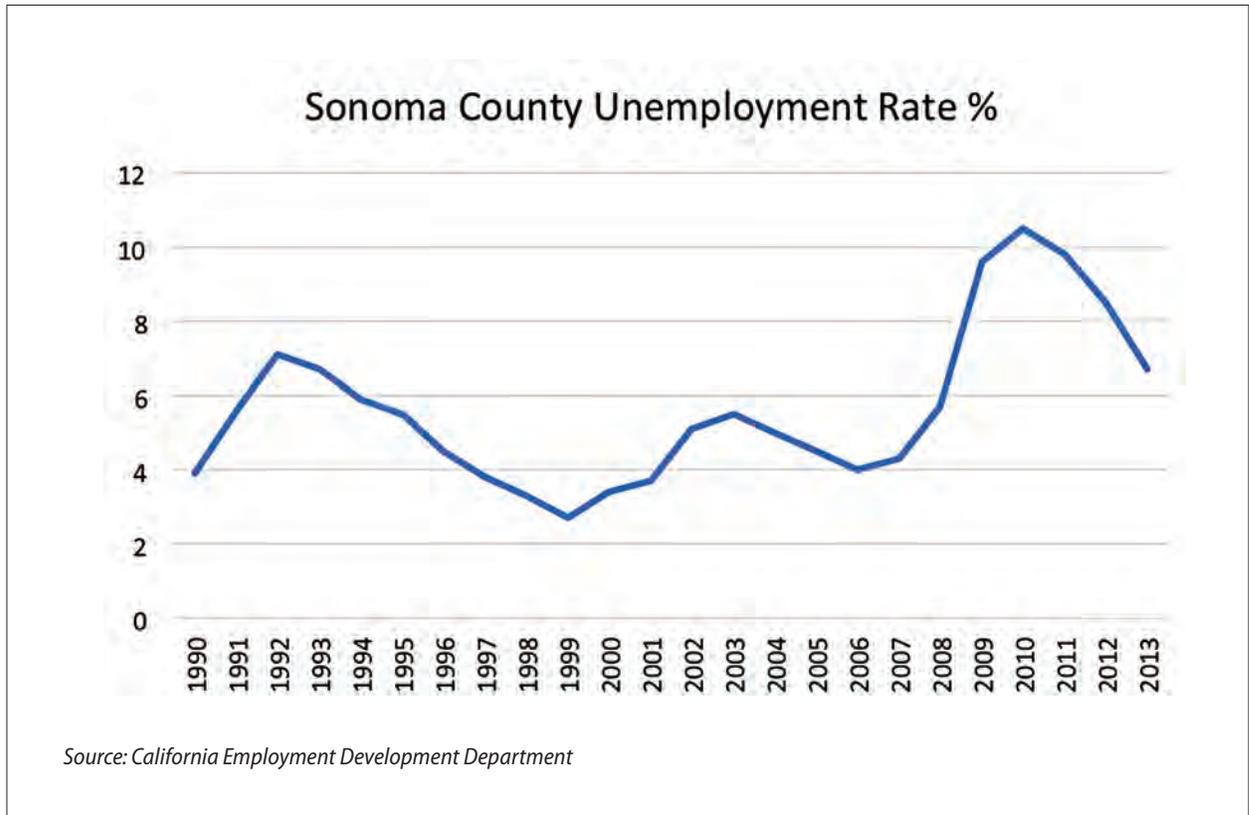
Even though, in recent years, enrollments declined and the population participation rate decreased, SRJC still enrolls a high proportion of Sonoma County high school graduates the fall semester following their graduation. Over half of the class of 2012 enrolled at SRJC.



The Government sector employs the largest proportion of Sonoma County residents, followed by Manufacturing and Wholesale, and Arts, Recreation and Other Services. The sectors with largest projected growth in the next twenty years include Arts, Recreation and Other Services, Health and Educational Services, and Professional and Managerial Services.



Sonoma County generally posts a lower unemployment rate than the state and the nation. Unemployment increased in Sonoma County (as well as elsewhere) during the recession, but the rate has decreased and as of summer 2014 it was approximately 5% (US Bureau of Labor Statistics).



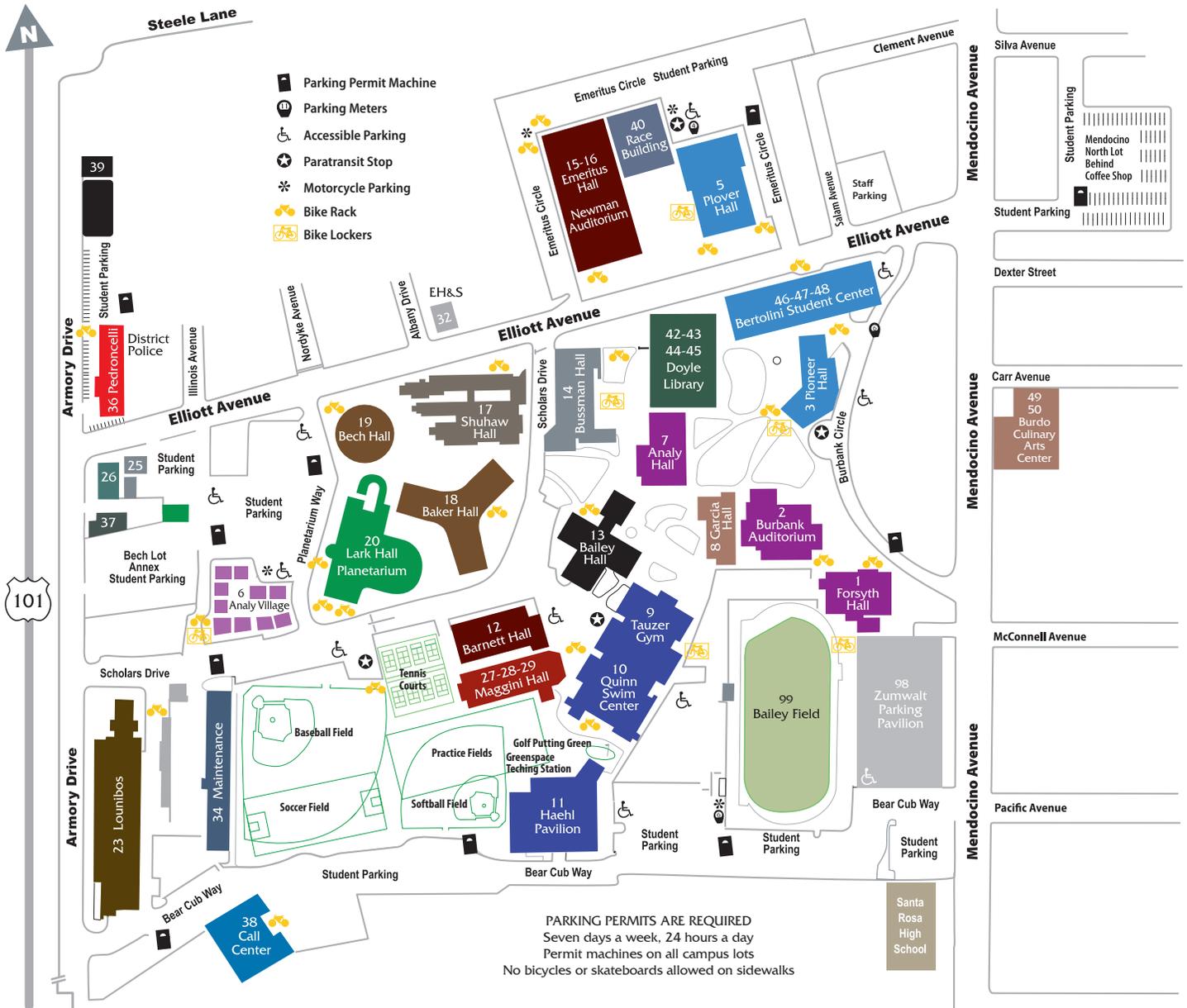
US Census reveals that Sonoma County is more affluent than the average county in California. This is evidenced by the following facts about Sonoma County, compared with the state:

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

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

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

SRJC SANTA ROSA CAMPUS 1501 MENDOCINO AVENUE, SANTA ROSA, CA 95401



PARKING PERMITS ARE REQUIRED
Seven days a week, 24 hours a day
Permit machines on all campus lots
No bicycles or skateboards allowed on sidewalks

NO. BUILDING NAME

- 1 Norton Forsyth Hall (100-199)
Music
- 2 Burbank Auditorium (200-299)
Communication Studies
Theatre Arts
- 3 Pioneer Hall (300-399)
Assistive Technology Lab
SRJC Bookstore
College to Career
WorkAbility
- 5 Bernard C. Plover Hall (500-599)
Admissions & Records
Assessment & GED Services
Financial Aid
Scholarship Programs
Student Psychological Services
Veteran's Affairs
- 6 Analy Village (600-699)
Adaptive P. E.
Disability Resources Testing Office
College Skills
Community Education
Copy Center
OakLeaf Newsletter
Traffic School/Alive at 25

NO. BUILDING NAME

- 7 Analy Hall (700-799)
Art/Photography
- 8 A. M. Garcia Hall (800-899)
Consumer & Family Studies
- 9 C. J. Tauzer Gym (900-999)
- 10 Robert Quinn Swim Center (1000-1099)
- 11 Walter Haehl Pavilion (1100-1199)
- 12 Ellsworth Barnett Hall (1200-1299)
English as a Second Language
Healthcare Workforce Dev. Prog.
High School Equivalency Prog.
- 13 Floyd P. Bailey Hall (1300-1399)
Accounting
Career & Technical Education
Economic Development
Facility Planning & Operations
Purchasing
Scheduling
Superintendent/President
V P Academic Affairs
V P Business Services
- 14 Peter W. Bussman Hall (1400-1499)
Informations Technology
Electronics
SRJC Museum
Staff Development

NO. BUILDING NAME

- 15-16 Emeritus Hall (1500-1699)
Liberal Arts
Newman Auditorium
- 17 W. W. Shuhaw Hall (1700-1799)
Engineering
Physics
Math
- 18 Milo Baker Hall (1800-1899)
Life Sciences
- 19 George Bech Hall (1900-1999)
Chemistry
- 20 Warne Lark Hall (2000-2099)
Agriculture/Natural Resources
Earth & Space Sciences
Greenhouse
Planetarium
- 23 John Lounibos Center (2300-2399)
Auto/Diesel Technology
Machine Technology
Welding
- 25 Graphic Services
- 26 SRJC Foundation/Public Relations
- 27/28/29 (2700-2999) Albert Maggini Hall
Business Administration
Computer Studies

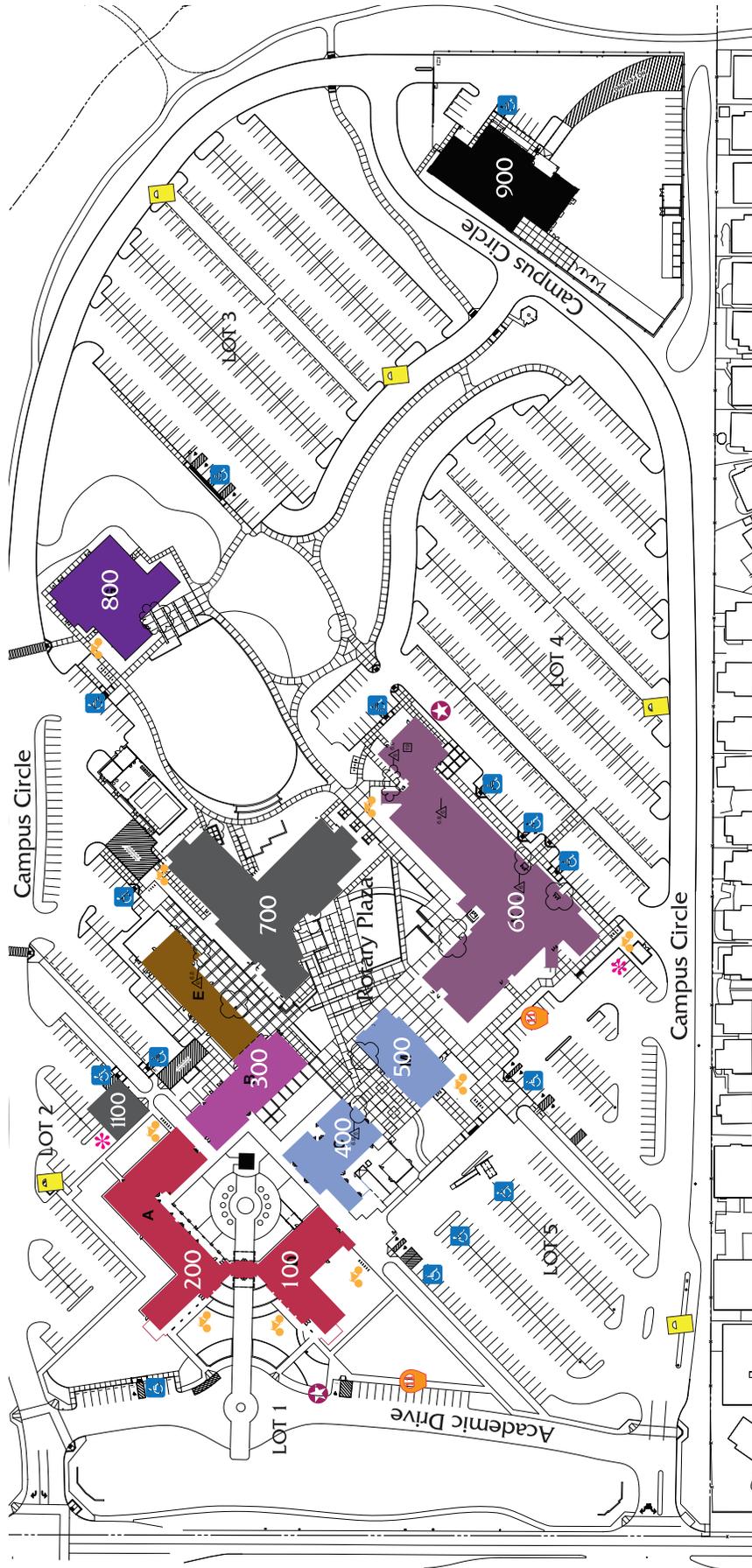
NO. BUILDING NAME

- 32 (1808 Albany)
Environmental Health & Safety
- 34 Facility Operations
- 36 Christine Pedroncelli Center
District Police
- 37 Lucius I. Button Building
Human Resources
Payroll
VP Human Resources
- 38 Robert Call Child Dev. Center
Center Offices & Pre-school
Child Development
- 39 Custodial Building
- 40 William B. Race
Health Sciences Bldg.
Health Sciences
Student Health Services
- 42/43/44/45 (4200-4599)
Frank P. Doyle Library
Art Gallery
CATE/Distance Education
Center for New Media
Media Services
Tutorial Services

NO. BUILDING NAME

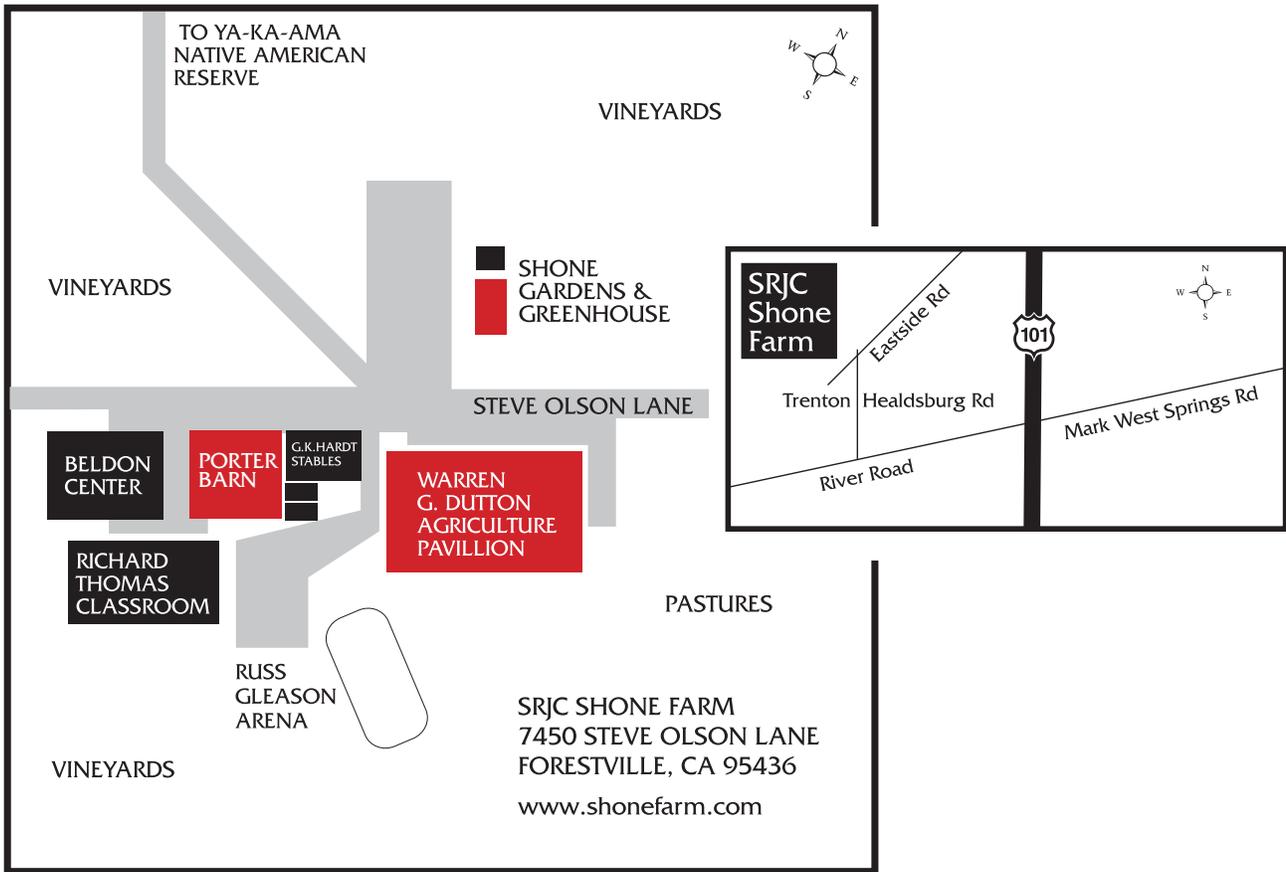
- 46/47/48 (4600-4899)
Lawrence A. Bertolini Student Center
New Student Programs
Articulation
CalWORKs
Career Planning & Placement
Counseling
CyBear Center
Deaf & Hard of Hearing Services
Disability Resources
E.O.P.S.
Foster & Kinship Care Program
MESA Program
Puente Program
School Relations
Student Affairs
Student ID Cards
Student Employment
Student Services
Transfer Center
Work Experience
VP Student Services
- 49/50 (4900-5099)
B. Robert Burdo Culinary Arts Center
Culinary Café
Bakery
- 98 Don Zumwalt Parking Pavilion
- 99 Floyd P. Bailey Field

SRJC PETALUMA CAMPUS, 680 SONOMA MOUNTAIN PARKWAY, PETALUMA, CA 94954

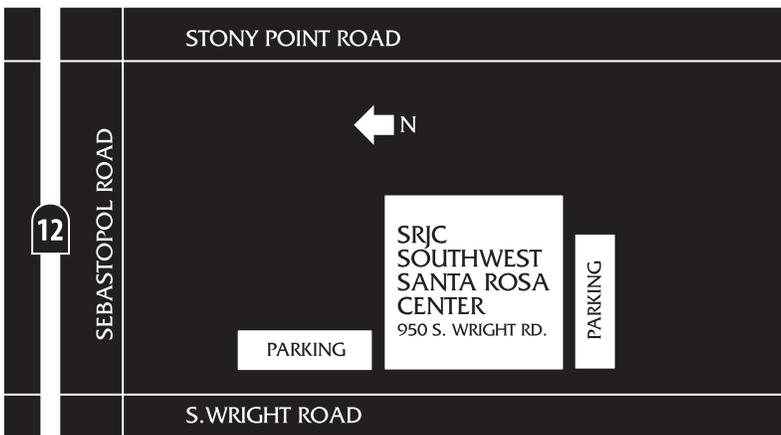


- Parking Permit Machine
- Parking Meters
- Accessible Parking
- Paratransit Stop
- Motorcycle Parking
- Bike Rack
- 100 John M. Jacobs Hall**
- 110 Accounting
- 109 Admissions and Records
- 130 Art Studio
- 128 Assessment Testing Lab
- 112 Assessment Services
- 118 Career Center
- 101 Disability Resources
- 117 Financial Aid/Scholarships
- 116 Resource Center
- 119 Work Experience
- 200 Kathleen Doyle Hall**
- 208 Chemistry Lab
- 252 College Skills
- 216 Counseling
- 211 Earth and Space Science Lab
- 236 Gateway to College
- 216 Transfer Center
- 247 Tutorial Center
- 300 Carole L. Ellis Auditorium**
- 310 Auditorium
- 302 District Police
- 300 E Wing (Art & Science)**
- 321 Art Studio
- 313, 317 Life Sciences Labs
- 400 Student Center**
- 403 Courtyard Café
- 401 SRJC Foundation Lena Lafferty Fund for Excellence Dining Commons
- 500 Mike Smith Hall**
- 501 SRJC Bookstore
- 600 Richard W. Call Building**
- 600 Administration
- 649 Brandman University
- 622 Business Services
- 631 Faculty/Staff Support Workroom
- 633 Information Technology
- 641 Open Computer Lab
- 608 Student Affairs and New Student Programs
- 610 Student Health Services
- 690 Language Lab
- 651 District Office of Institutional Research
- 700 Herold Mahoney Library**
- 703 Media Services
- 721 Connie Mahoney Reading Room
- 800 Physical Fitness Center**
- 808 Gymnasium
- 805 Weight Training Room
- 900 Maintenance Compound**
- 901 Facilities Operations
- 915 Shipping and Receiving
- 1100 Capri Creek Classroom**

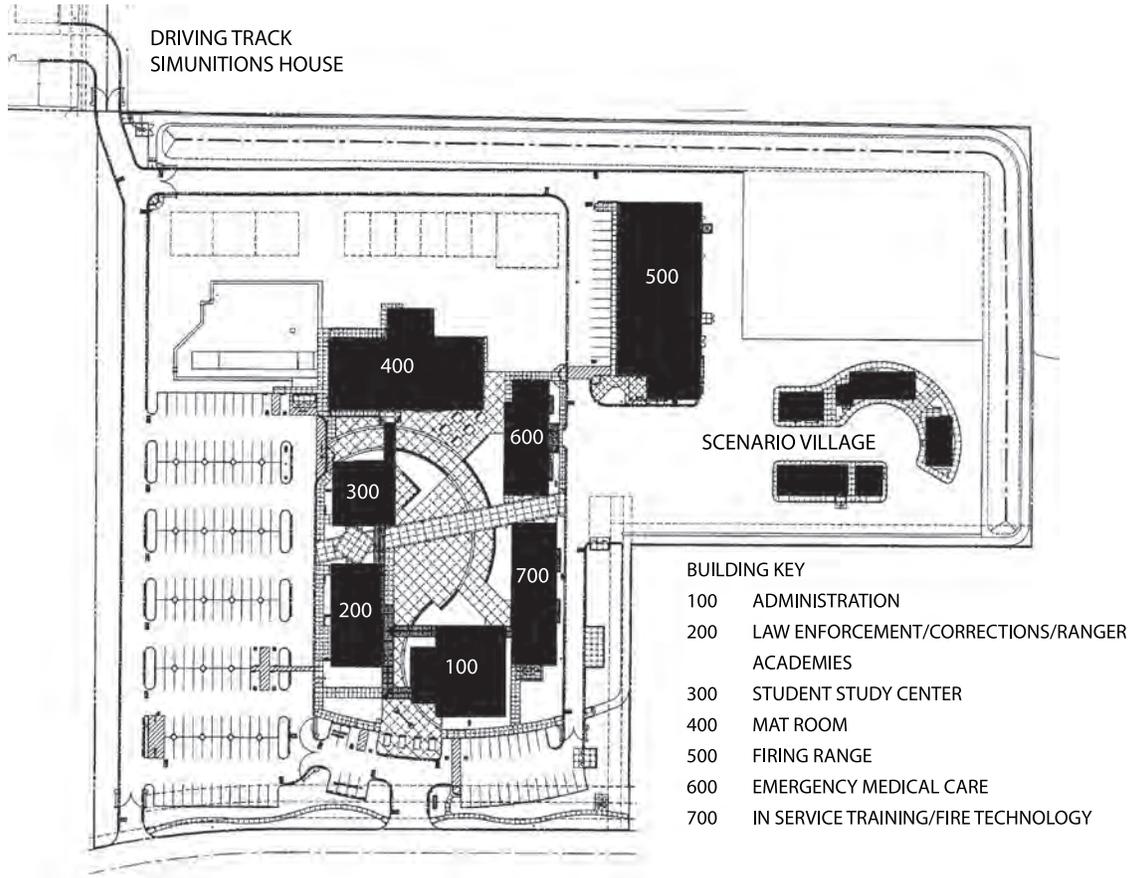
SRJC SHONE FARM, 7450 STEVE OLSON LANE, FORESTVILLE, CA 95436



SRJC SOUTHWEST SANTA ROSA CENTER, 950 S. WRIGHT ROAD, SANTA ROSA, CA 95407



SRJC PUBLIC SAFETY TRAINING CENTER, 5743 SKYLANE BLVD, WINDSOR, CA 95492









8. Educational Programs

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

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

9. Academic Credit

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

10. Student Learning and Achievement

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

11. General Education

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

12. Academic Freedom

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

13. Faculty

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

14. Student Services

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

15. Admissions

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

16. Information and Library Resources

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

17. Financial Resources

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

18. Financial Accountability

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

19. Institutional Planning and Evaluation

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

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

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

20. Integrity in Communication with the Public

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

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

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

21. Integrity in Relations with the Accrediting Commission

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

Certification of Continued Institutional Compliance with Commission Policies

A. Policy on Distance Education and on Correspondence Education

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

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

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

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

- *We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.*
- *We provide a comprehensive range of student development programs and services that support student success and enrich student lives.*

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

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

B. Policy on Institutional Compliance with Title IV

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

C. Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status

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

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

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

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

D. Policy on Institutional Degrees and Credits

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

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

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

E. Policy on Institutional Integrity and Ethics

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

- *We value Academic Excellence that includes: Academic freedom balanced with academic responsibility, integrity and ethical behavior.*
 - *We value Diversity that includes: Honesty and integrity in an environment of collegiality and mutual respect.* This philosophical foundation supports the College's compliance with ACCJC's policy on institutional integrity and ethics.
1. The College upholds and protects its integrity and high ethical standards in all of its operations and interactions with students, employees, managers, Board members, the public, and other entities to which it is responsible.
 2. The College provides ACCJC with required reports, supplies the Commission with complete and accurate information, and submits any requested information as soon as possible.
 3. The College represents itself accurately in all situations and official communications. Information regarding educational programs, admissions, student services, costs, financial aid, transfer, tuition refunds, and accreditation status are accessible to students and the public through print and web versions. Part C above addresses this in further detail.
 4. The College has policies on academic freedom, academic integrity, and conflict of interest, as well as a policy stating District expectations concerning employees' compliance with Board policies and administrative procedures. This is detailed in item 6 below.
 5. SRJC employees reflect the College values of integrity in their interactions with students and prospective students, providing complete and accurate information about the institution, its educational programs, and policies, including those regarding transfer, preparation for licensure exams, and accreditation status. Faculty, staff, and administrators use a variety of means to effectively and thoughtfully communicate with students, including formal and informal face-to-face interaction, email, College publications, phone, web pages, and Student Portal messages.
 6. The District has several policies regarding integrity, including procedures to address failure to comply with those policies. All policies are accessible from the College webpage (6).

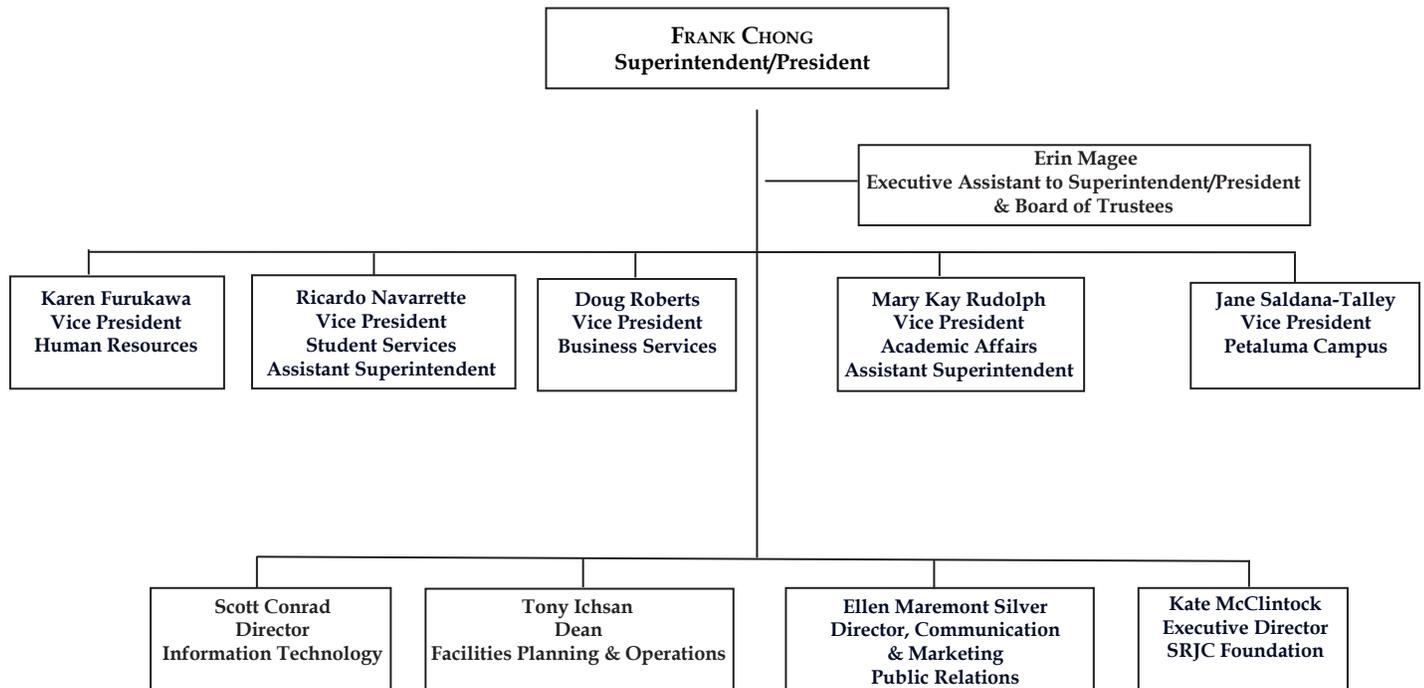
- The Board of Trustees follows Policy 0.22, the Code of Ethics for Board Trustees, as well as a Conflict of Interest Code
- Board Policy 2.2, Management Guidelines and Procedures defines ethical behavior for managers
- The Academic Senate Professional Ethics Code in Policy 2.6.2 applies to faculty
- The Professional Classified Employees Code of Ethics has been adopted by the Classified Senate
- The policy and procedure concerning academic integrity for both students and faculty is published in the College Catalog and Schedule of Classes and is a recommended component for course syllabi
- Policy 2.0 states that employees who violate policy face disciplinary action. Specific consequences are described in employee/District contracts. Standards of Conduct for students are listed on the College website and in the College Catalog and Schedule of Classes. Discipline procedures for violating those Standards are on the same pages.
- 7. The District has policies that describe procedures for both employees and students for formal and informal complaints. Policy 4.14 lists the location of specific policies for different types of complaints by employees, along with the initial contact. Procedures for student complaints are in Policy 8.2.2/8.2.2.P. The District has a hotline and a website through District Police for anonymous tips for any situation, including questionable accounting practices or suspected fraud (7). The need for confidentiality or anonymity is acknowledged and respected.
- 8. The District welcomes and supports visiting teams and has maintained a collegial relationship with ACCJC and the external evaluation experience. The College remains in full compliance with all Self Evaluation procedures, Eligibility Requirements, Accreditation Standards, and Commission policies.
- 9. As stated in item 2 above, the College provides all information required by the Commission. While nothing out of the routine requirements has been requested in the College's history with ACCJC, the College is prepared to offer full disclosure of any information should it be requested. Furthermore, the College has complied with all ACCJC directives, decisions, and policies for decades and will continue to do so.

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

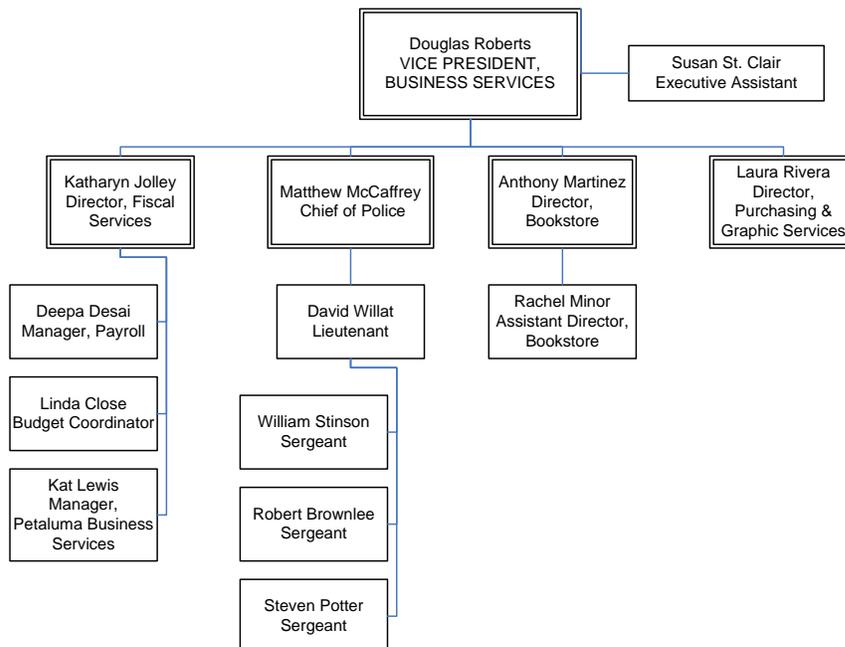
SRJC does not maintain any contractual relationships with non-regionally accredited organizations.

The Organizational Charts (November 2014)

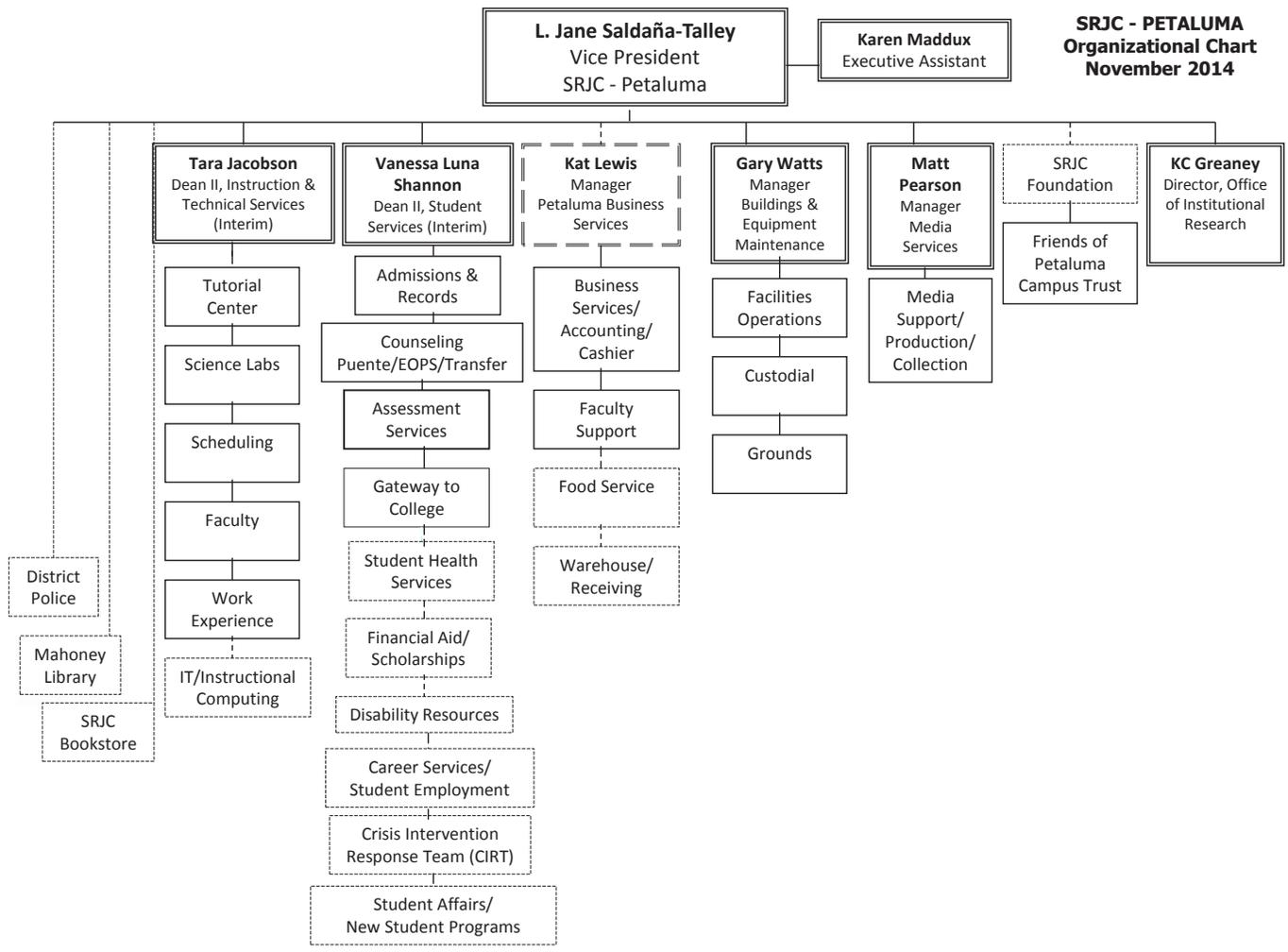
Office of the Superintendent/President



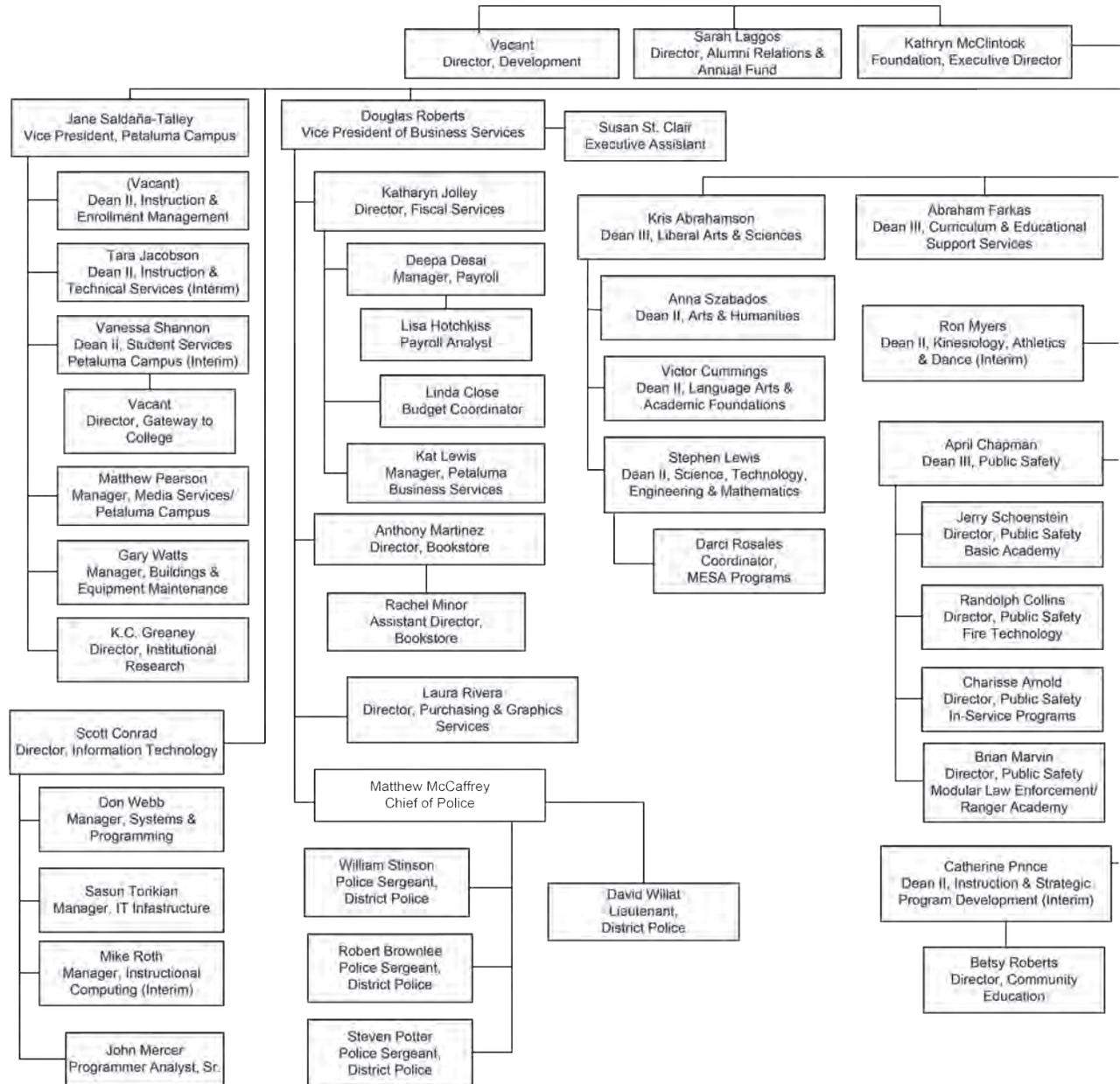
Business Services

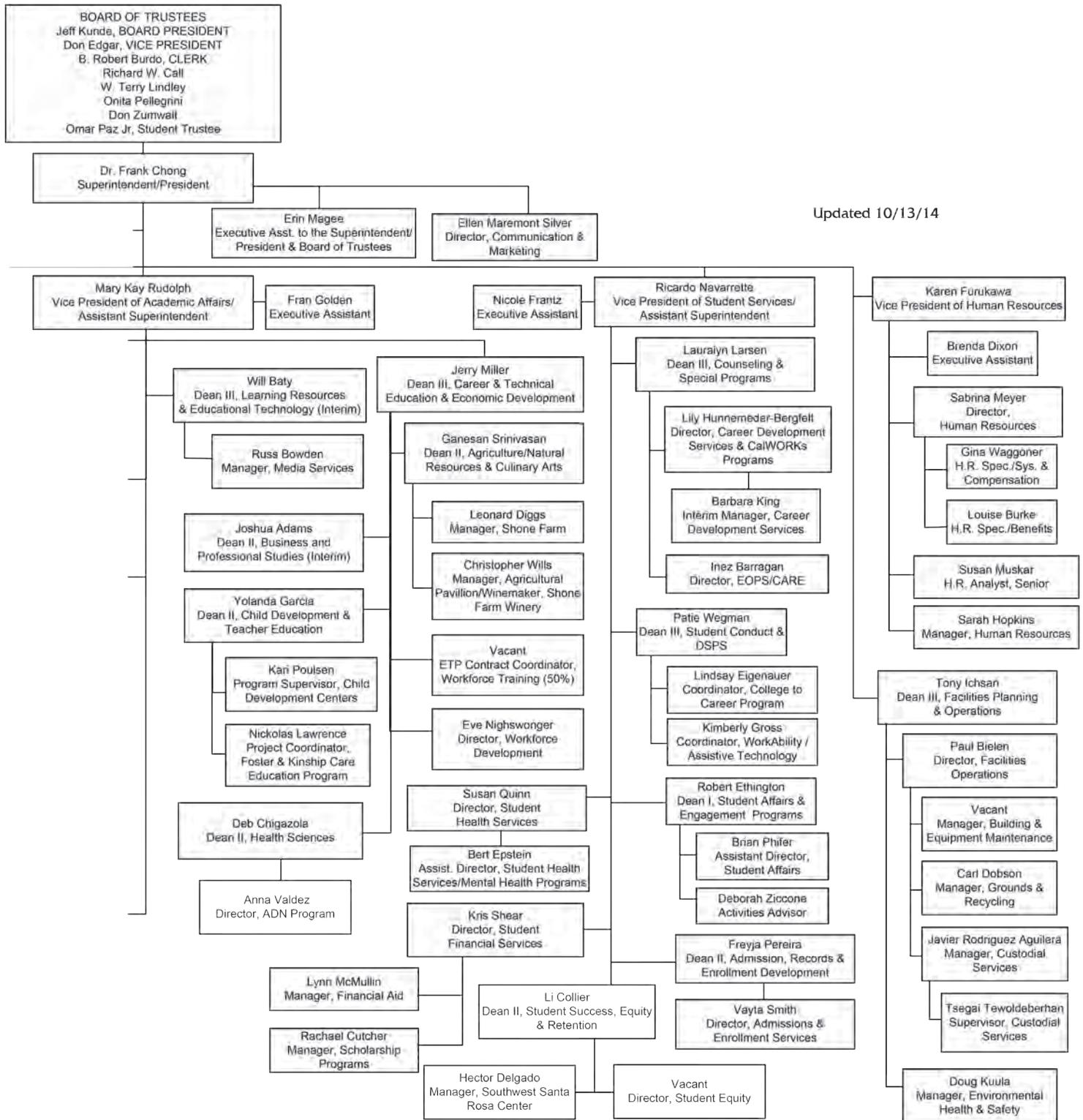


SRJC Petaluma Campus



Management

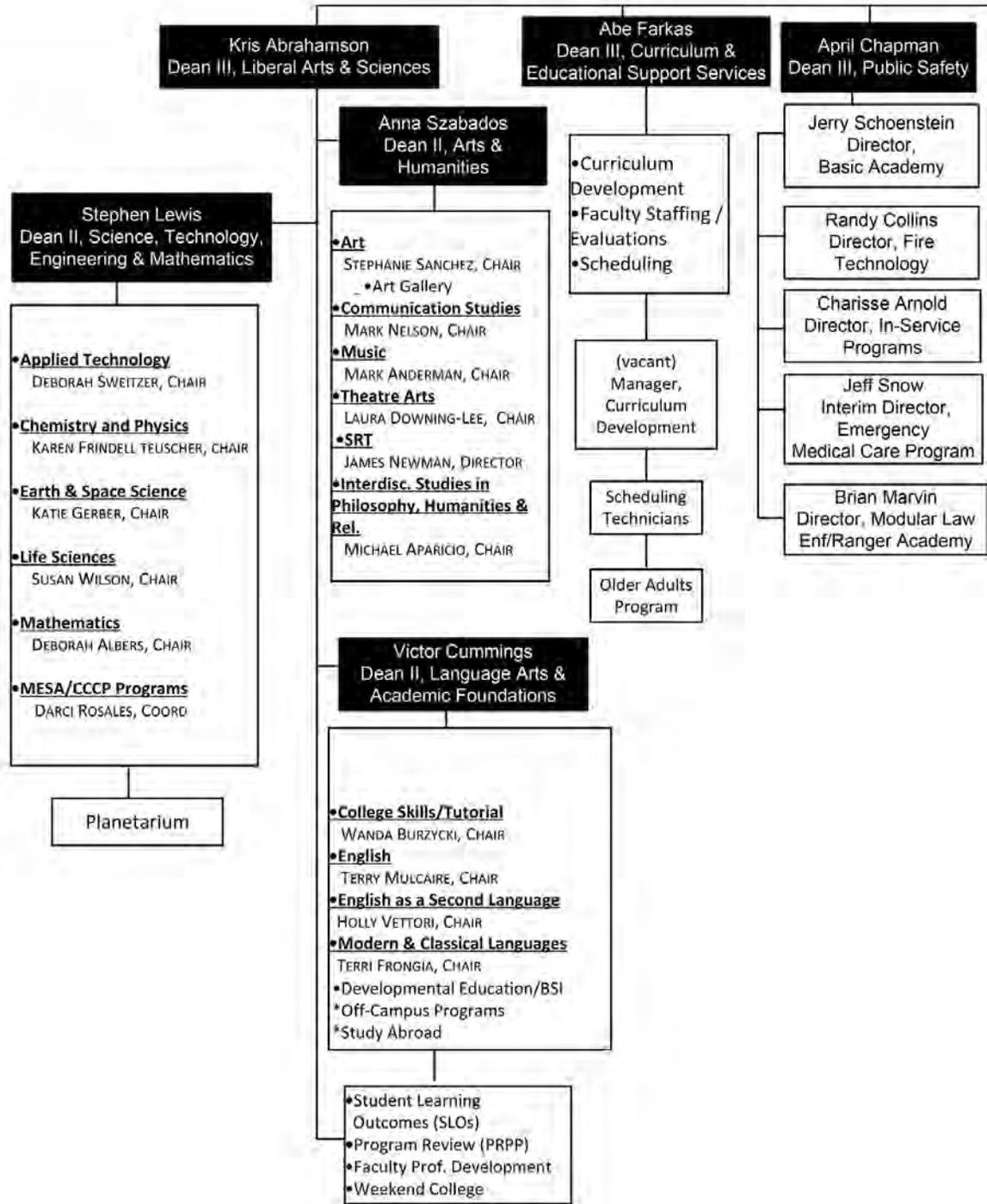


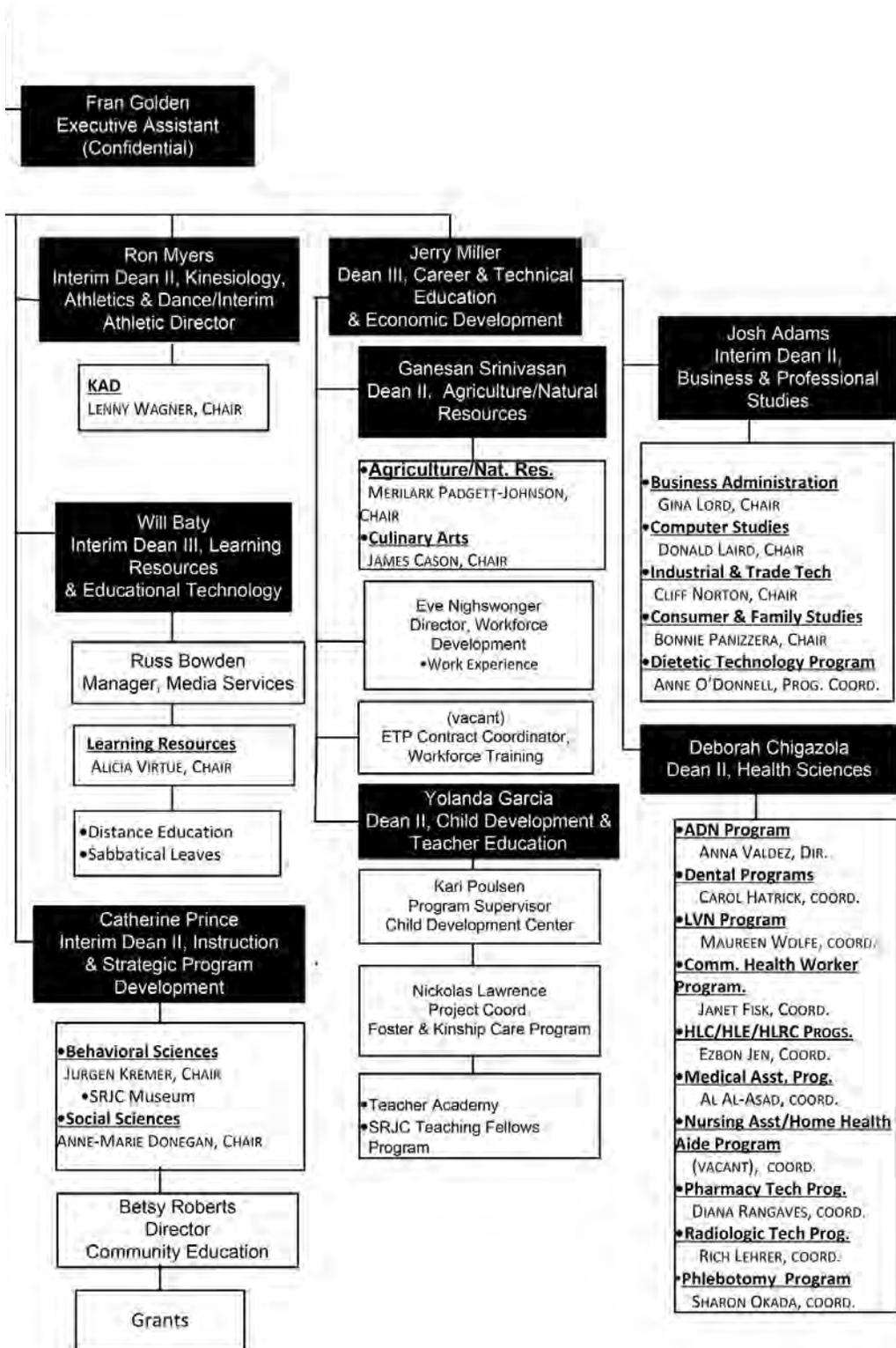


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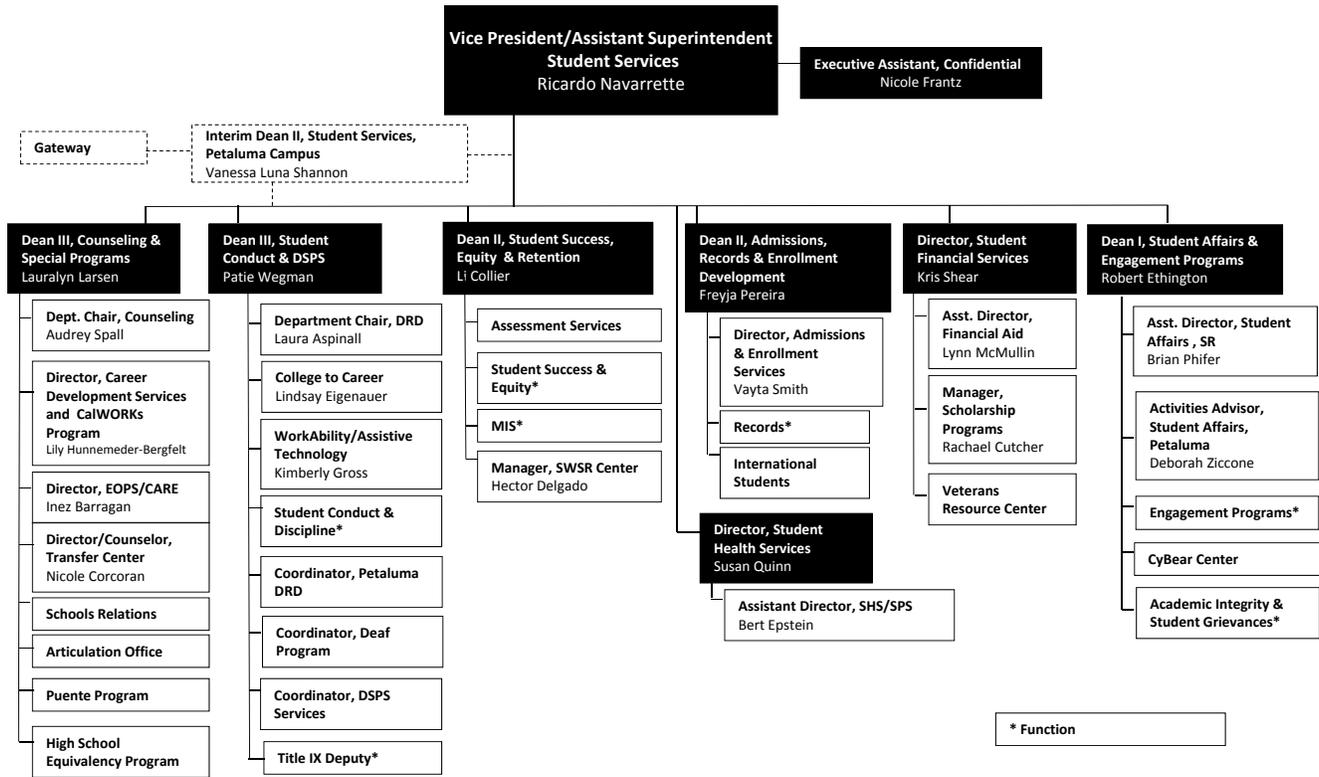
Academic Affairs

Mary Kay Rudolph
Vice President of Academic
Affairs /
Assistant Superintendent





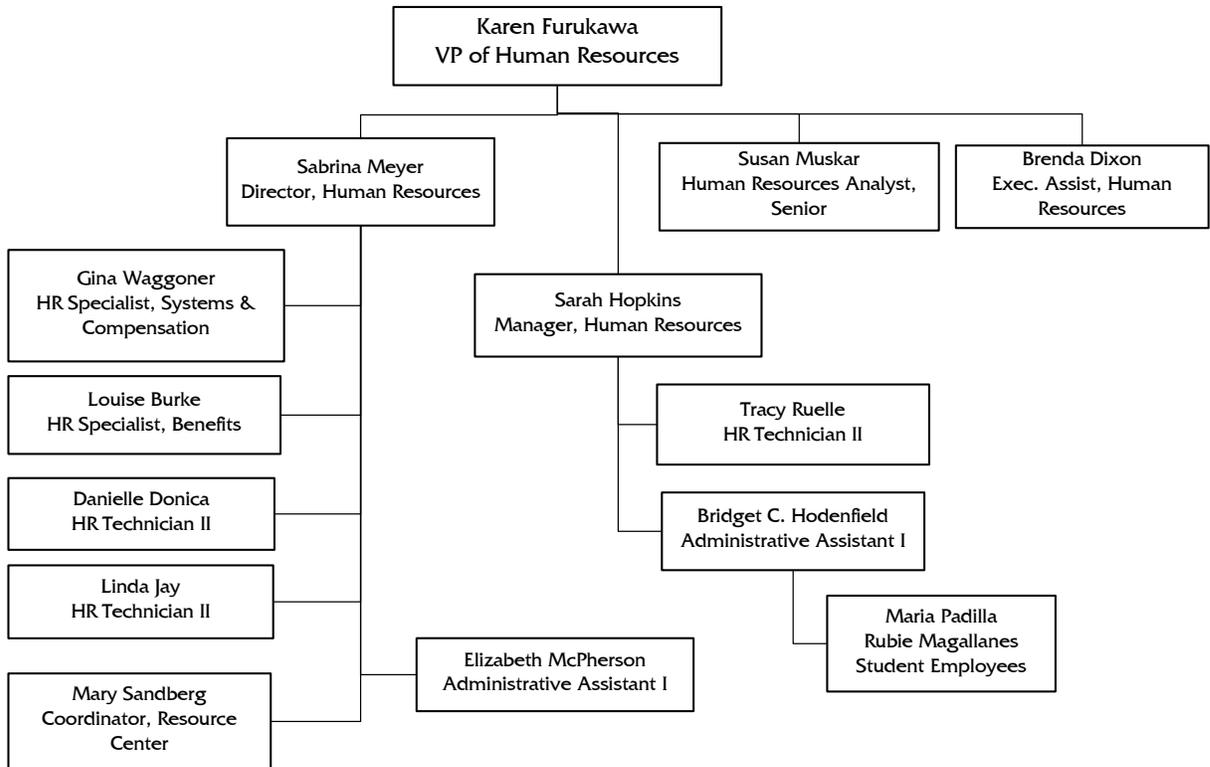
Student Services

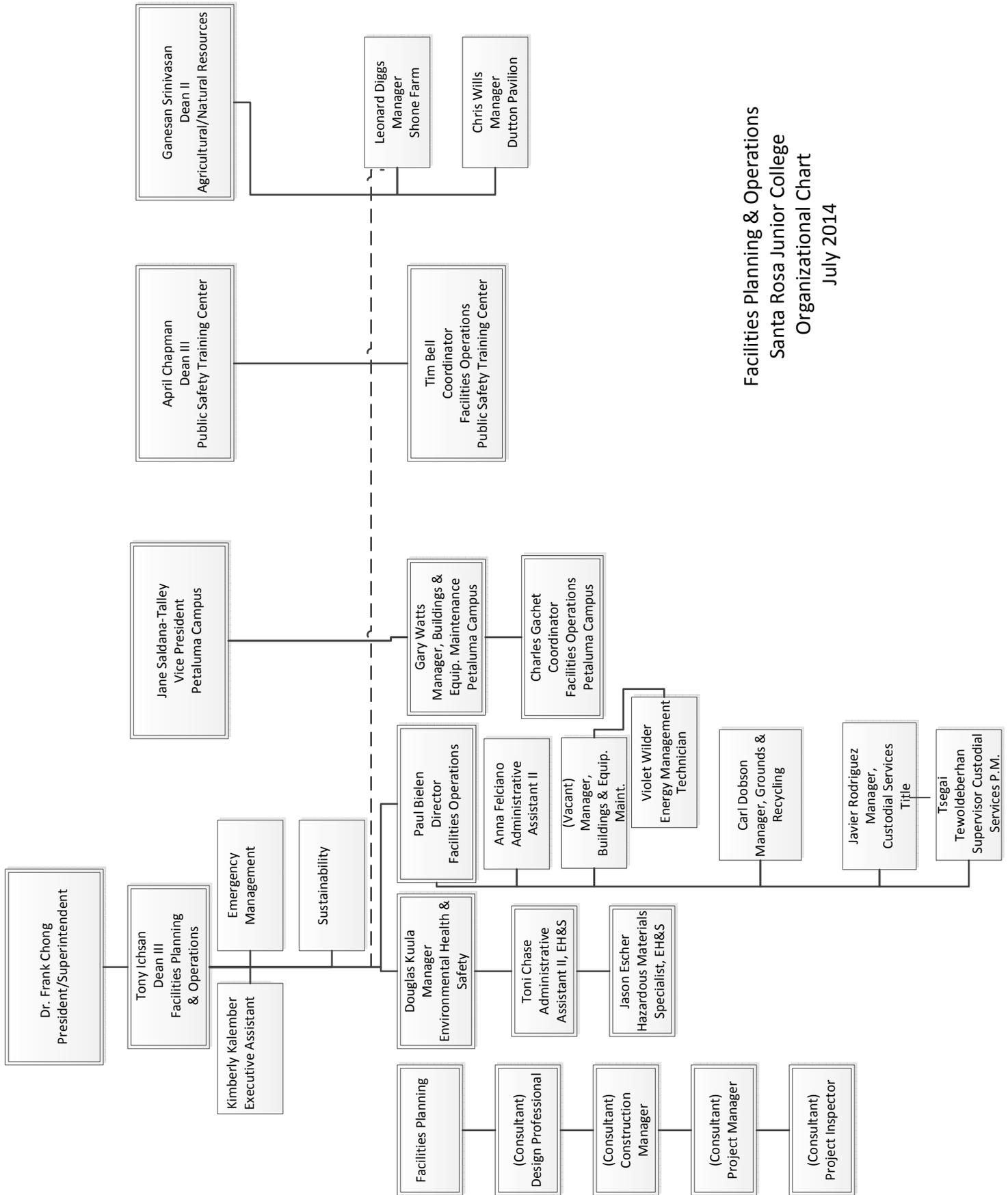


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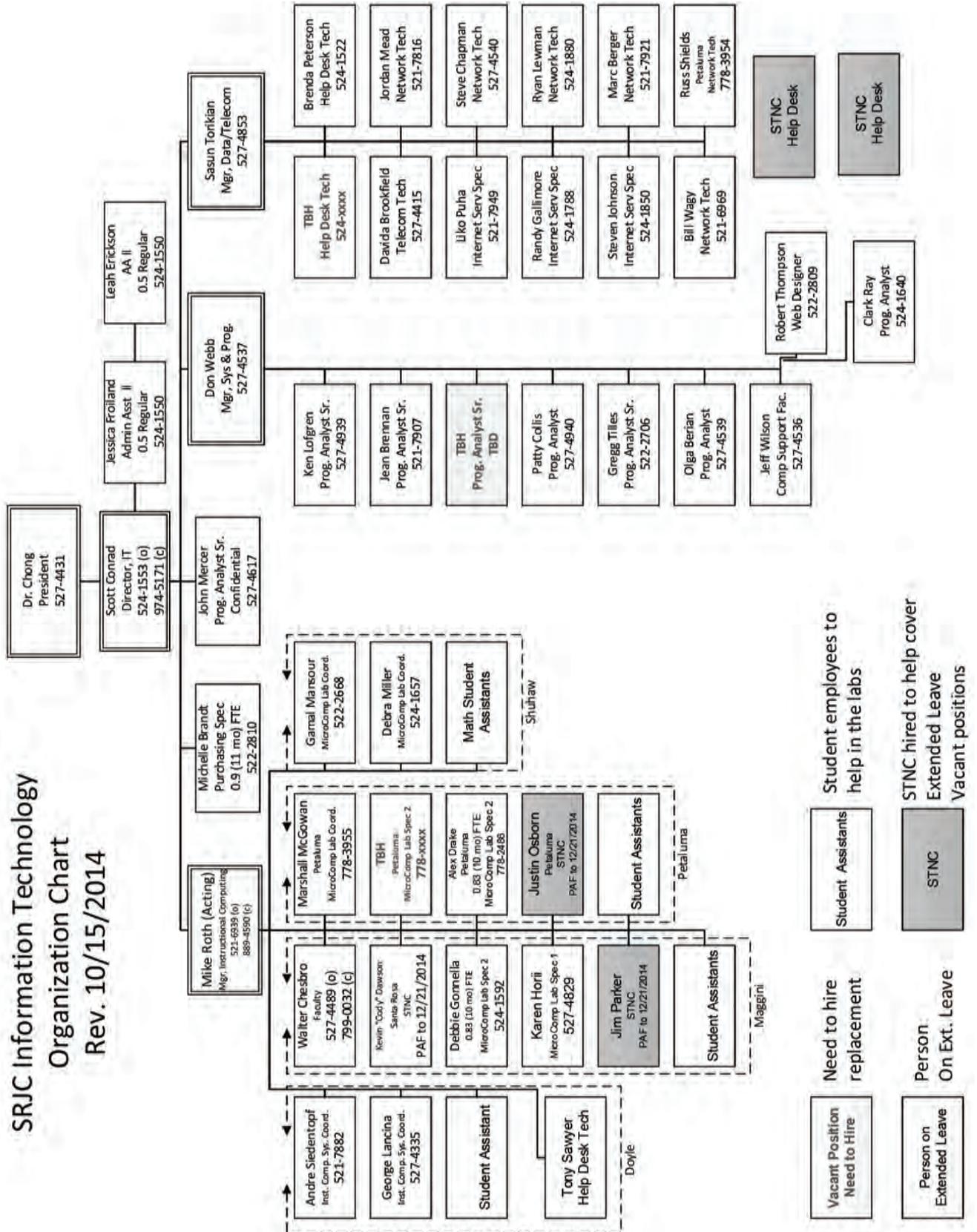
Human Resources





Facilities Planning & Operations
 Santa Rosa Junior College
 Organizational Chart
 July 2014

**SRJC Information Technology
Organization Chart
Rev. 10/15/2014**



Responses to the 2009 ACCJC Recommendations

Abstract of the 2015 Self Evaluation Report



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.*



SANTA ROSA JUNIOR COLLEGE



Responses to 2009 ACCJC Recommendations

Recommendation 1

In order to increase effectiveness after the first full cycle of the new PRPP is completed, the college should evaluate the effectiveness of the process to ensure the inclusion of information beyond data collection and survey results. The college should also use the results and report the findings to the communities served by the college and also integrate research into all future planning processes. (I.B.3, I.B.6, I.B.7, III.A.6, III.D.1.a, III.D.1.d, III.D.2.g, III.D.3)

SRJC RESPONSE

The College has taken actions to fully meet these recommendations. Now in its seventh year, the Program and Resources Planning Process (PRPP), depicted in Illustration 1, has undergone systematic evaluations and, based on those results, has significantly improved each year. The content of every PRPP report includes detailed analysis of data and explanation of each program's activities and requests in relation to the College's mission and goals. Dialogue and planning based on the PRPP, along with information through the Office of Institutional Research (OIR), reflect integrated institutional planning processes and budget allocation that are clearly linked to research (1).

Results from the PRPP and subsequent plans, changes, and improvements are available to the college community and the public through links on the newly revised Institutional Planning website (2).

All of the Standards in this 2015 Self Evaluation Report, including the sections referenced in the above recommendation, demonstrate the pervasiveness of the PRPP in SRJC's institutional prioritization and planning. Standard I.B describes the specifics of the process and how it is evaluated and improved by the institution. The fact that the PRPP has evolved into the primary planning mechanism for the District stands as evidence that it operates as an effective tool and is responsive to institutional changes and improvement.

Evaluation of the PRPP

The PRPP has been regularly evaluated every year since its implementation and has used a variety of methods for this purpose. One main method has been surveys, which at first went to PRPP editors: department chairs, faculty coordinators, administrative assistants, deans, managers, and other staff directly involved in providing information and analysis. These early surveys asked users about the mechanics of the process since the College was still adjusting to the PRPP's structure and role in planning and the Information Technology (IT) department was still working out technical aspects of the system (3).

Later surveys requested broader feedback regarding transparency, dialogue, and usefulness. Responses to two major employee surveys in 2011 and 2013 show that employees' understanding of and involvement in the PRPP has increased over the past three years (4, 5). Details about the surveys are in Standard I.B.3.

Results from the surveys have been reported to the Institutional Planning Council (IPC) and have contributed to discussions about improving the PRPP. IPC also receives feedback and requests from administrators and committees directly involved in decision-making processes regarding the kind of information the PRPP should provide. For instance, the Faculty Staffing Committee (FSC), which prioritizes requests for full-time faculty, shifted from requiring a separate form and narrative to relying primarily on sections of the PRPP for consistent information from requesting departments about their requests for full-time faculty. While the FSC later decided that a supplemental form was still necessary, the guidelines for the PRPP section on faculty staffing have been fully aligned with the criteria used by the FSC so that the combination of the FSC form and PRPP provide a complete picture of each department's needs (6, 7).

Finally, to strengthen the annual evaluation and revision cycle of the PRPP, IPC established a cross-constituent PRPP Coordinating Committee in 2010 to make recommendations on all matters pertaining to the PRPP. The PRPP Coordinating Committee, now a sub-committee of IPC, meets twice per month during the academic year and has served as a "rapid response" team focused on continuous quality improvement of the PRPP. 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.

Functions of the PRPP Coordinating Committee include:

- Creating an annual timeline and calendar of deadlines for all program/units in the District (8).
- Communicating with the college community about the impacts of the previous PRPP in terms of budget allocations; the launch of each PRPP cycle; and the parameters for the upcoming year regarding the budget and District goals (9).
- Discussing and implementing changes and improvements to the process (10), such as:
 - o The prompts, the process, and the server-based template
 - o The specific sections, such as instructional equipment requests or SLO assessment summaries, that can be extracted and downloaded as distinct reports
 - o The data sets needed by any program/unit in the District
 - o Specific sections in response to evaluations or surveys conducted of users and/or the college community
 - o Programming and IT support

Examples of recent improvements based on evaluations, committee review and discussion, and institutional changes include (11):

- Replacing reference to College Initiatives with new mission and Strategic Plan goals.
- Providing additional Student Equity Data.
- Repurposing certain fields to gather information at the unit level regarding progress towards specific Strategic Plan goals such as “Serve Our Diverse Communities” (examples of cultural competence); “Cultivate a Healthy Organization” (departmental professional development); and “Develop Financial Resources” (such as grants or contracts).
- Including a field for user response about the process within the PRPP template itself.

Ensuring Appropriate and Adequate Information

The ACCJC recommendation stated that the evaluation of the PRPP should “ensure the inclusion of information beyond data collection and survey results.” The PRPP has accomplished this. Prompts require that presentation of data be accompanied with analysis, discussion of external trends, and explanation of other factors, such as grant funding, that might not be immediately apparent to reviewers.

Proposed departmental and institutional actions towards improvements must be based on a holistic assessment of the situation and how requested changes support the College’s mission and Strategic Plan goals. For instance, requests for full-time faculty must present data not only on the ratio of part-time to full-time faculty, but other factors such as program enrollment figures, student success percentages, labor demand, assessment results of student learning outcomes, and relationship to any current institutional efforts such the Student Success and Equity plan or Hispanic Serving Institution grant (6).

Using Results

The Standard sections of this Self Evaluation illustrate that since 2009, when the above recommendation was made, the PRPP has evolved into the primary mechanism for all planning and budget decisions. Results of data analysis and synthesis of other information support all departmental, unit, and program requests regarding staffing, space allocation, equipment, facilities improvement, and other resources. These requests are discussed at the cluster or unit level, prioritized, and then brought to the President’s Cabinet for in-depth discussion, prioritization against College goals, and the final budget allocation decisions. Ultimately, IPC reviews and affirms the process used to determine the proposed budget and sends it forward to the Board of Trustees. In this way, results from the PRPP are used directly toward institutional improvement (12).

Reporting the Findings

The College reports PRPP findings, as well as institutional responses, to the college community through several means. The most direct communication occurs when the IPC and Budget Advisory Committee co-chairs send the annual PRPP Update email to all SRJC employees each November to “close the loop” on the last PRPP cycle (13). 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.

This update sets the stage for the annual “launch” email, sent at the beginning of each cycle to all SRJC employees by the IPC and BAC Co-chairs. The launch message initiates the next PRPP cycle and makes public the beginning of the process. It 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; links to more detailed information; and a timeline of PRPP activities for that cycle (9).

Other summaries of the results and decisions based on those results are communicated through:

- Board of Trustee meeting minutes (14)
- Community messages from the President (15)
- Summaries on the Institutional Planning website (16)
- Reports at meetings of shared governance groups, standing committees, and other College leadership groups, including the Academic and Classified Senates, Department Chairs Council, Academic Affairs Council, Student Services Council, Associated Students, and the Faculty Staffing Committee (17)

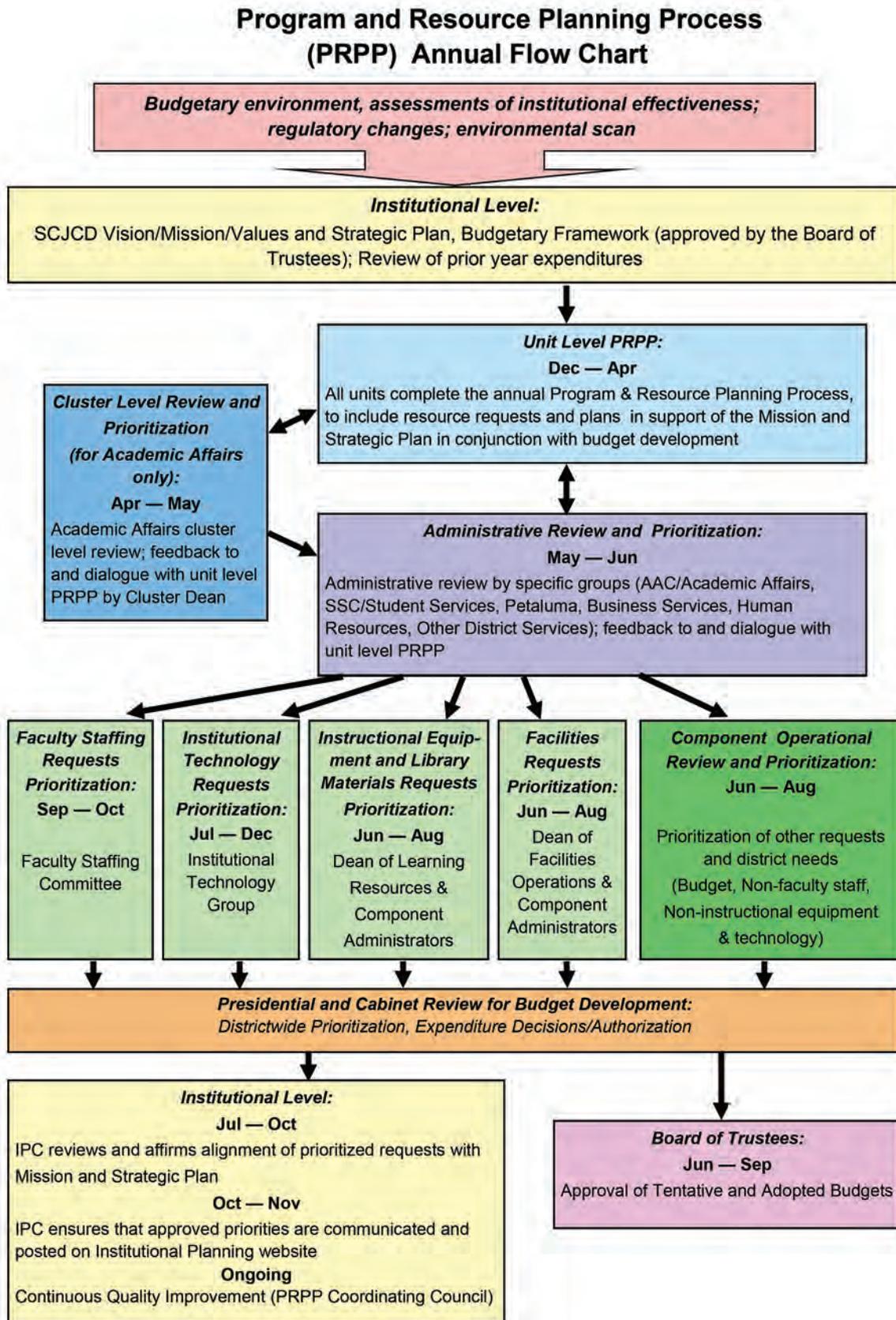
For reference, the PRPPs themselves are now available to the college community and public through links on the Institutional Planning website (18).

Integrating Research into Planning

As part of the PRPP launch, Academic Affairs and IT provide essential data to department chairs and program managers. Chairs, administrators, and other PRPP editors also have access to more detailed data through the Enrollment Management System (EMS), data-mining, SLO assessment website, student and employee surveys, and specific requests through the office of Institutional Research. Since research and analysis of data are essential components at every level of the PRPP, and the PRPP has proven to be an effective integrated planning mechanism, it is clear that research is indeed a driving force in planning. Integration of research with all aspects of the College will become more prevalent since OIR has acquired additional staffing, more sophisticated data representation tools, and a more accessible and comprehensive website.

To confirm, SRJC has addressed the recommendation. The College has increased its effectiveness by continuously evaluating the PRPP to ensure the inclusion of relevant data, information, and analysis of its data. The College consistently uses the results and reports the findings to the communities it serves, integrating research into all of its planning processes.

Illustration 1
SRJC's Program and Resource Planning Process



Recommendation 2

In order to attain proficiency level with the ACCJC Rubric for Evaluating Institutional Effectiveness by the 2012 Commission deadline, the college should aggressively pursue the development of measurements and the completion of assessment cycles for all course, program, and degree SLOs. (IIA.1.c, IIA.2.b, IIA.2.f, IIIA.2, IIIA.5.a)

SRJC RESPONSE

To address the recommendation and to meet its own goals, SRJC pursued the activities needed to reach the “Proficiency” level of the ACCJC Rubric for Evaluating Institutional Effectiveness in terms of Student Learning Outcomes. The College’s progress is described in its 2012 Midterm Report, the 2013 ACCJC College Status Report on Student Learning Outcomes, and in Standard II.A of this Self Evaluation Report (19, 20). SRJC has integrated SLO assessment into its institutional Program and Resource Planning Process (PRPP) and Strategic Plan (21, 22). Specific to this recommendation are the steps the College took to develop measurements and to promote the completion of assessment cycles for all course, program, and degree SLOs.

Development of Measurements

The College’s development of measurements of SLOs can be characterized by increased efforts to clarify, simplify, and streamline the processes involved in assessment at all levels. From 2006-2009, the College asked departments to launch Learning Assessment Projects (LAPs) to assess course, major, and certificate outcomes. Collaboration and dialogue among faculty was encouraged in designing assessment

tools that were implemented across sections. However, as SLOs were established for all courses, this process proved to be cumbersome and overly time-consuming, often taking so long to reach completion that the results were not very useful.

Realizing that with over 2500 courses and 250 academic programs the ideals behind these projects were impossible to reach, Project LEARN, the steering committee which oversees the College’s SLO assessment process, and the Student Learning Outcome coordinators worked closely with the Academic Senate and Student Services to make significant changes in both the structure and expectation of course and program assessment. The shift in emphasis to a more individualized, faculty-driven approach led to the development of a range of methods of assessment across disciplines, and often the increased use of authentic and embedded assessment strategies (23).

The assessment report postings in the SLO SharePoint site reflect the array of measurements that faculty and staff have developed, adapted, and implemented since 2009 (24). These include:

- Pre- and post-surveys
- Embedded assessment via final exam or other comprehensive test
- Projects and presentations
- Extended written assignment
- Skill demonstration (often related to occupational skills)
- “Cumulative” (based on results from multiple assessments)

Illustration 2: SLO Assessment Reports for Courses and Certificates, 2008-2014

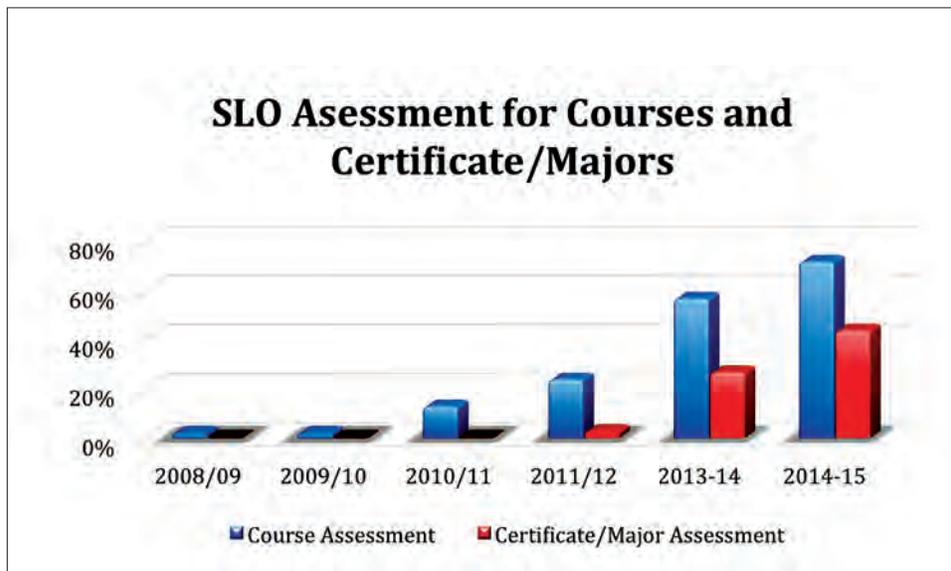


Illustration 3: Timeline of SRJC’s Progress Towards Completing SLO Assessment Cycles

| | |
|------------------|--|
| 2009/2010 | Workshops, email communications, and Project LEARN website examples of assessment tools |
| | SLO coordinators meet with departments and individual faculty and staff members about using embedded assessment |
| | “Five-row” report form adopted to clarify steps and display of learning assessment |
| | Course review process revised so review process and dialogue occur at cluster level, including discussion of SLOs and potential methods of evaluation |
| | Student Services Survey adds Institutional Learning Outcomes Assessment component to reflect student perception of progress in relation to college ILOs |
| | Project LEARN disbands Assessment Project review committees to promote more authentic, faculty-driven assessment tools |
| 2010/2011 | SLO coordinators offer weekly workshops to assist faculty and managers develop usable assessment tools and identify embedded assessment activities within courses |
| | Certificates and majors required to create “curriculum maps” to represent alignment of course and program SLOs, an essential step in program assessment process adopted in 2012 |
| | New SLO website created to extend explanation, examples, and access to resources regarding assessment tools. |
| 2011/2012 | SharePoint adopted as the electronic system to house SLO assessment reports for courses, majors, certificates, and Student Services programs, improving transparency, examples of measurements, and use of results |
| | SLO coordinators offer PDA workshops on rubrics and other methods of assessment |
| | Methods of assessment for certificates and majors presented in workshops, listed on website, and included in SharePoint |
| 2012/2013 | College accepted to participate in Degree Qualifications Profile Project, allowing for development of General Education Learning Outcomes (GELOs) and planning for GE assessment methods |
| | Dramatic increase in number of SLO Assessment reports posted on SharePoint, many reflecting embedded assessment as a means to measure student achievement |
| | Certificate and major assessments posted in SharePoint using methods listed on SLO website and provided in PDA workshops |
| 2013/2014 | GELOs approved by Academic Senate and added to SLO website |
| | College adds references to SLO assessment to classified staff and management evaluations |
| | Policy and faculty contract require that syllabi include SLOs or at minimum link to course outline or record |
| | Some courses complete first cycle of assessment and begin the next |
| | PRPP reflects six-year assessment cycle plans for all departments |
| 2014/2015 | Completion of SLO Assessment Reports for courses reaches 82% by Dec. 1 |
| | Over half of certificates/majors are assessed by Dec. 1 |
| | 100% of Student Services programs have completed at least one assessment cycle |

On a broader scale, the development of the SLO SharePoint site itself allows the College to more easily track its progress in assessing its course, program, and degree SLOs. While the College seriously considered commercial SLO assessment-tracking programs such as eLumen, none of them interfaced with SRJC's unique Student Information System. Budgetary restrictions required IT to adapt a SharePoint site to serve this purpose. With the recent passage of a bond to fund technology upgrades, the College may be able to purchase a more comprehensive program that links SLO assessment with existing data systems.

Cycles of Assessment

SRJC defined a six-year assessment cycle. The first SLO assessments were formally conducted and posted in 2006/2007, and most departments assessed a single course, which was the minimum requirement at that time. Therefore, it was only in 2013 that a significant number of courses began to complete six-year cycles, though some courses had been reassessed more frequently within their cycle. As of December 1, 2014, over 82 percent of courses show a completion of the first assessment cycle. Efforts to complete one full cycle for every course and program have been ongoing and accelerating for the past five years, as shown in Illustration 2.

Certificates and majors have been posting assessments over the past two years, and currently, over 54 percent of majors and certificates are in their first cycle. The College is still determining the best methods of assessment of the new General Education Learning Outcomes. However, many of these parallel the Institutional Learning Outcomes (ILOs) and thus have been assessed through the Student Survey at least twice (25).

Overall, despite the fact that the College had a late start in some areas of assessment, the support of the Academic Senate and the concerted college wide effort to complete SLO assessment cycles for courses and programs and use the results towards improvement has led the College beyond the level of proficiency. SRJC expects to approach 100% in spring 2015.

Standard II.A provides a deeper discussion about the College's progress. Illustration 3 shows a timeline of the College's activities that address the above recommendation.

Recommendation 3

In order to increase efficiency the college needs to factor the total cost of ownership including financial and personnel resources in all future decisions, particularly in the addition of facilities and technology to ensure health, safety, access and security. (IIIA.2, IIIB.2.a, IIIC.1.c, IIIC.1.d, IIIC.2, IIID.1.a)

SRJC RESPONSE

The District addressed this recommendation immediately after the ACCJC External Evaluation Report in 2009 through communications and clarification with the Commission. Certain concerns that triggered this recommendation had resulted from miscommunication about two specific facilities-related issues and were resolved in letters between the College and ACCJC (26). SRJC's actions to fully meet this recommendation were described in the 2012 Midterm Report. Since 2012, the College has continued to follow practices that address all components of physical expansion and improvement, including Total Cost of Ownership, through its integrated planning processes, as represented in the PRPP. This is fully described in Standard III.B.2.a.

In summary, the Office of Facilities Planning and Operations (FPO) is responsible for the Sonoma County Junior College District's planning, design, and construction of both physical and environmental facilities. At the same time, communications, planning, and action are fully integrated within the formal PRPP and the resulting plans and priorities that come out of the President's Cabinet and IPC. "Facilities Life Cycle Stages" is an integral part of facilities planning and incorporates the concept of total cost of ownership (TCO). It is part of the Five-Year Capital Outlay Plan, which FPO updates annually, presents to the Institutional Planning Council for affirmation, and presents to the Board of Trustees for their approval (27). Through the Program and Resource Planning Process (PRPP), Facilities, Planning and Operations annually identifies specific staffing and budgetary augmentations needed to maintain proper maintenance and operations of the District's facilities.

The institution has fulfilled the requirements to meet the recommendation and continues to factor the TCO, including financial and personnel resources, into its planning, especially to ensure health, safety, access, and security for all members of the College and the community.

Recommendation 4

The institution should develop a holistic and systematic evaluation process for its current governance structures and new planning efforts. The findings should be disseminated campus wide and then used for continuous improvement. (IVA.5)

SRJC RESPONSE

The College has taken action and now fully meets this recommendation. Since the last accreditation evaluation, the College has not only implemented a holistic and systematic evaluation process for its governance structure, it also launched an institutional strategic planning process that includes communications and evaluation as key elements. Through a two pronged approach—one attending to the traditional structures of governance, and the other integrated in the Strategic Plan—the College is achieving a high level of communication, inclusiveness, transparency, and accountability. Communications about evaluation results and institutional efforts to improve are college wide and supported by its upgraded websites, email systems, and Program and Resource Planning Process (PRPP).

Evaluating Governance Structures

Standard IV.A in this 2015 Self Evaluation Report covers SRJC’s participatory (also referred to as “shared”) governance structures and decision-making processes in depth. To summarize, College Council, the highest policy recommending body in the District, has continued its leadership in reviewing and supervising all College committee systems. These efforts have initiated a number of activities to address the recommendation and existing College goals for improvement.

- College Council surveyed SRJC employees in 2011 to gauge their understanding of College governance structures and opportunities to participate in committees (4). Results, while generally high (see Standard IV.A.2.a), led to the presentation of a workshop on the SRJC governance structure, the development of module on shared governance available through the Staff Resource Center, and the inclusion of information on committees and governance in new staff and adjunct faculty orientations and the mandatory workshops for new contract faculty.
- The College established a SharePoint site for all College councils and committees. The site is accessible directly from the “Administration” menu on the SRJC homepage. It lists all committees and councils and has links to each committee’s web page. Agendas, minutes, and non-confidential committee documents are available to the college community from that site.
- College Council coordinated the revision of Policy and Procedure 2.5/2.5P, Governance and the Committee System, which was substantively changed to update information and increase clarity and transparency of the institutional governance system. The new version was approved by the Board of Trustees in February 2014 (28, 29).
- College Council does an annual self evaluation and communicates the results of this assessment through the college wide email distribution list to all SRJC employees (30).
- The Council also created a Committee System Best Practices document that is available on the Committees and Councils homepage and is sent to the administrative chairs of all standing committees and councils at the beginning of each academic year. The Best Practices document supports optimal participation by all constituent groups in shared governance (31).
- Using that document, every standing committee or council, including the Institutional Planning Council (IPC) must regularly conduct a self evaluation. Periodically, each committee or council submits to College Council a review sheet reflecting that assessment, describing elements such as the committee or council’s recent major accomplishments; its relationship to the Strategic Plan; and whether PRPP information could be or is used in its decision-making (32). Many committees completed this review in 2014.
- As part of the cycle of evaluation, the chair or co-chairs of each committee meet with College Council to discuss the committee’s function and effectiveness of its role based on the above documentation (33).

Rigorous application of the review process has resulted in a more coordinated, efficient, and transparent governance system over the past five years, as shown in Illustration 4. College wide emails about shared governance activities and evaluation results, as well as the Committees and Council website, have enhanced communications about the processes and roles of shared governance groups. This is reflected in the 2013 Accreditation Survey for employees, which used the same questions regarding participation and planning as the 2011 survey. Percentages rose in all areas, particularly in regard to planning (5). See Standard IV.A.2.a. for further information.

Evaluating Institutional Planning

In 2009, when the above recommendation was written, the “new planning effort” referred to the Program and Resource Planning Process (PRPP), which had been in place for only one full cycle. Since then, the PRPP has not only remained instrumental in all planning and resource allocation processes, it has been integrated into SRJC’s Strategic Plan. Thus, the application of principles of evaluation and communication extend broadly and deeply throughout the institution on both philosophical and pragmatic levels.

The Strategic Plan

Every Standard narrative in this Self Evaluation Report refers to the Strategic Plan, with Standard I.A describing in depth this exceptionally inclusive institution wide effort. Pertinent to this recommendation are the themes of communication, self reflection, and evaluation that ran through the process and carry on into the 2014-2019 Strategic Plan, which was approved in spring 2014 (34).

From its beginning in fall 2012, the Strategic Planning Task Force (SPTF) identified guiding principles and supported them by forming six work groups to maintain those principles. Among them were “Continuous Communications” and “Evaluation.” The Continuous Communications group was charged with reaching all stakeholders—faculty, classified staff, administrators, students, Board members, and the community—and building a sense of community in the District around strategic planning. The group achieved this through a comprehensive Strategic Planning website, District wide emails, press releases, forums, and discussion boards (35). The group also maintained ongoing internal communications within the SPTF and other work groups. These efforts set the stage for the collaboration and dialogue that has taken place as the Strategic Plan began implementation in 2014. The Planning Summit in spring 2014, which involved representatives from all components of the District, reflected the ongoing nature of communications regarding the Strategic Plan. Further work continues as the Strategic Plan website is being finalized.

The Evaluation work group was initially responsible for two evaluative activities:

- monitoring the strategic planning process through check-ins with work groups and SPTF members.
- gathering feedback from internal and external stakeholders through surveys.

As elements of the Strategic Plan such as the vision, mission, values, and goals were finalized, the Evaluation group took on its next charge: to develop a plan to evaluate results achieved throughout implementation of the Strategic Plan. Working with SPTF members to define objects and the means for measuring progress, the Evaluation work group helped set a foundation for the spring 2014 Planning Summit, where

core indicators were identified for each Strategic Plan goal and objectives.

Goal H of the Strategic Plan is “Improve Institutional Effectiveness,” and it lists two objectives:

- *Fully implement continuous quality improvement strategies to achieve greater transparency, effectiveness, efficiency, and participation*
- *Enhance internal and external communication systems to ensure effectiveness*

Because these objectives also have core indicators and will appear on the Strategic Plan Scorecard, the College has now ensured that both self evaluation and communication are integrated into the Strategic Plan. This is described further in Standards I.B and IV.A.

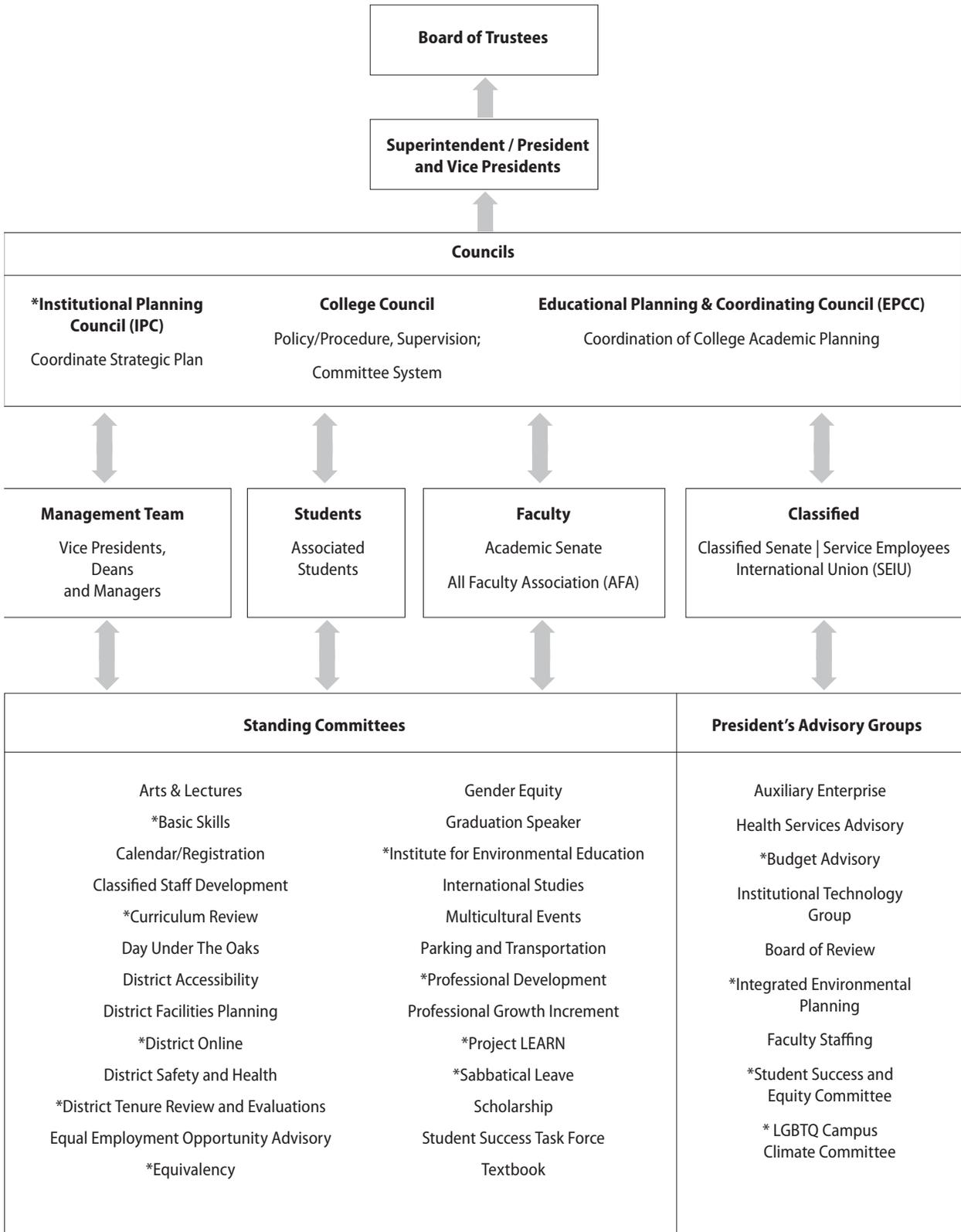
The Program and Resource Planning Process (PRPP)

The evaluation of the role of the PRPP has been discussed in Recommendation 1. In brief, the Institutional Planning Council (IPC), which oversees all District planning and resource allocation, created the cross-constituent PRPP Coordinating Committee to regularly evaluate the PRPP through formal and informal feedback from users and the college community along with its own analysis of the PRPP’s effectiveness for planning. The committee also communicates at least twice a year through college wide emails about the results of program and institutional improvements based on PRPPs, including resource allocations; improvements made in the PRPP itself based on constituent feedback; and specific changes to the PRPP that relate to College goals or processes.

The most recent major change to the PRPP was the alignment of the template with the new mission and Strategic Plan goals. This was well communicated to the College through the PRPP launch email and presentations to department chairs, unit leaders, and others who are responsible for the first level of PRPP input. Assessment of how effective the PRPP has been in linking resource requests to the Strategic Plan will be a part of the above Strategic Plan evaluation and will be communicated to the College through the Institutional Plan website and the annual college wide email at the close of each PRPP cycle.

In conclusion, SRJC has developed holistic and systematic evaluation processes for its governance structure, Strategic Plan, and Program and Resource Planning Process. Communications about all three areas are achieved through college wide emails from specific committees plus three institutional websites: the Committees and Council website; the Strategic Planning website; and the Institutional Planning website. The Strategic Plan and the PRPP hold the College accountable for sustained continuous improvement.

Illustration 4
Participatory Governance Organization Chart



*Academic Senate Consultation Committees

Abstract of the 2015 Self Evaluation Report

Standard I: Institutional Mission and Effectiveness

I.A Mission

Santa Rosa Junior College embarked on a district-wide strategic planning process in 2012. After 18 months, this highly inclusive and collaborative effort resulted in a newly articulated vision, mission, and values that would provide the framework for the 2014-2019 Strategic Plan. The development of the goals and objectives reflect the College's commitment to student learning, support for its diverse communities, and development of a stable, sustainable institution. The College has ensured that its policies, its Program and Resource Planning Process (PRPP), and shared governance groups fully support the Strategic Plan and that they are integrated into its implementation. The Strategic Plan represents the College's commitment to its mission and to the processes that accomplish that mission.

The College meets the Standard. However, to improve institutional effectiveness, SRJC lists one Actionable Improvement Plan. The College will continue to promote the College mission statement, vision, and core values in ways that allow dialog and a deeper understanding and connection by faculty, staff, students, and the local community.

I.B. Improving Institutional Effectiveness

SRJC has a well-established and integrated process for planning, resource allocation, implementation, evaluation and re-evaluation. Under the oversight of the Institutional Planning Council (IPC) and the 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 activities designed to measure progress towards those needs.

In the past year, the College has transitioned its planning process from one based on College Initiatives to one focused around the Strategic Plan. While both have involved goal setting, planning, resource allocation decisions, and evaluation, the Strategic Plan represents broader input from all components of the College. The College has a history of self-evaluation and improvement based on the PRPP and other forms of assessment such as the Institution Effectiveness Assessment Report. This kind of integrity will be carried over as IPC, the President's Cabinet, and College committees and leadership develop and implement the Strategic Plan Scorecard in spring 2015. This comprehensive assessment tool will be used to measure the College's progress in meeting Strategic Plan goals and objectives.

The College meets the Standard. To improve its effectiveness, the College also lists an Actionable Improvement Plan to adopt and use the Strategic Plan Implementation and Accountability Plan by spring 2016.

Standard II

Student Learning Programs and Services

II.A

Instructional Programs

SRJC takes pride in its broad range of instructional programs. Courses address the diverse community and include Career and Technical Education (CTE) occupational courses, certificates, and majors; Basic Skills and ESL credit and noncredit courses to prepare students for certificates, degrees, and transfer; and Liberal Arts and Sciences courses, including General Education courses, that qualify students for degrees and transfer to California State Universities (CSU), the University of California, and many private and out-of-state four-year institutions. Various methods of delivery are offered, including online courses, hybrid courses, some bilingual Spanish courses, weekend and evening programs, accelerated classes, and Study Abroad.

The College has systems in place to ensure that courses and their student learning outcomes (SLOs) are at appropriate levels of depth and rigor. These systems include the curriculum review through the multi-constituent Curriculum Review Committee; a collaboratively developed Program Review Policy for majors and certificates; SLO assessments conducted and reported by every department; and the PRPP for ensuring that department goals, programs, and resource requests are aligned with the mission and Strategic Plan goals. Quality is further insured through policies on curriculum development, academic freedom, academic integrity, and General Education. The faculty contract and hiring processes also contribute to the high quality of teaching, the range of teaching strategies, and the conscious support for diverse learners. Advisory boards help guide CTE programs, and the College adheres to all external requirements from licensing agencies, transfer institutions, and the Chancellor's Office. Through its catalog, newly upgraded website, presentations, and other communications, the College delivers complete, accurate, and timely information to students and the public.

The College meets the Standard in all respects except that it is still in the process of completing the SLO assessment cycle for some courses, certificates, and majors, and is yet to implement an assessment system for its new General Education outcomes. The College lists three Actionable Improvement Plans to address these issues.

II.B

Student Support Services

It is the intent of SRJC's Student Services to support each student's educational success and to ensure an organization that is measured for effectiveness and satisfaction by both its clients and its providers. The range of Student Services programs meet the needs of SRJC's diverse student population by providing information about and access to College programs; placement testing, counseling, and educational plans; financial aid and scholarships; specialized services for international students, students with disabilities, veterans, economically disadvantaged students, foster youth, and other groups; career information; and opportunities to engage in extra-curricular activities and student leadership.

SRJC ensures the effectiveness of its student services program through the PRPP, faculty and staff trainings and evaluation, SLO assessment, the Student Survey, and ongoing dialogue, student feedback, and self-reflection. Services and student related policies are fully explained in the College Catalog, Schedule of Classes, and SRJC websites, and most of the information and functions that students require are available online.

The College meets the Standard in all respects, but includes one Actionable Improvement Plan regarding online student services. In an effort to support all students regardless of location or method of delivery, the College will analyze and develop a plan for expanding its online student services, including counseling.

II.C. Library and Learning Support Services

The College supports student learning through its two libraries, Media Services, tutorial centers, and instructional computer labs. The libraries, one on each campus, share an exceptional collection of materials and provide computers and study areas in modern, aesthetically pleasing environments. The SRJC Library as a whole has an extensive website and access to thousands of online resources as well as support services such as online training in research tools.

Media Services provides media support for classrooms, faculty, the College (e.g., videoconferencing) and students. SRJC has a very large and varied collection of media materials and equipment, and Media Services staff are available to instruct and assist the faculty, staff, and students who use media. The two campuses have fully functioning Media Services desks. Students and staff can access the common media collection from either location, with popular content being physically housed at both libraries. The unified catalog is available online.

The tutorial centers on the Santa Rosa and Petaluma Campuses provide free tutoring for students across a range of disciplines. Instructional computer labs allow students to complete online homework and other assignments for their classes. A number of labs are related to specific subject areas, such as the Mathematics Lab, the ESL Lab, and the Academic Skills Lab (for basic skills and GED prep), while others serve for independent student work with technological support from lab assistants. Instructional labs experience high demand, and the College is considering how to expand hours or locations.

The Library, Media Services, tutorial centers, and instructional computer labs all undergo regular evaluation through the PRPP, their own surveys and, when appropriate, SLO assessments. These evaluations demonstrate high levels of satisfaction by students and employees.

The College meets the Standard in all respects except for tutorial support for Distance Education. To rectify this, the College lists one Actionable Improvement Plan for implementing an online tutoring program by spring 2016.

Standard III Resources

III.A Human Resources

SRJC relies on its mission, values, and goals, its comprehensive employment policies and procedures, its PRPP, the expertise and experience of its Human Resources (HR) department staff and management, and the integrity of its hiring committees to ensure that it hires and supports highly qualified personnel appropriate for their respective programs. A long history of careful review and planning has resulted in employees who maintain the integrity of the College and contribute to its improvement. The College recently converted to an online employment applicant tracking system in order to streamline processes and increase sustainability efforts. Meanwhile, SRJC continues to seek and support diversity among its employees.

The HR department maintains a highly organized system for training hiring committees and ensuring that interviews are fair. The College also has policies in place regarding hiring, evaluation, diversity, and professional ethics. Evaluation procedures in contracts and policies for managers, faculty, and classified staff have been carefully developed to support quality instruction and student learning outcomes, and the College has a good record of completing evaluations.

Human resources planning is integrated in institutional planning through the PRPP and, for faculty, augmented by the Faculty Staffing Committee to allow for extended institutional dialogue and alignment with the mission and Strategic Plan when the hiring of full-time faculty is so limited by the budget.

The College meets the Standard in all respects except that the evaluation procedures for adjunct faculty do not refer to student learning outcomes, as required by the Standard. The Actionable Improvement Plan states that negotiating teams will agree to incorporate student learning outcomes assessment in the adjunct faculty evaluation process.

III.B

Physical Resources

The College, with its two campuses, three centers, and multiple off-site locations, manages, maintains, upgrades, repairs, purchases, and evaluates a vast range of buildings, equipment, technology, landscape, and materials. Even in the face of massive state budget cuts, SRJC has continued to provide safe and sufficient physical resources regardless of location or means of delivery. Through the Facilities Planning and Operations Office, the College has maintained a systematic process for evaluating the safety and sufficiency of facilities at all sites, and policies support emergency preparedness, a healthy environment, and sustainability. The PRPP ensures that data analysis, dialogue, clear criteria for prioritization, and alignment with the mission and College goals occur at all levels as physical resources are requested. The College also maintains accountability to the Board of Trustees and the Chancellor's Office and integrates its compliance with its planning.

The District Planning and Budget Framework addresses the Total Cost of Ownership for new facilities and equipment, thus making budgeting considerations realistic and visible during the planning process. Based on PRPP information, the District is able to systematically assess the effective use of physical resources and uses the results of the evaluation as the basis for improvement. With the passage of the recent bond, the College will have the opportunity to apply these planning, prioritization, and evaluation processes to upgrades and new projects.

The College meets the Standard.

III.C

Technology Resources

The rapidly increasing need for technological equipment, staffing, training, support, and general expansion has presented a challenge to the College, especially with recent budget limitations. This has been especially difficult when the institution requires so many technological functions: multiple computer labs; staff and faculty computers; email and phone systems; the Student Information System; the College website; Distance Education; and many software and web-based programs across the instructional and operational areas of the campuses and centers. However, with careful planning and resource allocation, the College through the Information Technology (IT) department has continued to adequately provide technology resources and services to support student learning programs and to maintain and improve institutional effectiveness.

The PRPP, specific College committees, the President's Cabinet, and District policies ensure that the acquisition and implementation of technology receives appropriate budget allocations and are aligned with College goals. The Instructional Technology Group (ITG), a President's Advisory Committee, carefully reviews PRPP technology requests from departments to determine which needs will be met, when, and in what way. IT also provides training and support for faculty and staff based on Help Desk requests, surveys, usage data, and feedback from the Staff Resource Center. IT has recently accomplished two significant projects: the migration of all faculty email to a cloud-based program, and the launch of the new SRJC website. With the passage of the recent bond, which was intended in part to upgrade SRJC technology, the ITG and the IT department will finally be able to implement parts of the Technological Master Plan.

The College meets the Standard.

III.D

Financial Resources

Financial planning supports institutional planning through the Planning and Budget Framework and the PRPP. The District's financial planning starts with financial analyses, beginning with highly conceptual estimates of costs and revenues for potential new programs, and then moves progressively toward more detail as institutional and program planning becomes more specific and nearer to implementation. The annual budget planning is framed by the specific fiscal goals of the Strategic Plan, and the budget detail is addressed through the PRPP. In this way, the District's financial planning is guided by its mission, initiatives, Strategic Plan, goals and objectives and is integrated with and supports all institutional planning.

The District closely follows its planning and budget development policies and guidelines, allowing for input from and participation by all constituents in financial planning and budget development, both through the Budget Advisory Committee (BAC) and the PRPP. The BAC has improved communication with employees of the District about state funding and its impact. Improved planning-budget linkage is achieved through the Planning and Budget Framework and PRPP in part because the Institutional Planning Committee (IPC) now oversees both the planning process and the transition of planning results to the budgeting process.

While the District does experience cash flow challenges during the months typical for community colleges, the overall cash reserves are sufficient. Sound financial management practices, such as the focus on contract language and insurance requirements, are designed to minimize risk to the District and allow effective responses to financial conditions. The District handles its complex finances with integrity, and recent independent financial audit reports of the District indicate no internal control deficiencies or weaknesses.

The District meets the Standard, but has included an Actionable Improvement Plan to address its structural deficit during 2014/2015 negotiations and 2015/2016 budget development to assure on-going fiscal stability.

Standard IV

Leadership and Governance

IV.A

Decision-Making Process

The structure for participatory governance at SRJC is documented, systematic, and inclusive. It is well established and involves all constituent groups—administrators, faculty, classified staff, and students. Within this context, the College encourages innovation and takes pride in the resulting accomplishments of faculty, staff, and administrators. The District has clear and current policies regarding shared governance and its committee system, and the institution has focused on communicating and clarifying the policies, structures, and processes to ensure full understanding of the decision-making process. The recent strategic planning process raised the awareness of the college community about the potential of collaborative processes, and as the Institutional Planning Council (IPC) adopts and supervises the Strategic Plan, governance and constituent involvement have become more visible. Surveys indicate that nearly all employees are aware of opportunities within shared governance roles.

Each committee, council, and constituent group, as well as the Board of Trustees and the meeting College president, use systematic methods of evaluation to ensure effective progress towards College goals. As the College transitions from College Initiatives to Strategic Plan goals and objectives, shared governance groups will evaluate themselves against these goals and respond accordingly, as they have with the College Initiatives in the past.

The College meets the Standard.

Standard IV.B

Board and Administrative Organization

Since the Sonoma County Junior College District (SCJCD) was founded, the continuity and integrity of elected trustees and of the presidents has been a source of pride for the College, representing the clear policies, regular and thorough communications, and leadership on the behalf of all parties. The Board has a record of acting in the best interest of the College, relying on the District Policy Manual for all its decision-making, and members avoid conflicts of interest. The Board is directly engaged in all components of educational quality, and it supports faculty, staff, administrators, and students through discussion and approval of recommended courses and programs. The Board follows established policies for dealing with legal matters, and their active interest in and decisions regarding College finances reflect their fiduciary responsibility and integrity. The Board has policies regarding election, self evaluation, and orientation of new members. With three new Board members installed in December 2014, the educational and mentoring processes will become especially important.

The District hired a new superintendent/president (referred from here as “the president”) two years ago. The president has fulfilled his duties according to District policies, his contract, and Board evaluations. His leadership is visible and collegial, and he strives to cultivate a culture of respect, dialogue, and professionalism. The president not only follows established policies and practices that ensure the use of research and analysis to connect achievement and resources, he does so through his Cabinet, standing committees, the strategic planning process, and other mechanisms that support collegiality and integrated planning. The current president has also initiated a higher profile for the Office of Institutional Research, collaborative processes through strategic planning, and greater community connections, carrying on the SRJC legacy of quality leadership.

The College meets the Standard in all respects, but to ensure its institutional effectiveness, it has one Actionable Improvement Plan for this Standard, which is to provide the new Board members with a full orientation through the District and the Community College League of California, and to support their development through mentoring, the Board retreat, conferences, Board evaluation mechanisms, and any other appropriate means.

Evidence for Institutional Compliance and ACCJC Recommendations

Evidence for Certification of Continued Institutional Compliance with Commission Policies

1. **Substantive Change Proposal for New Distance Education Programs, 2012**
<http://www2.santarosa.edu/f/?nBCyUxUJ>
2. **Letter of Approval by ACCJC**
<http://online.santarosa.edu/presentation/schedule/?6145>
3. **Board Policy and Procedure 3.28/3.28P, Distance Education**
<http://www.santarosa.edu/polman/3acadpro/3.28.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.28P.pdf>
4. **Finance Quarterly Report to Board, September 9, 2014**
<https://bussharepoint.santarosa.edu/committees/board-of-trustees/Committee%20Documents/Minutes%209-9-14.pdf>
5. **Santa Rosa Junior College (SRJC) Online Schedule of Classes, Spring 2014**
https://portal.santarosa.edu/SRWeb/SR_ScheduleOfClasses.aspx
6. **Board Policy Manual Website**
<http://www.santarosa.edu/polman/>
7. **District Police Anonymous Tips Report Website**
<http://www.santarosa.edu/administration/college-safety/district-police/report-anonymous-tips/>

Evidence for Responses to 2009 ACCJC Recommendations

1. **Program and Resource Planning Process (PRPP) Website**
<http://www.santarosa.edu/administration/planning/program-review--program-and-resource-planning-process-prpp.php>
2. **Institutional Planning Website**
<http://www.santarosa.edu/administration/planning/index.php>
3. **PRPP Survey Results, 2011**
<http://www.santarosa.edu/administration/planning/pdfs/PRPP%20survey%202011%20final%20results.pdf>
4. **2011 Faculty/Staff Survey Results**
<http://www.santarosa.edu/administration/planning/pdfs/SRJC%20Faculty%20Staff%20Survey%20Fall%202011-with%20Comments.pdf>
5. **2013 Accreditation Employee Survey Results**
http://online.santarosa.edu/homepage/wburzycki/Accreditation/2013_Accreditation_Faculty-Staff_Survey_Results01-30-14.pdf
6. **Faculty Staffing: Timelines, Guiding Principles, and Forms**
<http://www2.santarosa.edu/f/?nDNTQMIH>
7. **PRPP Writer's Guide (Section 2.3.d, e)**
<http://www2.santarosa.edu/f/?nDAEPFzw>

8. **PRPP Timeline, 2015/2016**
<http://www2.santarosa.edu/f/?nARxwOUN>
9. **PRPP Coordinating Committee Homepage**
<https://bussharepoint.santarosa.edu/committees/prppcc/SitePages/Committee%20Home%20Page.aspx>
10. **PRPP Coordinating Committee Minutes, November 14, 2014**
<http://www2.santarosa.edu/f/?nBLCVDHG>
11. **PRPP Launch Message, 2013/2014 Cycle**
<http://www2.santarosa.edu/f/?nDCvELKK>
12. **SRJC Integrated Planning Model**
<http://www2.santarosa.edu/f/?nDJOLCDP>
13. **PRPP “Wrap-up” Message, December 12, 2014**
<http://www2.santarosa.edu/f/?nDEGLEwz>
14. **Board of Trustees Website with Minutes**
<http://goo.gl/JsCFgQ>
15. **All-District Budget Update Message from Dr. Frank Chong, December 14, 2014**
<http://www2.santarosa.edu/f/?nANBIFBC>
16. **Institutional Planning Council Homepage**
<http://goo.gl/Zb0Km0>
17. **Minutes from Department Chairs Council/Instructional Managers Meeting, October 21, 2014**
<http://www2.santarosa.edu/f/?nBGCSvYO>
18. **Program and Resource Planning Process Website**
<https://bussharepoint.santarosa.edu/prpp/default.aspx>
19. **2012 SRJC Midterm Report to ACCJC**
<http://www.santarosa.edu/accred2015/pdfs/SRJC-Midterm-Report-2012-Final.pdf>
20. **2013 Midterm SLO Report to ACCJC**
<http://www.santarosa.edu/accred2015/pdfs/ACCJC-Midterm-SLO-Report-SRJC-3-15-13.pdf>
21. **PRPP Writer’s Guide (Section 4)**
<http://www2.santarosa.edu/f/?nDAEPFzw>
22. **Strategic Plan Scorecard**
<http://strategic-planning.santarosa.edu/>
23. **Student Learning Outcomes Website, Course Assessment Page**
<http://www.santarosa.edu/slo/course/>
24. **Access to SLO SharePoint Site**
<http://www.santarosa.edu/slo/forms/>
25. **SRJC Student Survey, 2013**
<http://www2.santarosa.edu/f/?nDzJOMTN>
26. **Explanation Regarding 2009 Recommendation 3, 2012 Midterm Report, page 12**
<http://www.santarosa.edu/accred2015/pdfs/SRJC-Midterm-Report-2012-Final.pdf>

27. **Five-Year Capital Outlay Plan**
<http://www2.santarosa.edu/f/?nDZvFHHB>
28. **Board Policy 2.5, Governance and the Committee System**
<http://www.santarosa.edu/polman/2govern/2.5.pdf>
29. **Board Procedure 2.5P, Governance and the Committee System**
<http://www.santarosa.edu/polman/2govern/2.5.pdf>
30. **College Council Homepage**
<http://goo.gl/sRq9Rq>
31. **Committee System Best Practices**
<http://www2.santarosa.edu/f/?nBvPWQyA>
32. **College Council Committee Review Sheet**
<http://www2.santarosa.edu/f/?nDzyGQGw>
33. **College Council Minutes, Committee Reviews, October 16, 2014**
<http://goo.gl/1PhVbk>
34. **Strategic Plan, 2014-2019**
<http://www.santarosa.edu/administration/planning/pdfs/strategic-plan-2014-4-22.pdf>

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

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.

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.

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).

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

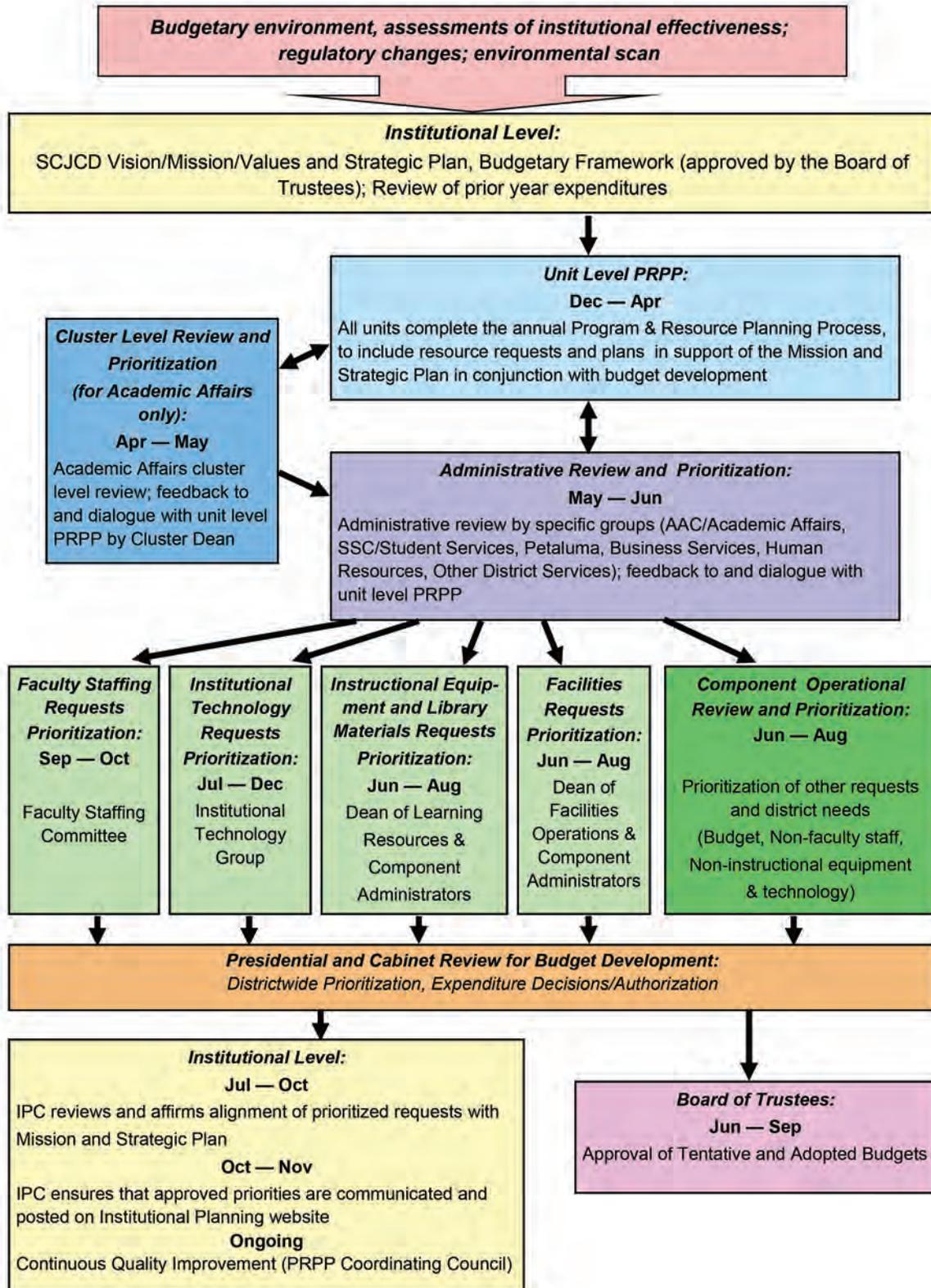
 - Accomplishment of annual component goals.

The 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

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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

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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 measurable 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

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

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 | <p>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.</p> | 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/?nDCvELKK>
- 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/?nCYVFXDY>
- 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/?nDOvFzK>

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/?nBOKKRUJ>

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/coursereserves.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>

Standard II Student Learning Programs and Services

Standard II.A Instructional Programs



SANTA ROSA JUNIOR COLLEGE



Our Values **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



SANTA ROSA JUNIOR COLLEGE



Standard II: Instructional Programs

The institution offers high quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

II.A Student Learning Programs and Services

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

Strategic Plan GOAL B.

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

II.A.1

The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

DESCRIPTIVE SUMMARY

SRJC's mission addresses student learning in the broad sense and in its reference to its academic programs.

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

We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.

All College learning programs, regardless of location or means of delivery, fully address and uphold the mission. This is ensured through a rigorous system of review for courses, certificates, and degree programs; ongoing assessment and improvement based on that assessment; dialogue through shared governance committees; and the integrity of the faculty, staff, and administrators involved in academic programs.

Alignment with the mission and the Strategic Plan is demonstrated through the annual Program and Resource Planning Process (PRPP), which is described in depth in Standard I (II.A.1). In PRPP Section 1.b, each academic department or program must answer the question, "How is the program/unit consistent with the Mission and Strategic Plan Goals?" This narrative, developed mainly by faculty of the department, is reviewed in dialogue with the cluster dean along with the rest of the PRPP to verify mission and Strategic Plan alignment. Requests in Section 2 for faculty, staff, and physical resources must also cite their relationship to the mission and goals. Finally, in Section 6, departments must indicate which components of the mission and Strategic Plan goals have been met by program accomplishments or will be addressed through proposed plans.

Descriptions in the Standard sections below will demonstrate specific procedures and practices that ensure this alignment in all instructional programs.

SELF EVALUATION

The College meets the Standard. Every instructional program is held accountable to the institutional mission and Strategic Plan through its statements in the PRPP. The PRPP is revised and reviewed every year to ensure that programs maintain this alignment.

II.A.1.a

The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving student learning outcomes.

DESCRIPTIVE SUMMARY

The College uses research and data to determine the educational needs of its students, the kinds of programs appropriate for their needs and goals, and the degree of success students experience as they move through those programs. Documentation of how research and data lead to course and program development and improvement occurs through the PRPP.

Identification of Educational Needs

Data regarding student learning needs and progress is collected by the Information Technology (IT) department, the Office of Institutional Research (OIR), the Office of Admissions, Records, and Enrollment, individual academic units, discipline faculty assessments, and more recently, the California Community College Chancellor's Office Data Mart. The College has also launched a new tool, the Enrollment Management System (EMS), to provide more accurate information and analysis of enrollment patterns. Reports from all these sources allow departments to develop courses and programs that address student needs within the context of their disciplines and community.

The OIR maintains the Institutional Planning website with both current information and archives of surveys and reports (II.A.2). The most comprehensive representations of data collection and analysis are the current Fact Book, the Institutional Effectiveness Report, and the Strategic Planning Environmental Scan (completed in September 2013) (II.A.3, 4, 5). In the past year, the OIR also published data from the following surveys and assessments:

- 2014 Annual Report for ACCJC (II.A.6)
- 2013 Institutional Effectiveness Assessment Report (II.A.7)
- Career and Technical Education Employment Outcomes Survey 2014 (II.A.8)
- 2013 Accreditation Faculty/Staff Survey (II.A.9)
- 2013 Accreditation Student Survey (II.A.10)
- 2013 Tri-annual Student Services Survey (II.A.11)
- Basic Skills/Immigrant Education Initiative Baseline Measures Study (II.A.12)

- Course placement in Math, English, ESL and Chemistry (II.A.13)

The IT Department also compiles data related to student achievement and enrollment from various sources. This information is available to all faculty and staff through the online Student Information System (II.A.14) and Data Mining program (II.A.15). One new data element is the date of section closure report that allows faculty to request additional sections of impacted courses to meet student demand. The IT Department also provides a large number of online data sets for the PRPP, including budget and human resources data for all units (II.A.16). Data on enrollment, course retention, successful course completion, student grade point average (GPA), and participation rates by ethnicity, gender, age and socioeconomic status are provided annually by the College and are broken out by location, term, and other variables.

The data sets related to targeted student populations labeled Student Equity Data have been a central part of the yearly PRPP process since 2011. To further ensure equity for all students, the new Student Success and Equity Committee has been created to provide visible and coordinated College level leadership (II.A.17).

Individual programs and departments also collect data for planning purposes. Career Technical Education (CTE) programs in particular have routinely made use of their own surveys of employers and former students when developing programs and courses. The Dean of Career and Technical Education and Economic Development (CTE Dean), for example, uses employment trend data from the individual CTE programs and also tracks student success on licensing tests and other external standards to determine whether courses are adequately preparing students for their career fields. Most recently, the Career and Technical Education Employment Outcomes Survey 2014 (II.A.8) provided valuable information about student employment and earnings related to their degree or certificate.

Some departments, such as English as a Second Language (ESL) and Disability Resources, conduct internal collection and analysis of data to assess student progress and plan courses and programs accordingly. The ESL Department, for example, regularly surveys noncredit students to determine their language learning and educational goals (II.A.18).

Meeting Educational Needs Through Programs

The above sources reveal trends and ongoing needs of the student population and the community served. The extent to which the College addresses the educational preparation and the diversity, demographics, and economy of the community is reflected in the wide range of courses and programs listed in the College Catalog and Schedule of Classes (II.A.19, 20). As reflected in the most recent College Catalog, these include:

- 113 associate degree majors in liberal arts, sciences, and occupational areas
- 164 state and locally approved occupational certificates
- Sequenced courses for the math and English pathways, from developmental to transfer level
- Credit and noncredit basic skills courses in both traditional and accelerated formats
- Credit and noncredit ESL courses at sites throughout the country, some with childcare available
- Disability Resources Department services and classes
- Community Education courses
- Gateway to College Program for disengaged young adults
- Weekend College for working students and others who need flexible schedules
- Online Degree Programs
- Transfer Model Curriculum majors articulated with the California State University System
- Based on data identifying courses closing early in the registration process, the Math, English, and Life Sciences Departments added additional sections for fall 2013 and spring 2014, particularly at high demand developmental pathway levels.
- Demand demonstrated by an ESL Department survey for noncredit ESL classes for parents with young children led to the scheduling of off-site classes with child care at three new locations in 2013-2014.
- The Gateway to College Program in Petaluma was created to address the externally identified Sonoma County population of disengaged young adults who are not employed or attending school or college.
- The Math Department doubled the space in their Math Lab to meet growing demand from both developmental and transfer-level students for individualized academic assistance and computer-assisted instruction.
- In light of the ever-increasing role of technology in society, Digital Media certificates in General Multimedia, Interactive Multimedia, Digital Filmmaking, and Digital Audio were instituted in 2012.

In order to make educational opportunities more accessible to students, courses are offered in a variety of times, locations and formats. Courses are scheduled weekdays, evenings and weekends. Most classes take place on the Santa Rosa Campus and Petaluma Campuses and the SRJC centers: Shone Farm, the Southwest Santa Rosa Center, and the Public Safety Training Center. Many departments offer courses in other off-site locations in Sonoma County as well, particularly in rural and economically disadvantaged areas.

A variety of formats allow all students to move toward their educational goals. These include:

- Traditional lecture and lecture/discussion
- Scheduled and drop-in labs (such as computer, language, tutorial, writing and science labs)
- Work Experience/Internships
- Fully online, partially online (“hybrid”) and blended courses that improve student momentum towards SLO attainment through technological enhancements
- Courses and support services for students with disabilities
- Open entry, open exit, drop-in and self-paced classes
- English as a Second Language (ESL) courses with a vocational focus (VESL)
- Accelerated, compressed, and short courses

Departments continually develop new courses and create and revise existing programs, which are reflected in each department’s PRPP. Examples include:

Using Research and Analysis to Assess Progress

As described above, the OIR has the primary role regarding institutional and academic research as well as analyzing, interpreting, and reporting the data it compiles. The IT Department also contributes through regular reports based on the Chancellor’s Office’s Management Information System (MIS) data when requested by administrators and instructors. Illustration II.A.1 shows specific examples of how OIR and IT have contributed to informed program planning.

Student progress towards their educational goals and the course and program level has been analyzed much more visibly for the past ten years as student learning outcomes (SLOs) assessment has been fully integrated into the PRPP, making the connection between assessment and program improvement. All courses and programs have SLOs approved by the Curriculum Review Committee (CRC), all institutional

outcomes have been assessed, and all units have developed six-year outcomes assessment rotation plans as part of the PRPP. Faculty members are focused on the creation and administration of assessment tools and on formalizing the organizational behaviors that allow assessment results to continually drive course and program improvements. The dialogue behind this effort helps faculty collaboratively determine student learning needs and optimal pedagogy towards instructional improvement.

Ultimately, the PRPP is the paramount system for assessing student success. Every department receives historic course success and retention data that highlights deviation from institutional averages. All areas are thus fully aware of any underperforming courses or programs and translate that awareness into short and long-term unit goals that are then tracked over time by the same process.

Distance Education

Distance Education (DE) courses have an additional layer of review. To ensure the quality of all online instruction, specific faculty members of the CRC with expertise in online teaching review the Distance Education Proposal for any course that proposes to be offered online (II.A.21, 22). The review includes a careful assessment of effective student contact and interaction, adherence to the course outline of record, and the degree to which student learning outcomes (SLOs) can be met in the online setting. The designated CRC members either recommend the course for DE to the entire committee or return it to the submitter with feedback for

changes. The CRC makes the final decision about whether or not a course is suitable for online delivery. Review and approval processes for the online class itself must take place before the class is scheduled.

At times faculty are invited to develop online sections of existing courses through the Online College Project, in which instructors receive a stipend to create an online section of a course (II.A.23). For example, through the Weekend College program, ten new hybrid online courses were funded in this manner. In these cases, the College requires the instructor to participate in online training for one of the course management systems and submit the newly designed class for review for ADA compliance and functional design by the DE Office, the cluster dean, and usually the department chair or faculty with online expertise.

The contractually required implementation of special expertise requirements for online instructors has also maintained the quality of the College's online courses (II.A.24). At the departmental level, instructors must demonstrate that they have acquired the appropriate instructional competencies, as defined by their department, through formal instruction, hands-on experience, or a combination of the two.

Once courses are offered online, retention, success rates and student feedback are included in the PRPP and are reviewed by the Dean of Library and Learning Resources to determine if the online version is indeed meeting student needs and leading them to achieve the outcomes.

Illustration II.A.1

Examples of How Research and Analysis Inform Program Planning

- At the request of the ESL Department, in spring 2013 OIR developed and distributed a survey to noncredit ESL student at the relatively new Southwest Center in the Latino-dominant Roseland neighborhood. Enrollment trend data allowed the College to conclude that that rental site occupied in 2009 generated sufficient student demand and increased student progress to justify operational costs.
- OIR provides the Basic Skills Committee yearly updates on a group of Basic Skills benchmarks defined at the state level. Using that information about student success trends, the Committee makes recommendations regarding program funding, staffing and curriculum and support services.
- When questions arose regarding the role of 100-level degree applicable courses in the English, ESL, and math pathways, IT was able to compile a report that demonstrated the number of students who applied such courses to their degree completion. This information subsequently concretely informed curriculum revision discussions while keeping student completion central to the process.
- IT upgraded the College's Timekeeper software program, which tracks student attendance and course demand at all tutorial and other learning support locations. In addition to providing utilization data to inform appropriate staffing levels of instructional assistants and faculty, this system will allow the College to determine if student course grades can be correlated with time spent with tutors.

SELF EVALUATION

The College meets this standard. SRJC relies on a large number of data elements to drive all organizational assessments and planning decisions. The College implements new practices to increase data driven decision making whenever possible so that it will maintain a true culture of evidence. All academic programs use the extensive data generated by IT, the OIR, and individual departments and request additional data as needed. The College uses this information to develop and offer a wide range of courses and programs that are clearly consistent with students' educational preparation and the diversity, demographics, and economy of many sectors of Sonoma County.

Departments currently use available data to gauge student learning needs, and the continued refinement of the PRPP demonstrates the College's commitment to strengthening and systematizing the measurement of students' achievement of learning outcomes.

The IT Department and the OIR provide the college community with a great deal of data on the educational preparation and needs of students plus the diversity, demographics, and economy of the community.

II.A.1.b

The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

SRJC offers a variety of delivery systems and modes of instruction to help students meet the objectives of the curriculum. The variety is evident through the selection of courses in the College Catalog and Schedule of Classes as well as the activities and approaches of individual instructors formalized in course outlines of record (II.A.19, II.A.20). Many students meet their educational goals within the traditional weekday class schedule, evenings, or weekends, but others rely on or integrate alternative formats of instruction to meet program or personal objectives. The College addresses these needs through a variety of delivery systems and modes of instruction across courses, such as those listed below.

Distance Education (DE) programs continue to grow to meet ever-increasing demand from students, with numerous fully online sections that require no on-site attendance. The number of hybrid sections (i.e., at least 50 percent online) with a reduced number of on-campus meetings is also growing to provide more convenient access to students whose work and family limit their ability to attend regularly scheduled classes.

Disability Resources Department (DRD) facilitates access to instruction throughout the College by offering support services and special classes to students with disabilities (II.A.25). Students with disabilities may have their learning needs met in the classroom through the authorized use of:

- Adapted technology
- Alternate media
- Voice recognition software
- Screen readers
- Scan and read software
- Text enlargement equipment
- Individualized adapted technology instruction
- District wide computer accessibility
- Auxiliary Aides (sign language interpreters, transcribers and note takers)

DRD also offers specialized classes to meet the diverse learning needs of its students. These classes include: Adapted Physical Education, Coping Strategies for Students with Acquired Brain Injuries, Study Skills, Career Exploration, English for Deaf Students, and Adapted Computer Technology. There are special workshops for instructors who have hearing-impaired or blind or low-vision students in their classrooms.

Learning Communities offer a selection of high demand courses linked so that the same students are in both sections, thereby promoting more interpersonal engagement and out-of-class collaboration and support than in typical sections (II.A.26). The curricula are also integrated so students receive contextualized instruction when a skill-based English, ESL or math course is included, particularly at the developmental levels. Most learning communities consist of a section of an English course that is linked to either a counseling or content area course. In 2013/2014, several different counseling classes were included in learning communities along with Anthropology and Child Development classes.

Gateway to College, a grant-funded program at the Petaluma Campus, allows at-risk high school young adults to enroll in the College, finish their high school graduation requirements, and earn college credit at the same time. Enhanced support services including targeted counseling, tutoring, and a learning laboratory (II.A.27).

SRJC programs for Latino/a students have grown significantly in the last decade in response to the increased Latino/a population countywide. Many students from the Latino/a community are involved in the Extended Opportunity Programs and Services (EOPS), Mathematics, Engineering, Science Achievement (MESA), and the Puente Project (II.A.28, 29, 30). The College also offers bilingual Spanish/English classes to give Spanish-speaking students the option to pursue a degree or occupational certificate while working on their English skills (II.A.31). The most promising development in the effort to address Latino/a student needs occurred in 2014, when the College achieved emerging Hispanic Serving Institution status and was awarded a five-year, \$2.5 Million Title V grant in order build capacity to serve Latino/a and low-income students. This grant includes a guided pathway to the associate degree, integrated support services, integrated technology for student success, and the development of an accelerated ESL pathway leading to transfer-level English.

Meeting Current and Future Student Needs

In all respects, the College employs delivery systems appropriate to the current and future needs of students. The Enrollment Demand report provides deans and chairs with data about how many students attempted to enroll in a class after it closed. This is a measure of unmet demand. For example, demand data indicate that the College is offering sufficient sections of online courses in business and professional areas, but that there is a strong, unmet demand for general education classes. The College is addressing this demand by developing more general education online courses through the Online College Project.

Information from recent surveys shows that the different modes and delivery of instruction are appropriate. The College's commitment to equity for all students is demonstrated by the survey data elicited from faculty and

students as part of the current institutional self evaluation. Instructors were asked if they regularly included multicultural issues, ideas, approaches, materials and/or examples in their instruction: 90 percent of students agreed or strongly agreed. The faculty's perception that they respect the diversity of their students is affirmed by the students themselves: 86 percent of students either agreed or strongly agreed that instructors use methods and activities that respect their ethnic, cultural and linguistic backgrounds (II.A.32).

SELF EVALUATION

The College meets the Standard. SRJC provides a wide variety of delivery systems for its courses. Students have options for taking courses at different times, in various locations, in a variety of formats or through the Internet. In the classroom, many instructors go beyond a traditional lecture format to ensure that the information and concepts are accessible to students and/or students have a chance to practice skills.

Illustration II.A.2 Examples of Student Learning Outcomes

ANTHRO 1: Physical Anthropology

1. Adopt the framework of Evolutionary Theory to evaluate biological change over time.
2. Define scientific inquiry and its methods.
3. Utilize a vocabulary to discuss the cornerstones of physical anthropology (*genetics, primatology, the fossil record, and modern human variation*).
4. Explain ancient and modern human variation in biocultural terms.
5. Evaluate the impact of human evolution on past, present, and future environments.

CUL 253A: Culinary Café 1

1. Explain the importance of local and seasonal products in menu design and planning
2. Apply basic skills, techniques, and guidelines used in restaurant food preparation
3. Define and use the basic terminology of the professional culinary arts
4. Apply a working knowledge of sanitation and safety in a professional kitchen
5. Demonstrate a working knowledge of the various stations in a restaurant.

II.A.1.c

The institution identifies student learning outcomes for courses, programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

DESCRIPTIVE SUMMARY

The College has identified student learning outcomes for all active courses, certificates, majors, degrees, and for the institution as a whole. The College assesses student achievement of those outcomes through an ongoing, systematic cycle and uses assessment results to improve learning and services to students.

The Project LEARN Steering Committee, which includes Academic Affairs and Student Services faculty and administrators, provides leadership for student learning outcomes assessment activities (II.A.33). The Project LEARN Steering Committee works closely with the Academic Senate and the College administration to establish both short and long-term goals. These goals have been reflected in the past College Initiatives and are now stated in the Strategic Plan. (II.A.34, II.A.35).

The Academic Senate has been actively engaged in promoting SLO assessment. In fall 2010, the Academic Senate approved a new, more departmentally driven course assessment process. The Senate endorsed a six-year cycle of assessment and required that academic and Student Services departments submit a plan for systematic, ongoing assessment. In September 2012, the Senate passed a resolution requiring that the six-year cycle of assessment be completed in 2014/2015 (II.A.36).

Course Student Learning Outcomes and Assessment

Faculty members with appropriate expertise identify student learning outcomes (SLOs) for all courses, including online courses. In 2012, the College concluded a six-year process of identifying SLOs for all active courses (about 2,000) in the curriculum.

The institution defines “student learning outcomes” as the broader statements of the knowledge, skills, abilities and values students should acquire, as distinguished from “objectives” that are defined as the more specific skills students are expected to master (II.A.37). Course SLOs are listed in the official course outlines of record, so the development of SLOs goes through the curriculum review process every time a new course is developed or an existing course is revised. As part of this, SLOs are reviewed by the department, the Cluster Technical Review (CTR) committee and approved by the Curriculum Review Committee (CRC) (II.A.38). The dialogue involved in this process ensures the

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

appropriateness of the SLOs, especially for degree and transfer courses (those numbered 1-299), which must reflect high levels of critical thinking. (See Illustration II.A.2.)

Once the course is approved, the course outline, including the SLOs, are posted through the Student Information System and are visible to students and the public on the College’s website (II.A.39) To raise students’ awareness of course outcomes, the SLOs or a link to the official course outline of record with the SLOs are required in every syllabus (II.A.40).

Faculty members have the primary responsibility for course assessment, although classified staff may be involved in some of the logistics. The College provides support for assessment through two SLO Coordinators, who have been instrumental in assisting individual faculty, discipline leaders, and departments in implementing methodologies such rubrics, embedded assessment, performances and presentations, and pre- and post-tests, many of which are described on the SLO website (II.A.41). The same methods of assessment are appropriate for online courses, with the same level of achievement expected through either method of delivery. For example, while an on-site class may feature extensive classroom discussion, an online class might use discussion boards to achieve the same outcome.

Dialogue regarding assessment takes place among faculty members in the same or related disciplines and may include directors and support staff. Dialogue may be conducted face to face, by email, at department meetings and/or in department retreats. This dialogue is documented in the SLO assessment reports on the SLO SharePoint site and in minutes of departmental or discipline meetings (II.A.42). Generally speaking, dialogue regarding assessment of online courses occurs in the same way, with faculty members who teach from a distance being involved via email or communication technology.

Illustration II.A.3 summarizes two course assessments that led to reflection and improvement.

Program Student Learning Outcomes: Certificates and Majors

For the purposes of SLO assessment, the College defines a “program” as a certificate, major, or student service. Faculty members have identified SLO statements for all existing certificates and majors. SLOs are required as part of the application process for new certificates and majors as well. All certificate and major SLOs are posted on the individual certificate and major web pages for students and the public to view. The alignment between course SLOs and certificate/major SLOs are represented on a curriculum “map” (II.A.43).

The Academic Senate established a goal to assess all certificates and majors at least once by the end of 2014/2015. The SLO coordinators have been assisting faculty with strategies for assessing certificates and majors. As described on the SLO website, the main methods are (II.A.44):

- Assessment of capstone courses when those are used as a culminating experience
- External assessment, such as public safety and Board of Registered Nurses exams

- Cumulative or “ground up” assessment, which analyzes the course SLO assessments and their alignment with certificate/majors expected outcomes

A number of Career and Technical Education (CTE) programs have used the first two methods. For example, the Diet Technician program uses assessment of the final portfolio in its capstone course to assess the student achievement of program outcomes (see Illustration II.A.4).

Other CTE programs accredited or licensed by external agencies are held accountable to externally identified program SLOs that reflect the competencies mandated by professional associations or regulatory bodies. Several of these programs, particularly in Public Safety and the Health Sciences, use exam and survey results to assess their programs (see Illustration II.A.5). Also, in collaboration with CTE deans, the Office of Institutional Research (OIR) has provided follow-up surveys of all students who have left the college with a declared goal of a certificate or degree in a CTE area (II.A.8). Analysis of the data will inform the PRPP, the Educational Plan, the Program Evaluation process, and related Strategic Plan objectives.

Illustration II.A.3 Course Assessment Results Used for Improvement

AJ55, Criminal Court Proceedings

SLO: Demonstrate an understanding of Constitutional protections in the context of search, seizure, arrest, custody, and criminal court proceedings.

Results: 87% of the students assessed received a passing grade when demonstrating proficiency when applying the US Constitutional protections. The weakest application for all students was the case law relevance to the protection. This is possibly due to a lack of emphasis on the court proceedings affected by the constitutional protections.

Change: Course content will be revised to include a greater instructional emphasis on court procedures and applicable Constitutional protections. Instructors teaching this course will meet to discuss the necessary changes.

Speech 9 Critical Thinking and Argument

SLO: Compose argumentative essays that utilize sound reasoning, clear organization and evidentiary support.

Results: The criterion for success was met, as 74.19% were able to achieve a score of 60 or above.

Change: However, it is agreed that to truly achieve strong retention in Speech 9, we need to get a much higher evidence success rate early in the semester. Starting Spring 2014, immediately prior to and after paper #2 will be a skills test of some manner, asking students to demonstrate the ability to use evidence effectively. Essentially, there seems to be a widely believed myth among students that we can “just make stuff up” and “use our own brains” to create solid arguments. Our job is to bust that myth as early as possible. While creative and critical thinking are important (using their own brains), to be successful in debate, that must be done through solid evidence usage, not as a substitute for it.

Illustration II.A.4 Summary Report on Assessment of the Dietetic Technician Major

SLOs Assessed

1. Take and pass the Commission on Dietetic Registration Exam for Dietetic Technicians, Registered or be prepared to continue education in nutrition, dietetics, or foodservice at a higher level.
2. Communicate clearly and professionally as a Dietetic Technician, Registered, in written and verbal formats.
3. Exhibit professional behaviors in all aspects of work as competent DTRs.

Method of Assessment

During the last term of enrollment, students must complete a portfolio that provides evidence of meeting the Commission on Dietetic Registration's 31 competencies. Achievement of these competencies is consistent with expected student preparation to take and pass their registration exam after graduation. These competencies are achieved in one of the major Supervised Field Experience (SFE) courses for the program and/or in pre-requisites for these SFE courses.

Reviews of student portfolios were completed to assess students' ability to complete and document achievement of the CDR competencies. SLO # 2 and 7, above, reflect two of the competencies; these are specifically assessed as part of students' work in SFE courses and in the subsequent documentation of these experiences in the student portfolio.

Criteria for success: 100% of students enrolled in their last term will submit portfolios with documentation of completing all competencies. 90% or more of the enrolled students submitting portfolios will have 100% of submitted competencies complete and approved by the end of the term.

Summary of Results

Overall, student portfolios met or exceeded expectations. However, some students were delayed in completing some competencies in one or both SFE courses due to student or preceptor misinterpretation of course instructions about activities for these rotations. Some preceptors planned appropriate and complete activities for students more easily than others.

100% of enrolled students submitted portfolios with documentation of completing course competencies. Students' entries demonstrated their ability to communicate clearly and professionally in written format and documented professional behavior in the SFE course. However, the program coordinator and discipline faculty agree that planning materials provided to students and sent to field supervisors could be improved to help clarify rotation learning activities and support student success at each site.

One of the competencies (#CDT 4.5) was not met easily by some students, indicating a need for addition of a specific activity to help all students meet this competency.

Departmental Dialogue

Department meeting; dialogue with colleagues who teach this course; report to national accrediting body.

Changes Based on Results

Course objectives, matched with learning activities and required DT competencies will be re-written for Supervised Field Experience courses to make it easier for our off-campus field supervisors (preceptors) to plan rotations in which students meet expected program competencies and be prepared to enter the field. Specific budget development assignment will be added to DIET 106.2 to help students meet competency CDT 4.5 related to planning a new service, including budget.

Plans for Follow-up Assessment

We will continue to assess the courses in this program on a regular cycle and continue to use the final student portfolios as our primary assessment tool for the major. The next assessment will review documentation of completion of new competencies and will assess achievement of other program outcomes.

Many programs use the third method, the “cumulative” approach, which bases the assessment of certificate or major SLOs on the assessment results of directly related course SLOs. This approach relies on the completed assessments of all required courses in the certificate or major and has been an effective approach for Liberal Arts and Sciences majors that do not have capstone courses, exit exams, or even a culminating class with a majority of declared majors.

Majors and certificates that are completed entirely through online courses are considered the same as those obtained through face-to-face or a combination of methods of delivery. Assessment occurs through whatever means the department uses to assess the program in general, with online course SLO assessment contributing to the data.

The College has assessed approximately 37% of all certificates and majors, with SLO Assessment Reports posted in the SLO SharePoint site. Assessment results have provided insights into potential improvement at the program level, as shown in Illustration II.A.4 on the previous page.

Institutional Student Learning Outcomes and Assessment

After considerable college wide dialogue, the Institutional Planning Council (IPC) approved Institutional Learning Outcomes (ILOs) in 2004/2005. In keeping with the College’s mission, ILOs relate to all students at the college, whether their purpose is to transfer, acquire a degree or certificate, enhance job skills, or develop basic skills (II.A.45). These ILOs have been assessed in 2007, 2010, and 2013, mainly through the tri-annual Student Services Survey (II.A.46).

The 2013 survey results shown in Illustration II.A.6 reflect trends from the earlier surveys, with students indicating that SRJC has most had the highest degree of impact in writing, math, and communication skills. The indication of less impact towards the ILO “Maintaining or improving personal health” has initiated several actions by Student Health Services, including implementing in the National College Health Assessment survey and using the results to determine areas for program emphasis (II.A.47).

OIR reports results through Professional Development Activity workshops, presentations to SRJC shared governance and other leadership groups, and links on the Institutional Planning website. Recent institutional level discussions about the ILOs have focused on their relationship to the Strategic Plan and to the development of General Education Learning Outcomes (II.A.48).

Degree and General Education Learning Outcomes

Recent focus on degree completion, outcomes, accreditation requirements, and the Strategic Plan goals and objectives led SRJC to initiate the development of General Education Learning Outcomes (GELOs). As one of 15 colleges in the Western Region accepted into an ACCJC Lumina Degree Qualifications Profile Project (DQPP) grant, SRJC took this opportunity to identify its GELOs within a national context. This yearlong process involved many steps and close dialogue with the Academic Senate.

1. **April 2013:** Selected Project LEARN members attend regional DQPP training
2. **September 2013:** Initial GELOs discussed and drafted by the Project LEARN Steering Committee, aligning GE outcomes with Degree Qualification Profile standards, University of California (UC) and California State University (CSU) requirements, and ILOs (II.A.49).
3. **November 2013:** Draft GELOs presented to Academic Senate. Discussion and feedback incorporated in second draft.
4. **March 2014:** Second draft approved conditionally by Academic Senate. Further discussion of specific wording will take place in 2014/2015 in relation to Strategic Plan assessment plans and revision of ILOs (II.A.50).
5. **May 2014:** Project LEARN members attend DQPP conference and present project results. Presentation posted on National Institute of Learning Outcomes Assessment (NILOA) website (II.A.51).
6. **Fall 2014:** Project LEARN begins discussion and proposal to revise ILOs and align with GELOs, shown in Illustration II.A.7 (II.A.48).

Illustration II.A.5 Examples of Certificate and Majors Using External Assessments

| PROGRAM | METHOD OF ASSESSMENT |
|---------------------------|---|
| Associate Degree Nursing | Board Examinations |
| Psychiatric Technician | Board Examinations |
| Radiologic Technology | Board examinations; student job placement and employer satisfaction surveys |
| Dental Hygiene | Board Examinations |
| Public Safety (various) | Board Examinations |
| Administration of Justice | Student job placement and employer satisfaction surveys |

Illustration II.A.6 2013 Student Survey, Responses Regarding Institutional Learning Outcomes

SRJC's mission is to improve the skills, increase the knowledge, and enhance the lives of the students who participate in our courses and programs. We want to know if we are achieving our mission.

To what extent do you think your SRJC education so far has contributed to your knowledge, skills, and abilities in the following areas:

| | <i>A lot</i> | <i>Some</i> | <i>A little</i> | <i>None</i> | <i>I don't know/can't answer</i> |
|--|--------------|-------------|-----------------|-------------|----------------------------------|
| Writing skills | 37.6% | 38.0% | 13.4% | 7.6% | 3.4% |
| Reading comprehension skills..... | 28.4% | 39.6% | 17.5% | 10.4% | 4.0% |
| Performing mathematical operations | 33.9% | 27.9% | 13.0% | 14.3% | 11.0% |
| Using technology | 20.4% | 31.8% | 21.7% | 19.7% | 6.4% |
| Developing self awareness and confidence | 26.0% | 34.3% | 20.7% | 13.8% | 5.3% |
| Maintaining or improving personal health..... | 18.9% | 25.9% | 20.1% | 25.3% | 9.7% |
| Appreciating the value of lifelong learning..... | 37.7% | 31.7% | 16.8% | 9.5% | 4.3% |
| Listening actively and respectfully | 38.4% | 33.9% | 16.4% | 8.2% | 3.1% |
| Speaking coherently and effectively | 34.6% | 36.9% | 16.1% | 8.6% | 3.8% |
| Locating, analyzing, evaluating, and synthesizing relevant information..... | 34.7% | 39.1% | 15.9% | 5.9% | 4.4% |
| Drawing reasonable conclusions in order to make decisions and solve problems | 32.8% | 40.9% | 14.6% | 7.1% | 4.6% |
| Responding creatively to ideas and information..... | 30.6% | 40.1% | 17.5% | 6.8% | 4.9% |
| Understanding and demonstrating social and civic responsibility..... | 25.1% | 35.0% | 19.6% | 12.4% | 7.9% |
| Understanding and demonstrating personal responsibility..... | 32.1% | 36.8% | 16.3% | 9.8% | 5.0% |
| Understanding and demonstrating environmental responsibility..... | 24.9% | 32.8% | 18.6% | 15.3% | 8.4% |
| Becoming a more productive local and global citizen | 25.2% | 31.1% | 21.3% | 15.8% | 6.7% |
| Recognizing and acknowledging individual and cultural diversity | 32.1% | 33.5% | 17.9% | 11.1% | 5.4% |
| Practicing respectful interpersonal and intercultural communication | 30.6% | 34.7% | 17.9% | 11.0% | 5.9% |
| Recognizing and understanding the ideas and values expressed in the worlds cultural traditions | 30.5% | 34.5% | 17.4% | 11.4% | 6.2% |
| Managing resources (such as time and money) in order to advance my personal and career goals | 27.8% | 33.9% | 18.5% | 14.2% | 5.6% |

Other comments:

100.0%

Illustration II.A.6 SRJC General Education and Institutional SLOs

(With annotations italicized to reflect revisions toward closer alignment, currently under discussion by Project LEARN.)

| OUTCOMES FOR DEGREE AND TRANSFER STUDENTS | OUTCOMES FOR ALL STUDENTS (as appropriate to their educational goals) |
|---|--|
| <p>Written Communication (Area A: English Composition)</p> <p>Present substantially error-free prose in both argumentative and narrative forms to identified audiences.</p> | <p>Foundational Skills</p> <ul style="list-style-type: none"> • Read and write at the college level |
| <p>Oral Communication (Area B1: Communications)</p> <p>Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.</p> | <p>Communication</p> <ul style="list-style-type: none"> • Listen actively and respectfully • Speak coherently and effectively |
| <p>Quantitative Fluency (Area B2: Analytical Thinking)</p> <p>Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.</p> | <p>Proposed: Quantitative Fluency</p> <p>Apply mathematical operations in selected field of study</p> |
| <p>Civic Learning (Area F, American Institutions)</p> <p>Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities (from SRJC Mission statement).</p> | <p>Responsibility</p> <p>Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation in order to become a productive local and global citizen.</p> |
| <p>Engaging Diverse Perspectives (SRJC Area G, American Cultures & Ethnic Studies and Area H: Global Perspectives and Environmental Literacy)</p> <p>Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions; use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.</p> | <p>Intercultural Literacy and Interaction</p> <ul style="list-style-type: none"> • Recognize and acknowledge individual and cultural diversity • Practice respectful interpersonal and intercultural communication • Recognize and understand the ideas and values expressed in the world's cultural traditions. |
| <p>Use of Information Resources (SRJC Area I, Information Literacy)</p> <p>Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.</p> | <p>Proposed: Use of Information Resources</p> <ul style="list-style-type: none"> • Locate, analyze, evaluate and synthesize relevant information as appropriate to educational goals • Utilize technology (Originally under "Foundational Skills") |
| <p>Analytic Inquiry (applies to all GE courses)</p> <p>Analyze, evaluate and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.</p> | <p>Critical Analysis</p> <ul style="list-style-type: none"> • Locate, analyze, evaluate and synthesize relevant information* • Draw reasonable conclusions in order to make decisions and solve problems |
| <p>Applied Learning (Applies to all GE courses)</p> <ul style="list-style-type: none"> • Apply academic skills and knowledge to real world situations. • Utilize technology appropriate to the discipline or field of study. | <p>Creativity</p> <ul style="list-style-type: none"> • Creatively respond to ideas and information <p><i>Proposed: Create "Applied Learning" ILO and include creativity.</i></p> |
| <p>Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities (Area C: Natural Sciences; Area D: Social and Behavioral Sciences; Area E: Humanities)</p> <ul style="list-style-type: none"> • Describe how existing knowledge or practice is advanced, tested, and revised; analyze a range of perspectives on key debates and their significance both within the field and in society; illustrate core concepts of the field while executing analytical, practical, or creative tasks; select and apply recognized methods of the field in interpreting discipline-based problems; and/or assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems. | <p>Personal Development and Management</p> <ul style="list-style-type: none"> • Develop self-awareness and confidence • Manage resources, such as time and money, in order to advance personal and career goals • Maintain or improve health • Appreciate the value of lifelong learning |
| *Proposed as newly created ILOs. | |

The current GELOs are posted on the General Education Learning Outcomes page of the SLO website (II.A.52). In terms of assessment, there are six areas of overlap between the ILOs and GELOs, and, as discussed above, those areas have been assessed through the Student Surveys.

SELF EVALUATION

The College meets the Standard for most courses and some certificates and majors. SRJC will complete a cycle of assessment of all courses, certificates, and majors in 2014/2015. General Education Learning Outcomes have been established and partially assessed. Institutional Learning Outcomes have been assessed every third year. General Education and Institutional SLOs will be aligned and correlated with the Strategic Plan in order to make assessment of those more feasible and sustainable.

See Actionable Improvement Plans at the conclusion of Standard II.A.

II.A.2

The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students and contract or other special programs, regardless of the type of credit awarded, delivery mode, or location.

II.A.2.a

The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.

DESCRIPTIVE SUMMARY

The College uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. These procedures recognize the central role of the faculty in ensuring quality and improving instructional courses and programs.

Institutional procedures include:

- A rigorous curriculum development and approval process that includes identification of student learning outcomes.
- A rigorous application and approval process for new certificates and majors that includes student learning outcomes.
- An effective administrative structure to deliver courses and programs.
- An annual Program and Resource Planning Process (PRPP) that includes program review of every academic discipline and department.
- A meaningful program evaluation process to determine the vitality of all certificates and majors on a six-year cycle.

Curriculum Development and Approval Process

The California Community College Chancellor's Office outlines curriculum standards in the Course and Approval Handbook 2012. These are strictly followed at SRJC and applied to institutional policies and procedures to develop courses, as described in the Curriculum Writer's Handbook, accessed through the Curriculum website (II.A.53). Additionally, the Project LEARN website provides further direction on how to identify student learning outcomes for all courses (II.A.41).

The College recognizes the central role of the faculty in developing courses and student learning outcomes. As described in II.A.1.b, curriculum is developed exclusively by faculty. As shown in Illustration II.A.8, new and revised courses are submitted by discipline experts for review by a Cluster Tech Review committee consisting of the cluster dean and faculty members from related disciplines. Then, through the Office of Curriculum and Educational Support Services (Curriculum Office), courses are placed on the Curriculum Review Committee (CRC) agenda. The CRC, composed of a majority of faculty appointed by the Academic Senate plus several administrators by position or appointed by the Vice President of Academic Affairs, reviews and approves new and revised courses (II.A.54). All credit and noncredit courses at the College undergo this rigorous curriculum development and approval process.

The College expects courses to be reviewed and updated on a six-year cycle. Many Career and Technical Education (CTE) courses are updated more frequently to keep abreast with changes in the field. Courses transferable to the University of California (UC) follow the required UC five-year review cycle.

Study Abroad courses, while offered in foreign locations, are chosen from established curriculum and are identical to the same course offered on College sites.

Community Education classes comprise a separate program not under the same requirements of Title 5 and the Chancellor's Office. They follow a different development and evaluation process based on informal outcomes. Potential instructors propose classes that they would like to teach. Faculty and courses are selected and evaluated by the Director of Community Education.

Assuring Quality of Distance Education Courses

Online courses go through the same curriculum development and review process as face-to-face courses, using the same Course Outline of Record (COR) plus a Distance Education proposal form that is completed by the submitting faculty, reviewed by DE specialists on the CRC, and recommended for approval by the entire committee. This application requires submitters to describe how the online class will cover the topics, ensure the rigor, and assess students' achievement of the SLOs through the DE format. It also includes information about student online orientation and methods for effective contact between the instructor and student and students

with each other (II.A.22). In addition, all online courses must meet the American Disabilities Act (ADA) standards. A College specialist works with faculty members initially and on a six-year cycle to ensure compliance.

Quality of instruction is also ensured through instructor evaluation. The District Online Committee (DOC) created a rubric to evaluate faculty teaching online, which was adopted by the District Tenure Review and Evaluation Committee (DTREC) (II.A.55). The evaluation criteria are the same as for on-site instruction, but the criteria may be met in different ways (II.A.56).

Application and Approval Process for Certificates and Majors

The College has an established process for the approval of certificates and majors. Policy 3.2.1 and Procedure 3.2.1P (II.A.57) state that only faculty members may propose certificates and majors in their areas of expertise, and only the sponsoring department is responsible for administering the certificate or major. SRJC does have three exceptions, which are broad, exploratory majors that were approved directly by the Academic Senate and are administered by appropriate deans of Social and Behavioral Sciences, Natural Sciences, and the Humanities.

Faculty members with appropriate expertise propose certificates and majors, including establishing the SLOs. The department chair and supervising administrator(s) review the application to ensure that five criteria are met:

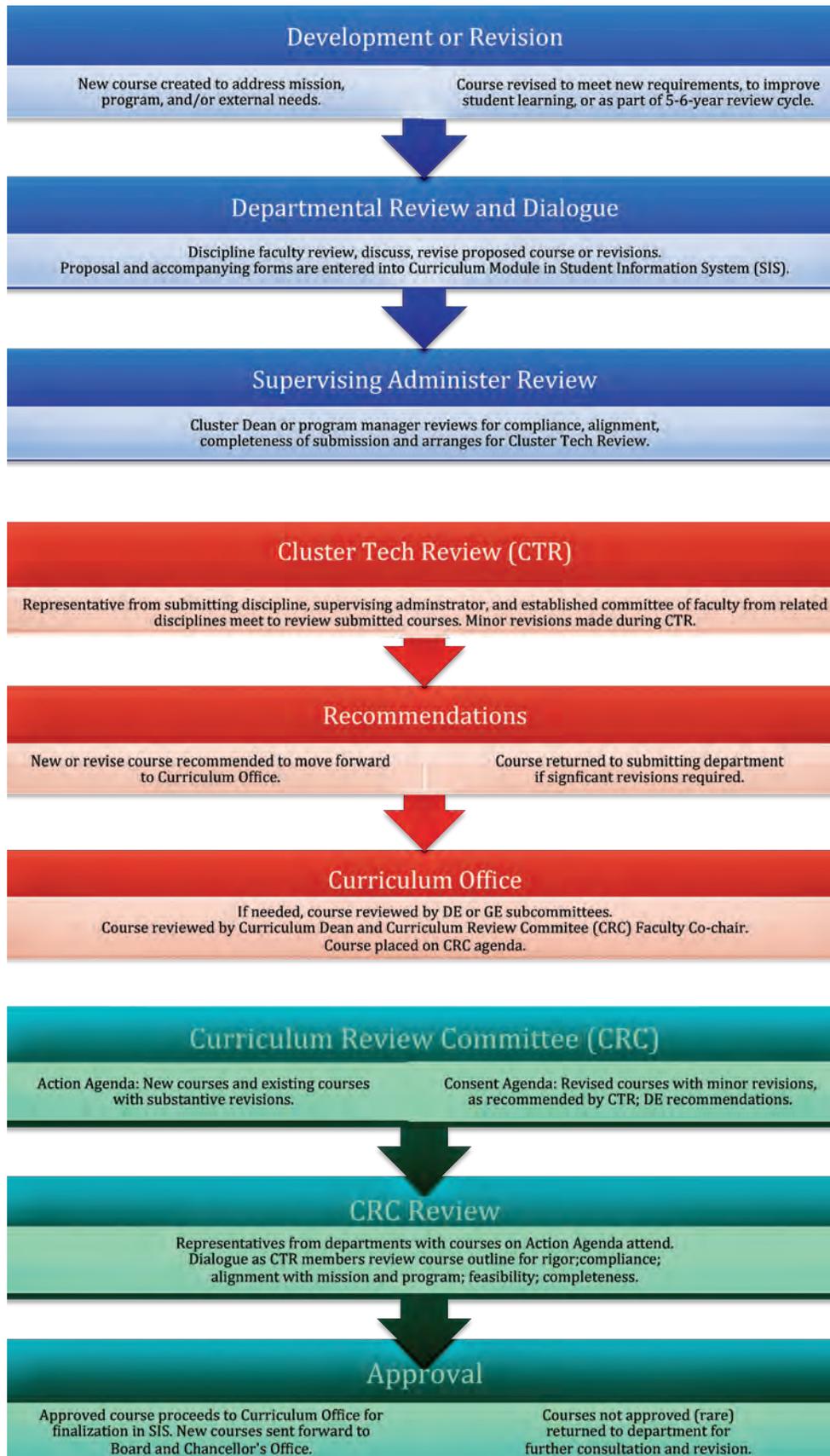
- Appropriateness to the College's mission
- Regional need
- Alignment with Chancellor's Office program approval standards
- Availability of adequate resources
- Compliance with state and federal law

The Academic Affairs Council (AAC) and the Educational Planning and Coordinating Council (EPCC) evaluate the proposed certificate/major based on alignment with a similar set of criteria:

- Mission and the Strategic Plan
- Regional needs or transfer alignment
- Enrollment potential
- Financial feasibility
- Sustainability
- Possible business and industry partnerships

After considering recommendations from the two Councils, the Vice President of Academic Affairs (VPAA) makes the final decision to move the certificate or major forward. The certificate or major is then reviewed by the Majors Review Committee (MRC) and recommended for approval by the

Illustration II.A.8 Curriculum Review Process



CRC, the VPAA, the College president, and the Board of Trustees. As the final step, the Curriculum Office submits the certificate/major to the Chancellor's Office for final approval.

Online certificates and majors generally evolve over time from already approved certificates and majors and go through the exact same approval process as all other majors and certificates.

This rigorous process ensures the effectiveness of SRJC certificates and majors. Labor market need or transfer alignment are established at the very outset. Two review bodies, the AAC and the EPPC, review the proposed certificate/major and ask for any information that they need to make an informed recommendation. Financial feasibility is considered and care is taken not to create negative competition with other certificates and majors at the College. The MRC and the CRC, both primarily comprised of faculty, review certificate and major applications and ensure that all Chancellor's Office guidelines have been met and that SLOs for the program are appropriate and at college level.

Effective Administrative Structure to Deliver Programs and Services

The College has an effective administrative structure for the delivery of courses, certificates, majors and educational pathways. The VPAA supervises five high level deans, each of whom supervises large areas of related curriculum (II.A.58):

- Liberal Arts and Sciences (including General Education and transfer)
- Career and Technical Education
- Learning Resources and Technology
- Curriculum and Educational Support
- Public Safety

Cluster (division) deans each supervise a number of related academic departments that administer the majority of majors, certificates and courses at the College.

Program Review

Program review and planning at the College are combined in one process called the Program and Resources Planning Process (PRPP), which is described in depth in Standard I. Each department, program, or unit completes an annual plan. Every third year, program review elements must be updated in specific areas, for which Academic Affairs, Information Technology (IT) and the Office of Institutional Research (OIR) provide the data (see Illustration II.A.9). Academic program reviews begin with faculty members and staff at the program or departmental level. Faculty members have the primary responsibility for evaluating the quality of their programs and for recommending needed improvements. The program review process includes online traditional courses, classes, certificates, and majors.

Supervising administrators review PRPP documents, discuss findings with the department chair and/or program coordinator, and approve the final version. IPC and the President's Cabinet, as primary decision making bodies, rely on program review information when planning for faculty, classified, and management staffing, budget enhancements, instructional equipment, non-instructional equipment and facilities.

PRPP documentation is captured in a web-based software and is available on the web for review by any individual in the institution with a College email account and password. This cyclical, intensive review process ensures the quality of programs and courses (II.A.59).

Evaluation for Certificate and Major Programs

In addition to program review of disciplines or departments every third year, at least once every six years every certificate and major is evaluated for vitality. Policy and Procedure 3.6, Program Review, Evaluation, Revitalization and Discontinuance, was implemented in spring 2011, and, after the first implementation and extensive faculty and management dialogue, revised and approved in spring 2014 (II.A.60). The criteria for evaluating certificate and major vitality apply whether the program is offered on site, online, or as a mixture of both.

- Alignment with the Strategic Plan goals and strategic objectives
- Articulation (for transfer programs) or labor market demand (for CTE programs)
- Adequate facilities
- Sufficient revenue
- Successful certificate or major completion
- Headcount in required courses
- Curriculum currency
- Labor market demand
- Retention rates in required courses
- Enrollment efficient in required courses
- Student learning outcomes assessment and improvement of learning

The results of the six-year cycle of Program Evaluation are documented in spreadsheets posted on the Institutional Planning website. Program evaluation rubrics and recommended actions are kept in Academic Affairs (II.A.61). The comprehensive process shown in Illustration II.A.10 ensures that all responsible parties are involved in the final decision.

Illustration II.A.9 Program Review Elements in PRPP

| | |
|------|---|
| 1.1A | REVIEW OF THE PROGRAM/UNIT MISSION |
| 1.2b | Alignment with College mission |
| 1.2 | Environmental scan |
| 5.0 | Analysis of metrics unique to the unit |
| 5.1 | Effective class schedule |
| 5.2a | Enrollment efficiency |
| 5.2b | Average class size |
| 5.3 | Instructional productivity |
| 5.4 | Curriculum currency |
| 5.5 | Successful program completion |
| 5.6 | Student success |
| 5.7 | Student access |
| 5.8 | Curriculum offered within reasonable time frame |
| 5.9 | Curriculum responsiveness |
| 5.9b | Alignment with high schools |
| 5.10 | Alignment with transfer institutions |
| 5.11 | Labor market demand |
| 5.12 | Academic standards |

Illustration II.A.10 Process for Program Review, Revitalization, Evaluation, and Discontinuance

- Supervising administrators, in consultation with department chairs or program coordinators, complete rubric based on the criteria above.
- IT provides certificate/major with specific data set, including headcount, retention, and enrollment efficiency in all required and elective courses.
- The Academic Affairs Council (AAC) and Academic Senate Evaluation Committee (faculty appointed by Academic Senate) review rubrics and the data.
- AAC and Academic Senate Evaluation Committee make recommendations to the Vice President of Academic Affairs, who determines whether to revitalize or recommend discontinuance.
- The College president recommends certificates/majors for discontinuance to the Board of Trustees for final decision. Policy and Procedure 3.6 and 3.6P provide a process to avoid negative impacts for students if a certificate/major is discontinued.

As of fall 2014, the College had evaluated 139 certificates and majors.

- 61 were considered vital
- 50 were recommended for revitalization
- 22 were discontinued
- 1 required further evaluation
- 5 had other recommended actions

Of the 50 that were revitalized, pathways were simplified, units reduced, and programs were made more responsive to labor market needs. For example:

- The three existing Fashion Studies certificates were discontinued and entirely restructured to better align with labor market needs and to allow completion with fewer units.
- All of the visual art certificates except for photography were discontinued as not meeting a labor market need. The photography certificate was refocused towards commercial photography.

- The Latin American Studies transfer major was considered vital to the community and especially important to the increasing Latino/a student population, but requires additional marketing, both internal and external, to attract future students.

SELF EVALUATION

The College meets the Standard. Established policies and procedures ensure that faculty expertise is the driving force behind evaluating the quality and improvement of instructional programs and services, and the administration and delivery of programs is accomplished through effective organizational structures. The College has an effective, faculty based curriculum review and approval process. The application and approval process for new certificates and majors relies on faculty expertise at the department level and rigorous review by the Educational Planning and Coordinating Committee and Academic Affairs Council. The PRPP's annual cycle of program planning and three-year cycle of program review incorporates faculty expertise at the discipline and departmental level. Certificates and majors are evaluated on a six-year cycle through District policy and procedures using collegially developed criteria and rubrics.

II.A.2.b

The institution relies on faculty expertise and the assistance of advisory committees where appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs, including general and vocational education, and degrees. The institution regularly assesses student progress toward achieving those outcomes.

DESCRIPTIVE SUMMARY

The College relies on faculty expertise to identify competency levels and measurable student learning outcomes (SLOs) for all courses, certificates, and majors. The Academic Senate approves the General Education SLOs and considers and endorses the institutional SLOs. The outcomes for an associate degree consist of the general education outcomes plus the specific outcomes of a major. The College assesses outcomes at the course, certificate, major, program, and institutional levels.

Course Student Learning Outcomes Assessment

The College relies on faculty expertise to identify competency levels and measurable student learning outcomes for all courses that are then reviewed and approved by the Curriculum Review Committee (CRC), as described in the previous section. Outcomes and competency levels for online courses are established in exactly the same way. The College regularly assesses student progress toward achieving course SLOs, as described in II.A.1.c in this standard.

For transfer courses, faculty members work to align course SLOs with the competency levels and outcomes requirements of courses in the California State University (CSU) and University of California (UC) systems. These efforts ensure that transfer courses are at transfer level rigor.

- The College maintains high levels of articulation agreements with every CSU and UC campus and with some private colleges as well.
- In addition, the College is aligning all transfer and general education courses (numbered 1-99 at SRJC) with course identification descriptors (C-ID) that have been accepted by both the community college and CSU systems.
- With Academic Senate support, the CRC has upheld its policy that all courses with a CSU transfer number (50-99) must reflect a comparable course at CSU in content, rigor, and unit value.
- All SRJC courses that transfer to UC (1-49) are aligned with the lower division UC course requirements.

Career and technical education (CTE) courses in vocational programs depend primarily on faculty expertise to align with competencies and SLOs with the needs of business and industry. Most CTE programs also rely on information from advisory committees, which are composed of experienced individuals from business and industry and fulfill the functions described in Policy and Procedure 3.13 and 3.13P (II.A.62). These committees generally meet at least once a semester and provide valuable perspectives, feedback, and updates on the skills, competencies, and knowledge required in the field. This information not only facilitates the development of new courses or revisions to existing courses, but also allows faculty to ensure that SLOs directly reflect competencies within the career path. The Dean of Career and Technical Education and Economic Development (CTE Dean) maintains a roster of occupational advisory committees, and the roster is reviewed and approved annually by the Board of Trustees (II.A.63).

Basic Skills courses, reflecting the College's mission to improve foundational skills, require the same level of faculty involvement as degree applicable courses. The College has a strong basic skills curriculum, mainly through courses in math, English, and English as a Second Language (ESL), plus a few that are vocational. These courses, numbered at the 300-level, are non-degree applicable but still credit bearing. While these courses do not comprise a formal Basic Skills program, they are the foundational levels of the Math and English Pathways, and their outcomes, student success rates, and alignment are developed and monitored by their respective departments (English, Mathematics, ESL, and College Skills) in relation to College and state expectations for basic skills students (II.A.64). The Basic Skills Committee, composed of Academic Senate appointed faculty along with specific administrators, leads the coordination, support, assessment, and reporting of basic skills programs and students (II.A.65). Faculty with expertise in their discipline as well as appropriate pedagogy for basic skills students fully participate in all levels of course development, SLO identification and assessment, and institutional dialogue about student success.

The noncredit basic skills programs in ESL and College Skills, which cover English language development and academic skills respectively, also involve a high degree of faculty involvement. Both departments have Chancellor's Office approved noncredit Career Development/College Preparation (CDCP) Certificates of Completion, which have undergone program assessment by faculty in the same manner as credit certificates (II.A.66, 67).

Program (Certificates and Majors) Student Learning Outcomes and Assessment

Faculty members with appropriate expertise determine the competency levels and SLOs for certificates and majors, which are subsequently reviewed by the Cluster Technical Review (CTR) committees and approved by the CRC. As mentioned in II.A.2.a, this process guarantees that extensive dialogue has set appropriate levels of achievement expectations. Advisory committees also provide recommendations for curriculum and outcomes that align with business and industry standards. Certificate and major outcomes are publicly displayed on their respective web pages (II.A.68, 69). Competency levels and SLOs for online certificates and majors are determined in exactly the same way.

The College regularly assesses student progress toward achieving those certificate and major student learning outcomes, as described in II.A.1.c above.

Course SLOs support certificate/majors SLOs. This relationship is visually shown in “maps,” which are graphic grids showing the courses that support the certificate or major outcomes. Maps have been completed for all certificates and majors (II.A.43).

Degree Student Learning Outcomes

The College defines associate degree SLOs as the outcomes for the general education pattern (GELOs) plus the SLOs for a specific major.

As described in II.A.1.b, the College based its GELOs on the nationally vetted outcomes and competencies of the Degree Qualifications Profile. The final version that was approved reflects the expertise, dialogue and careful reflection of faculty regarding the appropriateness of outcomes for degree level programs.

Six of the nine GELOs have already been assessed as they align substantially with existing institutional outcomes. Project LEARN is working with the Curriculum Office to incorporate GELOs into official course outlines of record to make them more visible to discipline faculty and to align assessment at the course level (II.A.70). The combined assessment of GE courses and required and elective courses of the major provide an assessment of the degree. This process is in the beginning stages at SRJC.

SELF EVALUATION

The College meets the Standard. The College relies on faculty expertise and the assistance of advisory committees, as appropriate, to identify competency levels and measurable student learning outcomes for courses, certificates, majors, degrees, and general education. The institution assesses student progress toward achieving those outcomes.

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

II.A.2.c.

High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.

DESCRIPTIVE SUMMARY

College programs are characterized by appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning. High-quality instruction is ensured through several means.

High Quality Instruction

One component that leads to high quality instruction is the rigorous faculty hiring process, codified in District policies and covered in depth in Standard III.A (II.A.71). A second major factor is the evaluation process used for regular faculty, adjunct faculty, and tenure review, outlined in the District/All Faculty Association (AFA) Contract (II.A.72, 73, 74). The District uses established criteria for classroom observations, as well as guidelines and rubrics recommended by the District Tenure Review and Evaluation Committee (DTREC), for evaluation of face-to-face and online instruction (II.A.75, 56). Finally, the College values ongoing professional development of its faculty by offering them a variety of workshops and trainings on teaching strategies, and, when possible, financial support for attendance at conferences.

Characteristics of Quality Learning Programs

The appropriate breadth, depth, rigor, sequencing, time to completion and synthesis of learning in SRJC certificates and majors is ensured by Policy and Procedure 3.2.1 and 3.2.1P (II.A.57). The detailed application form for every new certificate or major proposal requires an overview of the proposed sequence, prerequisite or co-requisite requirements, and time to completion for a student attending full-time (II.A.76).

- **For transfer majors**, the breadth, depth, rigor, and sequencing of CSU and UC majors at the lower division are studied and emulated. Faculty members with appropriate discipline expertise develop majors with discipline colleagues and often through departmental meetings as well. A major is considered to be at the collegiate level if all required courses and restricted electives are articulated with a CSU or UC campus, as evidenced in ASSIST.org. The department chair, supervising administrator(s), and VPAA verify with their signatures on the application form that the proposed certificate or major meets the College's standards for high quality. The College has a designated Articulation Specialist to ensure that transfer courses meet all criteria for transfer institutions (II.A.77).

- **For CTE certificates and majors**, the College relies on faculty expertise and, as described in II.A.2.b above, the recommendations of advisory committees to ensure that the breadth, depth, and rigor of CTE programs is appropriate and current.

Evidence of breadth, depth, and rigor is found in the COR of Record for every course included in a certificate or major. In addition, the SLOs in a major or certificate program are assessed at least once every six years, and faculty members in a department or in multiple departments related to the certificate/major review assessment results to determine if changes are needed.

All certificates and majors in the College can be completed within a reasonable time frame, usually two years for a full-time student, and sometimes including summer sessions. Some programs offered primarily in the evening, on weekends, or formats aimed at working adult, require a longer time frame, such as three years, and this information is given to students on the web program page (II.A.78).

The recommended sequencing of courses is posted as a link on the certificate/major web pages for counselors and students to use in planning their schedules (II.A.68, II.A.69). Each department at the College maintains rotation plans for certificates and majors that help ensure that courses are offered in a pattern that allows for timely student completion. This is especially important for strictly sequenced certificates and majors. Due to the severe economic constraints during California's recent recession, some sequences were elongated or interrupted. However, the College is recovering and returning to established sequencing and rotation plans (II.A.79).

As discussed II.A.2.a, District policy and procedures require the evaluation of all certificates and majors on a six-year cycle using established criteria. This process ensures that the College continues to offer high quality certificates and majors that prepare students for jobs needed in the region and for transfer to four-year institutions. Deans, chairs, and program coordinators maintain dialogue regarding the program evaluation rubric and, if needed, any changes recommended in the process. Certificates and majors that are partially or entirely online undergo the same procedures.

SELF EVALUATION

The College meets the Standard. Faculty hiring, evaluation and training processes support high quality instruction. The depth, breadth, rigor, sequencing, and time to completion of programs are evaluated in the certificate and major development and approval process. Consultation with transfer institutions and advisory committees ensure appropriate college-level depth, breadth, and rigor. The sequence of courses and time to completion is outlined in the certificate/major application, posted on the web, and monitored through the use of rotation plans in schedule development.

II.A.2.d

The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

DESCRIPTIVE SUMMARY

SRJC embraces its mission as an open access community college and uses multiple instructional delivery modes and a wide variety of teaching methodologies so student can benefit from instruction that recognizes their individual learning needs and abilities. The commitment to serving the educational needs of a diverse student body begins with the College mission and is supported by specific values, goals, and objectives of the Strategic Plan (II.A.35):

- **Values:** Equal access for all students; multi-ethnic global perspectives and cultural competencies
- **Goal B:** Foster learning and academic excellence by providing effective programs and services.
- **Objectives:** Identify and implement responsive instructional practices that increase the learning and success of our diverse students.

Supporting Appropriate Pedagogy

The College's commitment to effective teaching practices that work for all students is evident through its emphasis on pedagogy in its hiring process, faculty evaluation system, curriculum development, and professional development program.

As described in II.A.2.c and III.A, the faculty hiring process places a high value on instructional strategies, teaching experience, and the candidate's ability to address the needs and learning styles of a diverse population of adult students. All job announcements include as part of the minimum qualifications "Sensitivity to, and understanding of, the diverse academic, socioeconomic, cultural, disability, and ethnic backgrounds of community college students." Each application requires a description of the candidate's demonstrated experience in these areas. Faculty interviews typically include a teaching demonstration that is evaluated by the hiring committee to assess, among other attributes, how the candidate's delivery modes and teaching methodologies address the diverse learning needs and styles of students.

Most instructors are familiar with learning style research, and many students are aware of their dominant style as a result of class discussions in counseling, psychology, and/or basic skills math and English courses. Incorporating a variety of learning modes is also part of the faculty evaluation process, and specific references to these concepts appear throughout the evaluation guidelines and forms, as shown in Illustration II.A.11.

The College also supports faculty in applying appropriate instructional strategies through a wide range of workshops offered during Professional Development Activity days and as part of the flex program (II.A.81). Examples are listed in Illustration II.A.12. Often times workshop leaders are fellow faculty, allowing for collegial interchange on these topics and often leading to follow up discussions.

Incorporating Technology

The College also addresses students' learning needs through the incorporation of technology.

- SRJC offers 200-250 online courses each semester, with numerous sections in the summer as well.

- The College has converted many of its traditional classrooms to "smart" classrooms equipped with computers, digital copy stands, and data projectors so that instructors may vary their presentation with visual and audio material. The passage of the new bond will expedite the process of converting all classrooms to that status (II.A.82).
- The College adopted the Moodle course management system and is transitioning to using it as the primary platform. Moodle provides students with cutting-edge functionality, allowing student access to course information, readings, and multi-media content wherever they can locate a computer or other compatible device.

Illustration II.A.11

Components of Faculty Evaluation Process Supporting Teaching for Diverse Learning Styles

| EVALUATION COMPONENT | RELATED STATEMENTS |
|--|---|
| Classroom Observation Form (II.A.80) | 4. Demonstrated consideration of different learning modes, such as verbal, auditory and tactile |
| | 7. Demonstrated successful classroom management techniques by maintaining an environment conducive to learning |
| Example of criteria for "Satisfactory or Better" in Guidelines for Observation of Teaching related to #4, "Demonstrated a variety of instructional techniques." (Other examples exist and not included in this table.) | Instructor provided a variety of techniques, approaches and strategies in the learning environment to enhance student interest and to help improve learning, comprehension, retention of information, and critical thinking. There were diverse course materials, assignments, and classroom activities to provide variety and challenge. |
| Items on Student Evaluation Form with 5-point rating scale from "Strongly agree" to "Strongly disagree." | The instructor clearly communicates the subject matter. The instructor makes an effort to determine if students understand the facts, concepts, skills or other material presented. |
| Mandatory post-observation discussion provides opportunity to discuss the above areas of instruction. | Article 14A, Regular Faculty: The observer will meet or confer about items contained in or related to the Observation Report. Article 14B, Adjunct Faculty: Each observer meets or confers with the evaluatee to discuss the Observation Report, including the narrative and summary of student comments |

Support for Specific Learning Needs

The College also addresses the specific accommodations or services required by certain student populations.

- The SRJC Disability Resources Department (DRD) is the largest in the state. One of its major goals is to provide students with verified disabilities with academic accommodations for limitations in the educational setting stemming from a disability. All students who apply and are accepted to DRD programs receive Individual Education Plans (IEP) specific to their particular disability. DRD serves about 2,500 students annually through offering courses, assistive technology, accommodations for learning differences (e.g., test proctoring in facilities that provide for special needs, note takers, interpreters for deaf students), and training for faculty and staff on learning differences.
- The College has a large and popular American Sign Language Department program that provides a variety of opportunities for deaf students to engage with the College.
- College Skills and Child Development offer Spanish bilingual courses.

Faculty and Student Perspectives on Effective Teaching Strategies

In the 2013 Faculty/Staff Accreditation Survey, instructors indicated their use of delivery modes and teaching methodologies that reflect the diverse needs and learning styles of their students (II.A.9). Both surveys were sent out electronically college wide, one to employees and one to students. While response was voluntary, OIR considers the samples valid. As shown in Illustration II.A.13, a high percentage of instructors reported that they vary their methodologies to address the different learning needs and learning styles of

their students. Illustration II.A.14 shows that student-centered methodologies like hands-on practice and project-based learning, are employed regularly.

Institutional emphasis on addressing student diversity and the subsequent faculty response has resulted in highly positive student perception of the instruction that they receive at SRJC. Illustration II.A.15 reflects the 2013 Accreditation Student Survey, showing that a high percentage of respondents either agreed or strongly agreed that instructors use teaching methods and activities that work well for their learning needs and styles. Students' responses regarding their experience of classroom activities generally correlated with the methodologies and percentages listed by faculty (II.A.10). For instance, Students said:

- 86 percent said that hands-on practice was included in at least some of their classes
- 84% reported that project-based learning occurred in a few or more classes

The positive results in both surveys reflect the kinds of assignments and methods of evaluations listed in official course outlines of record (CORs). The Curriculum Review Committee provides recommendations in the Curriculum Writer's Handbook for a wide variety of tasks and assignments to develop and assess students' skills and knowledge (II.A.38). The Handbook lists 61 different types of assessment tools arranged in five categories: writing assignments, problem-solving assignments, skills demonstrations, exams, and other assessment methods. Specific assessment tools range from the classic (essays, lab reports) to more applied approaches that intentionally tap different learning styles (performances, projects, and presentations). Experienced peers in Cluster Tech Review groups and the CRC itself assess whether proposed methods of evaluation are appropriate for SRJC's diverse student body.

Illustration II.A.12 Professional Development Workshops Addressing Strategies to Address Students' Diverse Needs and Learning Styles

- Reframing At-Risk to High Potential: Supporting the Achievement and Success of Students who are First Generation, Low SES, Multicultural and Underprepared (Guest speaker Tom Brown, author) (Fall 2014)
- Beyond Duality: Ensuring Success for SRJC's Gender Diverse Students (Fall 2014)
- Bringing Out the Student in Student Athletes: Supporting the Unique Needs and Strengths of the Student Athlete (Fall 2014)
- Universal Principles for Course Design (Spring 2014)
- Strategies for Teaching Students with Mental Health Issues (spring 2012)
- Unleashing Student Creativity in Your Class (spring 2012)
- Interactive Engagement in the Classroom (spring 2011)
- Visual Learning for Your Students (Fall 2011)
- Art and the Brain: Linking Creativity, Intellect and Culture (Fall 2011)

Distance Education

Instructors developing courses for online delivery are also guided to address the range of learning styles within online classes. The Online Learning faculty web pages on Best Practices and on Accessibility direct instructors to develop effective online communication for all students and accommodate varying degrees of student preparedness, learning styles, and disabilities. This is further supported with links to a variety of online resources (II.A.83).

SELF EVALUATION

The College meets the Standard. College policies, practices, and the culture itself emphasize student diversity and the importance of multiple formats for course, delivery, assessment of learning, class activities, and communication with instructors. The concept that students succeed best when provided varied instructional approaches is reiterated at the course, department, program, and institutional level at meetings, workshops, various training events, and online and on-campus PDA activities. Surveys and course outlines support the fact that instructors consistently apply these practices.

Illustration II.A.13

Instructor Considerations of Diversity and Multiculturalism *(from 2013 Accreditation Faculty/Staff Survey)*

| STATEMENTS IN 2013 SURVEY | % AGREE OR STRONGLY AGREE |
|---|---------------------------|
| 1. As appropriate to my discipline, I make a point to regularly include multicultural issues, ideas, approaches, materials, and/or examples in my classroom instruction. | 90% |
| 2. As appropriate to my discipline, I regularly vary my instructional methodologies to address the different learning needs and learning styles of students in my classroom. | 96% |
| 3. (Paraphrased) Over 25 percent of the content of my courses and instructional methodology address the ethnic, linguistic and cultural diversity of the students enrolled in my classes. | 58% |

Illustration II.A.14

Classroom Teaching Methodologies Use for the Majority of or All Class Meetings

(from 2013 Accreditation Faculty/Staff Survey - Survey was sent out college wide; response was voluntary. Results include adjunct and regular faculty.)

| STATEMENTS IN 2013 EMPLOYEE SURVEY) | USED FOR MOST OR ALL CLASSES |
|---|------------------------------|
| Computer projection | 75% |
| Internet video | 44% |
| Lecture | 91% |
| Large group discussion | 68% |
| Small group discussion | 64% |
| Demonstration | 64% |
| Hands-on practice | 67% |
| Methodologies used at least once per semester | |
| Project-based learning | 79% |
| Online assignments integrated within face-to-face class | 46% |
| Group projects | 66% |
| Capstone projects | 25% |
| Scenarios or simulations | 59% |

II.A.2.e

The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

DESCRIPTIVE SUMMARY

The College evaluates all courses and programs in three different, systematic ways, all involving dialogue and multiple perspectives.

- The curriculum review process for all courses, certificates and majors
- The Program and Resource Planning Process (PRPP), completed by all disciplines, departments, and units
- A program evaluation process for all certificates and majors, codified in the District Policy Manual

Curriculum Review Process

All courses at the College, including online courses, are systematically reviewed and evaluated in an ongoing five- or six-year curriculum review cycle, as described in II.A.2.a. Every level of course review considers:

- Appropriateness to the mission of the College
- Currency of content

- Appropriate level of rigor and student learning outcomes
- Responsiveness to changes in the field or discipline

Other components that may also be addressed during this review are prerequisites and advisories, assignments, methods of assessment, and currency of textbooks. Generally, routine revisions to existing courses are recommended to the CRC consent agenda, but should substantial changes be initiated, faculty submitters attend the CRC meeting to answer any questions. The actions of the Curriculum Review Committee are summarized in minutes posted on the Committee website (II.A.54).

Program and Resource Planning Process (PRPP)

As described in II.A.2.a, all Academic Affairs programs and units participate in the PRPP, which includes both an annual planning cycle and a program review updated every third year. This process requires departments and units to evaluate courses and certificate and major programs in light of:

- Relevancy to community needs through a review of transfer articulation and labor market demand
- Evidence of student learning outcomes assessment and subsequent improvement to student learning as a result of assessment
- Progress on goals from the previous year
- Plans for the following year based on that progress and other institutional factors

Illustration II.A.15 Student Perspectives on Effective Instructional Practices in 2013 Accreditation Student Survey

| STATEMENTS IN SURVEY | % AGREE OR STRONGLY AGREE |
|--|---------------------------|
| 1. My SRJC instructors present ideas fairly and objectively, distinguishing clearly between factual information and personal opinions. | 86% |
| 2. Instructors use teaching methods and classroom activities that respect my ethnic, cultural, and linguistic background. | 88% |
| 3. Instructors use teaching methods and classroom activities that work well for my learning needs and learning style. | 85% |
| 4. Instructors foster an open environment for student-teacher discussion of ideas related to course content. | 86% |
| 5. Instructors treat all students fairly and respectfully. | 83% |
| 6. Instructors encourage students to examine different points of view. | 86% |
| 7. In general, my instructors seem to know about current issues in their field of expertise. | 92% |
| 8. If I have questions about course assignments or readings, I feel comfortable approaching my instructor to ask questions. | 85% |
| 9. Overall, the quality of teaching is excellent. | 88% |

PRPP documents are posted and archived through the Institutional Planning website, providing accountability and transparency in this evaluation process.

Major and Certificate Program Evaluation Process

As described in detail in II.A.2.a above, every certificate and major is evaluated for vitality on a six-year cycle. The criteria for evaluating certificate/major vitality include:

- Alignment with the College mission and strategic plan
- Articulation (for transfer programs) or labor market demand (for CTE programs)
- Adequate facilities
- Sufficient revenue
- Successful certificate or major completion
- Headcount in required courses
- Curriculum currency
- Labor market demand
- Retention rates in required courses
- Enrollment efficiency in required courses
- Student learning outcomes assessment and improvement of learning

The evaluation criteria are the same whether the certificate or major is offered on site or online or as a mixture of both.

SELF EVALUATION

The College meets the Standard. The College has a well-established and well-documented five- or six-year curriculum review cycle that provides an ongoing evaluation of the relevance, appropriateness, currency, and future direction of every course and academic program. In addition, the PRPP provides a comprehensive review of the role of courses and programs within a department, including student achievement of learning outcomes. Finally, per District policy, every certificate and major is evaluated at least once every sixth year. Through these processes, the College assures evaluation of the relevance, appropriateness, achievement of student learning outcomes, currency, and future needs and plans of all courses and academic programs.

II.A.2.f

The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

DESCRIPTIVE SUMMARY

The College uses its Strategic Plan, the PRPP, and curriculum and academic review processes described above to ensure currency and measure the achievement of student learning outcomes (SLOs) for courses, certificates, majors, and degrees. These ongoing and integrated systems support the College's planning, improvement, and communication of those outcomes.

Assuring Currency of Student Learning Outcomes

As described in II.A.2.e, the dialogue, planning, and evaluation of SLOs for courses and certificate and major programs takes place among faculty at the department level. At a minimum, courses are reviewed every six years. Faculty discipline experts initiate the review of the entire course as part of the cycle or due to other factors, such as meeting C-IDs for CSU transferable courses, which occurred in many departments to meet state requirements in 2012 (II.A.84). Discussions about SLOs occur in relation to all components of the course, to course assessment results, to certificate/major SLOs, and to institutional and external factors. For instance, in Public Safety areas, such as Fire Technology, SLOs are frequently updated to reflect new practices or requirements in the field.

Measuring Student Achievement of SLOs

Measuring students' achievement of course, certificate, major, and degree SLOs also takes place within the department. Each department has a plan, documented and updated in the PRPP, for assessing the SLOs for its courses and programs within the six-year cycles of assessment. For most departments, regular faculty members take the lead on specific course assessments. This includes coordinating with other faculty, full-time and adjunct, to determine which sections (including online) will be involved in each semester's assessments.

For certificates and majors, lead instructors use the most appropriate means of assessment.

- Coordinating with other faculty for a cumulative approach
- Aggregating external data that relates to program outcomes
- Directly assessing program outcomes through a capstone course

Learning Outcomes (ILOs), the College has representation of assessment for six of the GELOs through the Student Services Surveys conducted in Fall 2007, 2010, and 2013 (see II.A.1.c). The Project LEARN Steering Committee is developing approaches for more targeted assessment of the GELOs.

Because of the overlap between the relatively new General Education Learning Outcomes (GELOs) and Institutional

SLO assessment reports (see template in Illustration II.A.16) for courses and programs are posted on the SLO SharePoint site, which is accessible to all faculty and staff with an

| Illustration II.A.16 SRJC Student Learning Outcome (SLO) Assessment Report Form <i>(Word version, preliminary to SharePoint input)</i> | | |
|---|---|---|
| Department | | Course or Certificate/Major |
| Participating Instructor(s)/Staff | | |
| Submitter Email/Phone | | |
| 1 | List Student Learning Outcome(s) to be assessed (add SLO number from Course Outline of Record) | |
| 2 | Describe (a) the assessment method and (b) the criteria for success | |
| 3 | Summarize assessment results | |
| 4a | Response to results: Check off or describe how the assessment findings are being discussed and communicated. | <input type="checkbox"/> Department dialogue <input type="checkbox"/> Department meeting presentation <input type="checkbox"/> Presentation or workshop <input type="checkbox"/> Dialogue with colleagues who teach this course <input type="checkbox"/> Written report to department chair Other (please describe): |
| 4b | Response to results: Change or no change? | <input type="checkbox"/> No change. Describe effective practice(s) confirmed by results: OR <input type="checkbox"/> Change. Explain changes: |
| 5 | Describe plans for follow-up assessment. | |
| 6 | Submit form to Department Chair according to department procedures. | Date entered in to Project LEARN SharePoint site: Details and data available through: Comments from Department Chair, Administrative Assistant, or other faculty/staff: |

SRJC email account. These reports include quantitative and qualitative information that departments use in their instructional and curriculum planning. The report forms also document department dialogue regarding the results and planning for improvement (II.A.85).

The ongoing, systematic nature of this kind of assessment is assured by the PRPP. A summary of assessment results and the department's response is submitted in Section 4 of the PRPP. This allows all department faculty members, plus the supervising administrator, to view and discuss optimal ways to use results to improve curriculum and support greater student success. Also, patterns of student achievement of SLOs can be considered in light of College compiled academic data, including that related to DE courses and programs, provided to every department for its PRPP. Section 5 lists the many data sets, but most pertinent to SLO achievement are averages for retention rate, successful course completion percentage, grade point average, and Student Equity data regarding student success broken down by ethnicity, gender, age, socioeconomic status, and disability status (II.A.86).

Improving Outcomes and Integrated Planning

The improvement of student achievement of outcomes is not only systematic, but a part of the College's culture. This is evident in the underlying premises of the Strategic Plan:

Mission (component): We regularly assess, self-reflect, adapt, and continuously improve.

Value: We value academic excellence that includes: Collaboration in continuous quality improvement of SRJC's programs and services.

Goal A: Support Student Success

- Support development of the whole student from early college awareness through successful completion of educational and career goals.
- 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.

Among the methods listed for evaluating the College's progress towards its Strategic Plan goals are the results of assessment of Institutional Learning Outcomes (II.A.11). While the exact mechanisms for correlating SLO assessments with specific goals in the Strategic Plan to demonstrate improvement are still in development, the groundwork has already been set in the PRPP.

In Section 4 of the PRPP, SLO assessment tracking is required and each program/unit is asked to report annually on any improvements to student learning resulting from recent student learning outcome assessments. For instance, SLO

assessment of the Mathematics for Medical Administration course (CSKLS/PHARM 100) led to increased emphasis on conversion calculations and the approval of Credit by Exam status (II.A.87).

As described in I.B.3, the PRPP represents SRJC's integrated planning process. Information and requests from the department level move through at least two levels of the administration and, if deemed appropriate for consideration for budget allocation, ultimately reach the Institutional Planning Council (IPC). Thus the connection between SLO assessment results, improvement, and requests for resources to improve outcomes is clear and integrated into institutional planning.

Communicating Results and Improvements

The College makes the student learning outcome assessments and improvement efforts based on results known to appropriate constituencies. All employees with an SRJC email account have access to the SLO assessment reports from all departments, allowing for sharing of assessment methods and discussion about results. Assessment of certificates and majors are available on that site as well. Some results extend further: for instance, CTE (vocational) programs in the Health Sciences and Public Safety routinely use standardized examinations and/or regulatory standards as criteria to measure student outcomes, and the general (anonymous) results are shared with appropriate faculty and administrators at the College, as well as with the related professional communities.

Archived PRPP reports, which include the summaries regarding assessment and improvement, are available to all College faculty and staff with an SRJC email and password. On the SLO website, summaries of assessment projects that show improvement based on results are posted on the "Showcase" page, available to the public (II.A.88). Institutional outcomes assessments are shared with the Academic Senate, at presentations on Professional Development Activities day, and posted on the Institutional Planning website for the entire college community and general public to read.

SELF EVALUATION

The College meets the Standard. SRJC is engaged in the ongoing, systematic assessment of courses, certificates, and majors. Assessment results are discussed at the discipline and department level, which leads to changes to improve student learning or student services. Assessment results are also routinely reported in the PRPP, and they influence resource allocation. The College only recently defined GELOs, but has assessed ILOs since 2005, which to a large degree align with general education outcomes. The plan to connect SLO assessment to the evaluation component of Strategic Plan goals and objectives is underway and will be implemented in spring 2015.

II.A.2.g

If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

DESCRIPTIVE SUMMARY

Most programs at SRJC that use departmental course or program examinations employ commercial instruments that include bias and the performance of targeted populations in their validation analyses. By adopting them, SRJC confirms that these factors are minimal and do not interfere with their effectiveness in measuring student learning. In cases where validation is questioned, departments work with the Office of Institutional Research (OIR) on validation procedures. For instance, the College includes a locally developed writing sample along with the multiple choice sections of its English Placement Test (II.A.89). In 2014, in keeping with Chancellor's Office requirements, OIR initiated the re-validation process for that component of the test. English and College Skills faculty reviewed and approved the existing rubric criteria and contributed to OIR's report. The English Writing Sample was successfully renewed.

The College's large noncredit ESL program employs a different national examination system supported by the State of California, the Comprehensive Adult Student Assessment System (CASAS). In addition to the CASAS test's own reliability and validity studies, the test score is applied at SRJC as a part of a multiple measures approach to student assessment along with locally developed and Chancellor's Office approved assessment instruments and other classroom related criteria (II.A.90).

Programs in the Health Sciences fields employ a number of commercial assessment tools. For example:

- Pharmacy Technology students take an exit exam administered by the California State Board of Pharmacy's Pharmacy Technician license. The exam is the industry standard provided by the Pharmacy Technology Certification Board.
- The Certified Phlebotomy Technician program has a program final exam that is evaluated by the State for content validity and prepares the students for clinical rotations and the board exam.
- The Paramedic program's final exam is blueprinted to the National Registry of Emergency Medical Technician's practice analysis and reviewed by its accreditation body. Items are reviewed for validity and reliability.
- Other Health Science programs offer students the opportunity to take external industry-standard qualifying examination for licensure or certification that do not effect course grades or program completion.

SELF EVALUATION

The College meets the Standard. Where commercial or local examinations are used in courses or programs, appropriate instruments are employed and procedures are implemented to minimize test bias and validate the examinations' effectiveness in measuring student achievement. The OIR supplies both support and PRPP data so all departments have the ability to carefully review data elements, cross tabulating several measures of student success with target student populations.

II.A.2.h

The institution awards credit based on student achievement of the course's stated learning outcomes. Units of credit awarded are consistent with the institutional policies that reflect generally accepted norms or equivalencies in higher education.

DESCRIPTIVE SUMMARY

The Curriculum Dean and the CRC are responsible for ensuring that course outlines of record (COR) are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education.

SRJC follows the definitions of unit value delineated in the Chancellor's Office's Course and Program Approval Handbook and interpreted in the Curriculum Writer's Handbook. This formula is based on the Carnegie unit model, where each unit of credit represents at least 16 hours of course-related work. Since SRJC has a 17.5-week semester for most courses, one unit equals 52.5 hours.

- Lecture: 1 hour lecture (total 17.5) plus 2 hours of outside work (e.g., preparation, reading, homework, totaling 35 hours) = 52.5 hours for one semester.
- Lab: 3 hours of on-site class work with minimal, if any, preparatory or follow-up work= 52.5 hours
- Kinesiology, Athletics, and Dance (KAD) courses: 2 hours of in-class activity (35 hours) and 1 hour of outside practice (17.5) = 52.5 hours
- DE: approximate time online reflects course outline and on-site version

Units of credit are awarded based on student achievement of student learning outcomes (SLOs), which represent the broader knowledge, skills, and abilities that the student should attain through the supporting objectives. SLOs and objectives are listed in the COR, accessible to students and the public on through the College website. The curriculum process requires an integrated course outline in which assignments and grading practices are clearly related to the SLOs. For most courses, SLOs are assessed through course assignments, projects, tests, and other embedded assessments. Thus, students who have successfully completed all coursework and requirements in an approved COR have met the SLOs and receive a passing grade. This grade awards them the appropriate number of units.

Examples include:

- BIO 10: Introduction to Principles of Biology (II.A.91)
- RELG 1: Introduction to Religious Studies (II.A.92)
- CUL 253A: Culinary Café 1 (II.A.93)
- CHLD 51: Principles and Practices of Early Childhood Education (II.A.94)

Credit for online classes is calculated in the same manner as face-to-face courses. When a course is proposed for DE delivery, the proposal form requires a description of how online activities and assignments are equivalent to those of the face-to-face version in terms of achieving course objectives and outcomes. For example, Counseling 53, College Survival, as an on-site lecture course of three units requires 52.5 hours of instruction and 105 hours of outside work (II.A.95). That same course as a hybrid (over 50 percent online) requires 52.5 hours of student contact through face-to-face attendance and the use of online written lectures, online discussion board, online video, and response activities integrated in the lecture section. In addition to the lecture contact, the student must spend about 105 hours on independent work such as reading, writing, researching, and completing textbook work (II.A.96).

The Cluster Tech Review committee and ultimately the CRC determine whether the assignments meet the hourly requirements and unit value of a course. In cases where these are out of alignment, CRC representatives and/or the Curriculum Dean discuss the issue with the department until the situation is resolved, whereupon the course may be approved. For any course proposed for DE, two or more CRC members with DE expertise review the course prior to the CRC vote and either recommend it for approval or ask the submitter to make appropriate changes before resubmitting.

SELF EVALUATION

The College meets the Standard. SRJC awards credit based on student achievement of the course's stated student learning outcomes. Units of credit awarded are consistent with the Chancellor's Office and Title 5 regulations, which reflect the norms for institutions of higher education.

II.A.2.i.

The institution awards degrees and certificates based on student achievement of a program's stated learning outcomes.

DESCRIPTIVE SUMMARY

The College awards degrees and certificates based on student achievement of the program's learning outcomes. These SLOs, established by faculty members with appropriate disciplinary expertise and approved by the CRC, are listed on the certificate or major webpage along with the required courses and restricted electives and their unit values. The webpage clearly communicates what students will learn and be able to accomplish upon completion of the program requirements. In addition, the GELOs website states, "Degree Outcomes: An associate degree consists of a General Education pattern plus a major. Thus, if a student meets the expected General Education SLOs and the SLOs for the major, the student has met the degree outcomes" (II.A.52).

Achievement of Program SLOs

Student achievement of certificate or degree SLOs can be demonstrated in several ways. The most common, especially for Liberal Arts and Sciences degrees, can be referred to as "cumulative." The SLOs of a degree or certificate's required courses and restricted electives align with the program SLOs plus, in the case of a degree, the GELOs. This hierarchical relationship is illustrated in the curriculum "map" for each program, and the GE outcomes are listed on a page of the SLO website (II.A.97, 33). Based on this alignment, a student's successful achievement of the course SLOs proves that he/she has gained the skills, knowledge, and critical thinking necessary to meet the certificate or degree SLOs.

As described in II.A.2.h, a grade of "C" or better in a course reflects a student's achievement of the SLOs. College Policy 3.2 states that in order to receive a degree or certificate, a student must complete a prescribed sequence of courses with a grade of "C" (satisfactory) or better for all required courses or restricted electives (II.A.98). Therefore, students who have met all course SLOs, represented by a grade of "C" or better, and, for degrees, the GELOs, have achieved the program SLOs as well, and the College awards degrees or certificates on that basis.

While all students must pass the required courses to earn the degree or certificate, some programs include additional assessments to confirm that students have met program SLOs.

- **Capstone course.** Some certificates and degrees, particularly CTE programs, have a culminating course that requires students to demonstrate the highest levels of skill and concept application. The SLOs of a capstone course are often the same or very similar to those of the certificate or major itself. Therefore, students who achieve the capstone course SLOs have achieved most or all of the program outcomes.
- **External assessments.** Several CTE programs, especially in Health Sciences and Public Safety, require students to pass a licensing exam or other test by an external agency in addition to passing all required classes. The exam usually reflects all or most of the SLOs of the program, so students successfully completing the exam have demonstrated their mastery of the outcomes.

The awarding of SRJC's online degrees and certificates follows the same expectations regarding SLO achievement as the traditional version of the degree or certificate.

SELF EVALUATION

The College meets the Standard. The institution can demonstrate that degrees and certificates are awarded based on student achievement of a program's stated learning outcomes.

II.A.3.

The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in the Catalog. The institution relying on the expertise of its faculty determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

SRJC has a clear philosophy concerning general education and requires GE courses to meet its own goals and those of transfer institutions.

As stated in Policy and Procedure 3.1 and 3.1P:

The goal of General Education is to enable each student to recognize the value of intellectual inquiry, of physical well-being, of personal responsibility, and of ethical behavior; to discover the interdisciplinary nature of knowledge; to find joy in the process of self-discovery and creative expression; and to demonstrate critical awareness of and informed participation in the natural and social worlds in which we live. (II.A.99)

The learning outcomes for all SRJC General Education courses fully support this goal.

A Carefully Considered Philosophy

The General Education philosophy introduces the section on General Education in both print and online versions of the College Catalog (II.A.19). An Academic Senate Task Force developed this philosophy with appointed faculty representatives. It was recommended by the College Council, and approved as policy by the Board of Trustees in 1999. It has since undergone revisions and was last reviewed in 2013. Each review allows faculty, through the shared governance process, to reconsider the philosophy and, through dialogue, make changes as appropriate. Because general education is a mandatory requirement for the associate degree, the general education philosophy affects all students awarded a degree.

All general education information including philosophy, requirements, degree patterns, and eligible courses are in a designated section of the online and print College Catalog. SRJC's Articulation Specialist updates GE requirement lists annually, and these lists also appear in each fall and spring semester printed class schedule and as separate sheets available in the Transfer Center and Counseling offices and online through the Associate Degrees website (II.A.100).

General Education Course Requirements

As described in the catalog, the general education requirement for all academic and vocational degree programs may be fulfilled by one of three options:

- Option A, fulfilling only requirements for the associate degree requirements of Santa Rosa Junior College (23 units plus demonstration of mathematics competency).
- Option B, which also fulfills the CSU general education course requirements.
- Option C, which also includes completion of the Inter-segmental GE Transfer Curriculum for the California State University System and the University of California (IGETC).

Specific courses fulfilling these options are listed in the College Catalog and on the Associate Degrees website.

Relying on the Expertise of Faculty

All courses that fulfill GE requirements and goals are developed and approved by faculty. The procedures for developing GE courses are described in the Curriculum Writer's Handbook and the section on General Education on the Curriculum website. Department faculty develop GE courses, go through Cluster Tech Review, and then submit the course for GE review, as shown in Illustration II.A.17. Faculty dialogue occurs at all stages of this process, with primary focus on how well the course content meets the GE requirements of SRJC and transfer institutions and on the alignment of course SLOs with SRJC GELOs.

SELF EVALUATION

The College meets the Standard. All academic and CTE degree programs require a component of general education based on a carefully considered philosophy that is clearly stated in the College Catalog. As part of the GE course approval process, faculty with curriculum expertise review the proposed course's SLOs in relation to institutional GELOs and expectations of transfer institutions. When necessary, these faculty work with submitters to ensure that the SLOs and all other aspects of the course are appropriate for the GE curriculum.

II.A.3

General Education has comprehensive learning outcomes for the students who complete it.

II.A.3.a

General Education learning outcomes include: An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has had comprehensive institutional learning outcomes for all students for years. These served as GE outcomes as well. However, with the award of a Lumina Degree Qualifications Profile Project (DQPP) grant and heightened awareness of the value of degrees during the Strategic Planning process, the College seized upon the opportunity to distinguish learning outcomes specific to GE and to align them with those of the DQP. As described in II.A.1.c, the Academic Senate approved GE learning outcomes (GELOs) in spring 2014 (see Illustration II.A.18).

Like the ILOs, the GE curriculum, including course SLOs, and Policy 3.1 (see Illustration II.A.19) for general education have been well established, so the transition to specific GE learning outcomes is chiefly in terminology and structure. As discussed earlier, several of the GELOs are nearly identical to the ILOs and thus have been assessed multiple times through the Student Services Survey (see Illustration II.A.20). These GELO and District policies in combination with SRJC and transfer institution GE requirements assure that the College fulfills all areas and principles of general education.

The GE learning outcomes that reflect an understanding of the basic content and methodology of the major areas of knowledge are listed in GELO #9, Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities:

- Describe how existing knowledge or practice is advanced, tested, and revised.
- Analyze a range of perspectives on key debates and their significance both within the field and in society.
- Illustrate core concepts of the field while executing analytical, practical, or creative tasks.
- Select and apply recognized methods of the field in interpreting discipline-based problems.
- Assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems.

Illustration II.A.17

Approval Process for General Education Courses

1. The Curriculum Office technician sends new or revised courses proposed for GE areas to the GE Subcommittee of the Curriculum Review Committee (CRC) before they are reviewed by the CRC.
2. The subcommittee reviews the course outline against criteria on the General Education Grid found in the General Education section of the Curriculum Module.
3. Courses in all GE areas are screened by the GE Subcommittee, which is composed of faculty with relevant GE expertise plus the College's Articulation Specialist.
4. GE Subcommittee reviews the proposal based on student learning outcomes and course objectives that align with the SRJC, CSU, and UC criteria for a specific general education area.
5. GE Subcommittee works with submitting department as necessary to ensure this alignment.
6. Proposal is also sent to chairs of relevant SRJC associate degree area G, H, or I advisory groups for review.
7. GE Subcommittee recommends a course to the CRC for approval, providing CRC members with background information and the course requirements for that particular area.
8. After approval by CRC, Articulation Specialist forwards proposals to the appropriate CSU and UC offices for approval, after which SRJC grants final approval.
9. Approved proposals become effective the subsequent fall semester.

Illustration II.A.18 General Education Learning Outcomes

As a result of achieving an associate degree at Santa Rosa Junior College, a student will be able to:

1. Written Communication

Present substantially error-free prose in both argumentative and narrative forms to identified audiences.

2. Oral Communication

Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.

3. Analytic Inquiry

Analyze, evaluate, and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.

4. Quantitative Fluency

Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.

5. Civic Learning

Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

6. Engaging Diverse Perspectives

- Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions.
- Use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.

7. Use of Information Resources

Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.

8. Applied Learning

- Apply academic skills and knowledge to real world situations.
- Utilize technology appropriate to the discipline or field of study.

9. Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities

- Describe how existing knowledge or practice is advanced, tested, and revised.
- Analyze a range of perspectives on key debates and their significance both within the field and in society.
- Illustrate core concepts of the field while executing analytical, practical, or creative tasks.
- Select and apply recognized methods of the field in interpreting discipline-based problems.
- Assemble evidence relevant to characteristic problems in the field, describe the significance of the evidence, and use the evidence in analysis of these problems.

II.A.3.b

General Education learning outcomes include: A capability to be a productive individual and lifelong learner; skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/ logical thinking, and the ability to acquire knowledge through a variety of means.

The GE learning outcomes that reflect the capability to be a productive individual through proficient communication skills, information and technological competency, high level reasoning, and broad research skills are:

1. Written Communication

Present substantially error-free prose in both argumentative and narrative forms to identified audiences.

2. Oral Communication

Listen actively; speak coherently and effectively; and practice respectful interpersonal and intercultural communication.

3. Analytic Inquiry

Analyze, evaluate, and synthesize relevant ideas and information; draw reasonable conclusions in order to make decisions and solve problems.

4. Quantitative Fluency

Apply accurate calculations and symbolic operations in his/her specific field of study or in interpreting social and economic trends.

7. Use of Information Resources

Locate, categorize, evaluate, and cite multiple information resources necessary to engage in projects, papers, or performance.

8. Applied Learning

Apply academic skills and knowledge to real world situations.

Utilize technology appropriate to the discipline or field of study.

Illustration II.A.19**Policy 3.1 on General Education**

The intent of the educational ideals embodied in general education courses is to cultivate in each student:

- An understanding of scientific principles and methods of inquiry.
- An understanding of the complex and interdependent world and biosphere in which we live, including the issues that are essential to the long term well-being of the natural world and to the human community as part of that world.
- Knowledge and appreciation of the arts, ideas, and values expressed in the world's cultural traditions.
- An understanding of history, the political and economic practices of societies, and the social and psychological dimensions of human behavior.
- An understanding and appreciation of the differences and commonalities that exist within the pluralistic society of the United States, including the rights and responsibilities of participating within its democracy.

Illustration II.A.20**Assessment of GELO/ILOs through 2013 Student Services Survey**

Based on survey results, SRJC students are applying their understanding to subsequent coursework, employment or other endeavors as evidenced by their strong positive responses to questions reflecting six of the nine GE Learning Outcomes.

GELO/ILO on Written Communication: 76% of those queried indicate their SRJC education contributed to their knowledge, skills and abilities in writing

GELO/ILO on Oral Communication: 72% of students agreed that their SRJC education contributed positively to their skills with regard to active listening skills; 83.7% indicated that their experience at SRJC contributed to their ability to speak coherently and effectively.

GELO/ILO on Analytic Inquiry: 74% of students surveyed indicated that their SRJC education helped them develop the ability to draw reasonable conclusions in order to make decisions and solve problems.

GELO/ILO on Quantitative Fluency: 62% agreed that their education at SRJC contributed to their ability to perform mathematical operations and to managing resources such as time and money.

GELO/ILO on Civic Learning: 60% of SRJC students felt their education contributed positively toward their skill in understanding and demonstrating social and civic responsibility; 69% indicated it positively affected their ability to understand and demonstrate personal responsibility; 58% indicated their education contributed to their skill in understanding and demonstrating environmental responsibility.

GELO/ILO on Use of Information Resources: 74% of students agreed that their SRJC education contributed to their ability to locate, analyze, evaluate and synthesize information resources.

II.A.3.c

General Education learning outcomes include: A recognition of what it means to be an ethical human being and effective citizen; qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political and social responsibilities locally, nationally, and globally.

The GE learning outcomes that relate to the understanding and internalization of ethical principles and civic and global consciousness are:

5. Civic Learning

Demonstrate critical and reflective civic engagement and thoughtful participation in diverse local and global communities.

6. Engaging Diverse Perspectives

Reflect critically on his/her own cultural background including its origins and development, assumptions, and predispositions.

Use knowledge from different cultural perspectives to analyze and interpret prominent issues, ideas, and problems in politics, society, the arts, and/or global relations.

Overall perspective: 69% of students agreed their education contributed to their ability to appreciate the value of lifelong learning.

SELF EVALUATION

The College meets the Standard. SRJC clearly states its general education philosophy, goals, and intent of the GE ideals in its catalog and on its website. The GE course approval process is rigorous and comprehensive and assures faculty involvement. The institution has developed General Education Learning Outcomes, closely connected to the College's Institutional Learning Outcomes (ILOs). These GELOs, some of which have been assessed through their relationship with ILOs, fully address the main areas described in this Standard.

II.A.4

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has established 111 transfer and CTE majors and continues to add more to meet student, labor market, and regional needs. Unit requirements vary among majors, but all have a minimum of 18 units and include courses that lead to focused study in a single discipline, or in an established interdisciplinary core such as Humanities, Natural Sciences, Social and Behavioral Sciences, Environmental Studies, Religious Studies, Women and Gender Studies, Latin American Studies, and Global Studies. The purpose and type of degree programs as well as general requirements are outlined in Policy 3.2. Specific requirements for each major are listed in the print and online versions of the College Catalog and on the SRJC Majors website (II.A.68).

In keeping with Chancellor's Office requirements, the College has implemented the Associate Degree for Transfer (ADT), which involves collaboration between the California Community Colleges and the CSU systems. These Associate of Science for Transfer degrees (AS-T) and Associate of Arts for Transfer degrees (AA-T) provide a focused study that is intended to align seamlessly with the CSU system. The College currently offers 16 such degrees with an additional four in development.

SELF EVALUATION

The College meets the Standard. All of SRJC's degree programs include focused study in at least one area of inquiry or established interdisciplinary core.

II.A.5.

Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.

DESCRIPTIVE SUMMARY

As discipline experts, faculty members develop the requirements Career and Technical Education (CTE) certificates and degrees in consultation with appropriate advisory committees. This process ensures that course outcomes reflect the technical and professional competencies considered critical by employers in business and industry while maintaining the broader outcomes that characterize SRJC degree programs.

This collaboration between faculty and industry leaders has been strengthened through two recent efforts related to CTE programs. In December 2013 the Board of Trustees approved a substantively revised policy and procedure governing the activities of advisory committee. (II.A.62). During the same period, the CTE dean completed the CTE Handbook for the College containing guidelines and resource information to strengthen CTE program administration at SRJC (II.A.101). Both documents emphasize stronger advisory committees where feedback from industry representatives is taken into greater account as curriculum is reviewed and updated, reinforcing the connection between education and employment competencies and thereby assuring that the assessment of appropriate competencies takes place within courses.

Demonstrating Competencies and Preparation

Given that CTE program outcomes and competencies align with those of their respective career fields, students who are awarded those certificates and degrees do demonstrate the technical and professional competencies that meet employment and other applicable standards. Furthermore, data gathered from Health Sciences and Public Safety programs demonstrate that students in these programs are well prepared for external licensure and certification:

- 100% of students completing SRJC's Dental Hygiene program passed their regional or state test the first time in 2013, and this has been the rate over the past few recent years.
- Public Safety Training Center data indicates that among students taking national certification exams for EMT and EMT Paramedics, in 2013 the first attempt pass rate was 83% for EMTs and 100% for EMT Paramedics.
- Graduates of SRJC's Vocational Nursing program currently have a first-time passing rate of 100%.

- SRJC's Nursing (ADN) Programs regularly survey employers of SRJC graduates every two years and receive positive feedback on student learning outcomes. On a scale of 0-5 the average response is a "4."

Career Technical Education Act (CTEA) Core Indicators Rates presented in the SRJC Fact Book indicate strong achievement levels in most areas (II.A.102). These indicators measure factors including skill attainment, completion, persistence, and employment, and then compare SRJC students to the statewide rate for programs with the same Taxonomy of Program (TOP) codes. SRJC students perform near or above statewide averages for Skill Attainment in 50% of TOP code areas and at 67% in Completion. Some of the programs significantly high or above the state average are:

- Agriculture and Natural Resources—91.97 in Skill Attainment
- Business and Management—91.30% in Skill Attainment, 88.02% in Completion
- Fine and Applied Arts—95.08 Skill Attainment, 96.15 Completion
- Family and Consumer Sciences—91.82 Skill Attainment, 84.48 Completion

SELF EVALUATION

The College meets the Standard. Students who are awarded CTE certificates and degrees demonstrate technical and professional competencies that meet the needs of local and regional employers. SRJC graduates demonstrate strong performance on licensure and certification exams.

II.A.6

The institution assures that students and prospective students receive clear and accurate information about educational courses and programs and transfer policies. The institution describes its degree and certificates in terms of their purpose, content, course requirements, and expected student learning outcomes. In every class section, students receive a course syllabus that specifies learning objectives consistent with those in the institution's officially approved course outline.

DESCRIPTIVE SUMMARY

The college assures that both current and prospective students receive clear and accurate information about educational programs and transfer policies through several means. The most comprehensive is the College Catalog, published annually and also available online. It contains a statement that "every effort is made to ensure its accuracy" and refers readers to the Schedule of Classes for the most current information.

Other, but not all, sources of information are:

- Schedule of Classes (print and online, II.A.20)
- Various web pages on the College website, including those for individual certificates and majors, the Transfer Center, and various Student Services websites
- The Counseling department and its website
- College publications such as the CTE brochure (bilingual Spanish)
- Informational counseling workshops and "Introduction to College" courses such as COUN 270

Distance Education students can access a website from the College homepage providing guidance and information about online classes and programs. It introduces the benefits, explains the procedures for registering and finding online classes, and offers an online preparedness quiz. It also lists all of the student services accessible at a distance.

Department and student services websites also feature phone numbers and email addresses so that students who need further information can contact those individuals.

Courses, Programs, and Student Learning Outcomes

Descriptions of degrees and certificates are listed in the printed and online College Catalog and describe the term they are effective, the purpose and content, program requirements and sequence, student learning outcomes, prerequisites/co-requisites, links to previous versions, pertinent special notes, and contact information. Major and certificate web pages display the same information. Further details about the SLOs and content of the program are available through course outlines, which are available to students online through the Schedule of Classes web pages.

The College recognizes the importance of maintaining current and accurate information about its educational courses and programs. In fact, Goal H of the Strategic Plan states:

- Continuously improve institutional effectiveness in support of our students, staff and communities.
- Enhance internal and external communication systems to ensure effectiveness.

To this end, the College recently adopted Drupal, a content management system that allows faculty and staff who handle websites a simple, more accessible platform for updating information, including that regarding courses and programs.

SLOs in Course Syllabi

The communication regarding student learning outcomes for any course is documented in the syllabus for that particular section, usually explicitly and sometimes through a link to the course outline of record. Policy 3.9 and Procedure 3.9P state that faculty are required to give all students a copy of the syllabus (Policy 3.9) and, as defined in Procedure 3.9.1, the syllabus should contain: "Course description including student learning outcomes once they have been added to the course outline of record, office location, office hours, alternative student contact hours, and instructor contact information." The faculty contract reflects this policy in Article 17, stating, as an example of student contact-related duties, that the instructor "issues a syllabus at the start of each class, including: course description and organization following the approved course outline of record; reading and lecture schedule; assignment structure; written grading policy; and an electronic link or direction to the approved course outline of record."

It is through the requirement of the link to the course outline that the College ensures that individual sections of courses adhere to the course student learning outcomes since the course outline lists the current SLOs. This policy is reinforced through the faculty evaluation cycle, which includes assessment of faculty to teaching “in compliance with the course outline of record” (II.A.72, 73). Also, the Classroom Observation form rates the degree to which an instructor has “Organized course, syllabus, and presentation to correspond to the most current Course Outline of Record (COR).” For Distance Education classes, the course must present an online course syllabus, which is generally one of first items of information on the class web page.

SELF EVALUATION

The College meets the Standard. The College values effective communication about its courses and programs and has mechanisms in place to monitor and revise the College Catalog, the Schedule of Classes, the SRJC website, and other sources of information about its educational programs. The College works to continually improve its means of communication, especially through its web presence, to assure that current and prospective students receive clear and accurate information. Policies and the faculty contract assure that faculty members communicate course SLOs directly or at minimum by providing access to the COR, which lists the SLOs on the first page.

II.A.6.a

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

DESCRIPTIVE SUMMARY

In keeping with its mission of “preparing students for transfer,” the College offers many sources of information regarding transfer course policies and procedures and follows Policy 8.3.1 (II.A.103) to:

- maintain carefully and continuously articulated programs with senior institutions and high schools.
- maintain a Transfer Center specifically to facilitate and increase the number of students who transfer to a four-year school. The Transfer Center shall also focus on underrepresented students who wish to transfer.

To this end, the College supports a full time Articulation Specialist and a Transfer Center director, both of whom are instrumental in coordinating communications and actions regarding transfer.

The College Catalog serves as the primary source for students regarding transfer policies, articulation, and information on majors, certificates, and degrees. The Catalog is updated annually for clarity and accuracy. Any changes after publication regarding transfer agreements, majors, certificates, and degrees are in the current online Schedule of Classes and through the Transfer Preparation web page (II.A.19, 104).

Additional information and student support is available at the Transfer Center and Counseling Office through workshops, publications, and interaction with counselors and staff. The Transfer Center director participates as a voting faculty member of the Curriculum Review Committee and helps to ensure that courses approved for transfer meet all requirements. The director works actively with faculty and the student community to promote attendance at events for students who are interested in or preparing for transfer.

The College Catalog and the Transfer Preparation web page offer detailed guidance for students about all aspects of the transfer process:

- A Web link to ASSIST, the statewide articulation inventory (II.A.105)
- Guides for transfer in specific majors (II.A.106)
- Guides for fulfilling General Education requirements for UC and CSU (II.A.107)
- Articulation Agreements with CSU, UC, California Community Colleges, out-of-state, and independent colleges and universities (through ASSIST Website, II.A.105)
- Course Identified Numbering System (C-ID) Qualified Course Handout (II.A.108)
- University of California (UC) limitations handout (II.A.109)
- College Credit for Advanced Placement Exams Chart (College Catalog)
- International Baccalaureate (IB) Exams Chart (College Catalog)

The Articulation Specialist proactively works with other institutions to establish articulation agreements and manages the development, implementation, and evaluation of articulation agreements for various types of articulation. This involves:

- Submitting course outlines for general course transferability to UC on an annual basis.
- For course-to-course major preparation articulation: after each university publishes its annual articulation agreements, reviewing each major (and GE pattern for those universities willing to articulate) for each university to evaluate if any articulation should be added based on SRJC or university curriculum updates.
- For CSU GE and Inter-segmental General Education Transfer Curriculum (IGETC) articulation: preparing course submissions to the universities according to an annual approval cycle.
- For C-ID: monitoring and submitting courses on an ongoing basis.
- Responding to specific SRJC faculty articulation requests and from individual universities on a case-by-case basis.
- For the Transfer Admission Guarantee (TAG) program: Ensuring that courses that have been articulated to the University of California are included as part of the TAG requirements.

The Articulation Specialist also sits by position on the Curriculum Review Committee, providing valuable information and insights about transfer expectations, UC and CSU articulation agreements, and the content and SLOs of GE courses in relation to GE requirements.

In response to a student's request, coursework from other regionally accredited colleges is evaluated and given consideration for credit to fulfill degree requirements at Santa Rosa Junior College, per Policy 8.1.13 (II.A.110). The Admissions and Records Office reviews the course descriptions, the course outlines, and, if necessary, course syllabi to determine whether the transferred courses have comparable learning outcomes to those of SRJC's courses. If there is any doubt about the transferability of the course, students may petition for approval in two circumstances:

- For a course to fulfill a Santa Rosa Junior College degree or certificate requirement, the student may petition the specific department using a Course Substitution Request form (II.A.111).
- For a course to be considered for GE, the student may petition the GE subcommittee of the Curriculum Review Committee, which is chaired by the Articulation Specialist per Policies 3.1 and 3.1P (II.A.99)

SELF EVALUATION

The College meets the Standard. The College ensures that students are provided accurate information about how to transfer in and out of SRJC, and credit is granted when the learning outcomes of courses align. Information about transfer and articulation is readily available in a number of places, formats, and media. The institution sees transfer and articulation as fundamental and has institutionalized its support in District policies and through the creation of the Transfer Center and the position of Articulation Specialist. These two offices disseminate the most current information to faculty, students, and the community and promote articulation between SRJC, four-year institutions, and other community colleges.

II.A.6.b.

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

DESCRIPTIVE SUMMARY

SRJC has institutionalized a transparent methodology for reviewing and revising program requirements and ensuring that students have access to the most current information. The College reviews all programs and certificates through the PRPP and through the six-year program evaluation cycle codified in Policy 3.6 and Policy 3.6P. The Program Review, Evaluation, Revitalization and Discontinuance policy and procedure detail how programs are evaluated, revitalized, or discontinued using a structured process involving many stakeholders (II.A.60).

A guiding principle of the policy is that the process should “minimize negative student impact.” Therefore, when a certificate or major is discontinued, a timeline is established with the intent of allowing current students the opportunity to complete their course of study. The department chair, program director, or program coordinator helps develop alternatives for students that are unable to accomplish this within the timeline.

Students with catalog rights may follow the graduation requirements in place at the time of enrollment as long as they maintain continuous enrollment. When a program is changed or discontinued, the Curriculum Office places a link on the certificate or major webpage that allows students to access previous versions of the degree or certificate. A statement defining catalog rights is available in the College Catalog and the Associate Degrees web page (II.A.112).

SELF EVALUATION

The College meets the Standard. In order to ensure that program changes are made in a standardized manner, District policies clearly define how to make those changes. The College has a system in place to minimize impact on students when programs are discontinued and to ensure that students who started but did not complete a program have access to the requirements in effect when they began their studies. Information regarding programs and program changes is readily available in the College Catalog and on the web.

II.A.6.c.

The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

DESCRIPTIVE SUMMARY

SRJC provides clear and accurate information to students and the public through its comprehensive website and its printed publications, advertisements, campus events, and the press. The College Catalog and Schedule of Classes are well organized, consistent, and accurate and are available both in print and online. SRJC publishes the College Catalog annually, the Schedule of Classes three times a year, and a variety of flyers, pamphlets, and other documents as needed. The online Schedule of Classes includes a “class finder” search feature that reflects changes to the schedule that occur after the printed version is published. The online Schedule of Classes includes separate links to online courses, courses for older adults, weekend, and late start classes so students can easily search for courses that meet their learning needs. The College Catalog includes an accuracy statement explaining, “Students should consult the current Schedule of Classes for supplementary information.”

Current students have easy access to information through the Student Information System, which connects every student to the system through a student portal. The main links within the portal connect to educational records, SRJC announcements, Student Services support, and information about campus events and activities. The Admission and Records Office regularly communicates with students through portal announcements and emails.

Every three years, Student Services conducts a survey to assess how well SRJC meets student learning needs (II.A.11). Results of the fall 2013 regarding College communications are positive:

- 82.7 percent of students either agree or strongly agree that it is easy to find information they need on the SRJC website.
- 88.8 percent either agreed or strongly agreed that the online Schedule of Classes is well organized and readable.
- 62.1 percent of students agreed that the paper of Schedule of Classes is well organized and readable, but 31.4% said they had no opinion, which indicates that many SRJC students use the online Schedule of Classes exclusively.

Web Communications and Public Relations

The newly redesigned SRJC website improves the College's ability to fully represent itself clearly, accurately, and interactively (II.A.113). Features include comprehensive "Students" and "Faculty/Staff" pages, a faculty/staff directory, department web pages, rules and regulations, the SRJC Policy Manual, and information about and direct access to online classes.

Furthermore, in response to the communities it serves, SRJC's website provides basic information about admission, orientation, academic programs, financial aid, and student services in Spanish through the "En Español" link on the homepage (II.A.114). The College uses the Institutional Planning website to give public access to information about student achievement and includes documents such as the Santa Rosa Junior College Annual Report, the Fact Book, and Santa Rosa Junior College Foundation Annual Report publications (II.A.2, II.A.115, II.A.116, II.A.117).

The College's launch of the new website and key pages, plus its support for faculty and staff in using the Drupal content management system, has initiated a coordinated, up-to-date, and flexible web presence. The new web pages work on mobile devices as well as computers, thus increasing access to students and the community.

The use of e-newsletters allows the College to share news, updates, and other information on a regular basis.

- Admissions and Records and other Student Services departments send out e-newsletters to all students with news and updates about college programs, policies, services, and web links with further information.
- The Office of Public Relations sends out a comprehensive bi-monthly e-newsletter to current and retired employees about events, programs, services, and news.
- The SRJC Foundation sends out e-newsletters to donors about programs, services, and college news.

The Office of Public Relations (PR) sends out approximately 150 press releases a year, providing clear and accurate information about student success stories, programs, services and events for both the college community and the community at large (II.A.118). PR helped launch the College's Strategic Plan by creating and widely distributing a four-color brochure displaying the new vision, mission, values, and goals (II.A.35). The office also publishes and distributes postcards, brochures, newsletters, booklets, and flyers (including some in Spanish) to communicate SRJC's programs and services to the community, and further promotes the College through digital, broadcast, and print advertising.

Regular Review of Policies and Publications

The College Catalog is reviewed annually, with the Director of Admissions, Records and Enrollment Development (ARED) responsible for the content, editing, and production of the annual catalog. Each spring, pertinent Catalog information is sent to all constituents of the District asking for any revisions to content from the prior year. ARED works collaboratively with the PR director to proof the Catalog for consistent and accurate language. Any changes required in the Schedule of Classes are made in real time on the College webpage.

As described in Standard IV.A, SRJC follows a systematic process described in Policy and Procedure 2.1 and 2.1P for adopting and revising all policies and procedures (II.A.119). Part of this process is a regular cycle of review. In fall 2011, the College initiated a review of its 400-plus policies and procedures. Thus the SRJC Policy Manual has now undergone three full review cycles since 1998. The steps are detailed in Standard IV, but in brief:

- The review starts with the manager of the section of the Policy Manual and then goes through College Council, which serves as the final review body for all policy recommendations emanating from District committees.
- All constituent groups are represented at College Council: the All Faculty Association (AFA), Academic Senate, Classified Senate, Service Employees International Union (SEIU for classified employees), and District management (II.A.120).
- After all interested groups have had input into policy revisions, the College Council submits the revised version to the Board of Trustees for approval. Agendas and minutes for the College Council meetings are available on the Committee webpage.

An example of the process is a 2013/2014 disclaimer that was added to the College Catalog to refer to Policy through a hyperlink instead of quoting directly. This ensures current and accurate information for the students, personnel, and the public.

SELF EVALUATION

The College meets the Standard. Clear, consistent, and accurate information is provided to students, personnel, and the public through a variety of sources. The College continuously improves its web presence to meet the needs of its students and the community. The College consistently follows established procedures to ensure that publications and policies are regularly reviewed and updated.

II.A.7.

In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific beliefs or worldviews. These policies make clear the institutions commitment to the free pursuit and dissemination of knowledge.

II.A.7.a.

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

DESCRIPTIVE SUMMARY

When developing the Strategic Plan, the College named academic freedom as one of its values:

Value 2: *We value academic excellence that includes: Academic freedom balanced with academic responsibility, integrity and ethical behavior.*

This is a commitment supported by the AFA/District Contract and Policy 3.8, Academic Freedom. Article 9 in the contract states: "All faculty members shall be free to pursue instruction, grading, scholarship, policy discussions, and public discourse in an environment free of intimidation and censorship" (II.A.121, 122).

At the same time, faculty members are encouraged to distinguish between personal conviction and professionally accepted views in their discipline. The Article continues: "The merit of academic ideas, theories, arguments and views shall be measured solely against the standards of relevant academic and professional disciplines. With the exercise of academic freedom come corresponding responsibilities. All faculty members shall exercise their academic freedom in a manner that promotes the District's mission."

Policy 3.8 wholly supports the contract's language concerning academic freedom, stating: "The Board of Trustees recognizes that Academic Freedom is necessary to the pursuit of truth and supports the principles of Academic Freedom enunciated in the contract negotiated between the recognized faculty bargaining units and the District. The contract language is hereby incorporated into District policy by reference."

Both the policy and contract are accessible to the college community and public. The contract includes procedures for any faculty member who feels that his/her contractual right to academic freedom have been violated. Such actions include consulting with an AFA or Academic Senate member and possibly bringing a grievance against the District.

Historically, academic freedom is so well established at the College that, despite occasions that highlight the diversity of opinions across faculty, staff, administrators, and students, there are no recent records of violations.

The Academic Senate adopted a Faculty Professional Ethics Code document, which comprises Policy 2.6.2 and is publicly accessible on the Academic Senate webpage (II.A.123). Under the section on "Responsibilities to the Community," it states:

As members of the community, faculty are expected to:

A. *Make it clear when speaking or acting as private individuals that they are not representing the institution.*

B. *Acknowledge the importance of free inquiry and facilitate public understanding of academic freedom.*

Based on the 2013 Accreditation Student Survey, it appears that instructors have maintained the balance between academic freedom and responsibility. Eighty-six percent of students agreed or strongly agreed with this statement: "My SRJC instructors present ideas fairly and objectively, distinguishing clearly between factual information and personal opinions" (II.A.10).

SELF EVALUATION

The College meets the Standard. District Policy and the AFA/District Contract contain identical language to protect academic freedom and responsibility. The policy and contract make clear the institution's commitment to the free pursuit and dissemination of knowledge. The Academic Senate's ethics code reflects the same concepts, and the vast majority of students perceive that instructors present data and information fairly and objectively. All statements regarding academic freedom are accessible to the public.

II.A.7.b.

The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty.

DESCRIPTIVE SUMMARY

Faculty members, staff, students, and administrators in the College have had extensive dialogue on academic honesty and the consequences for dishonesty. The Academic Senate appointed an Academic Integrity Task Force that brought drafts back to the Academic Senate for consideration and dialogue. Administrators, staff, and students were also involved in the dialogue through the College Council consultation process. This process resulted in the revision of Policy and Procedure 3.11 and 3.11P in 2012 (II.A.124). The policy states, "All members of the academic community—student, faculty, staff, and administrator—must assume responsibility for providing an environment of the highest standards, characterized by a spirit of academic honesty and mutual respect."

Procedure 3.11P describes the responsibilities of faculty, students, department chairs, and administrators in upholding academic integrity. Main responsibilities for instructors include:

- informing students in class of the policy and student conduct standards.
- explaining the student right to due process.
- including a statement about academic integrity and consequences in the course syllabus.

Students, in turn, are expected to learn, understand, and follow the SRJC policy and procedures.

The procedures define the types of academic dishonesty, outline the steps to follow when academic dishonesty is suspected, and list the actions and sanctions that could be imposed. An incident reporting mechanism using the Academic Dishonesty Incident Report form is linked through faculty portals and on the Academic Senate website (II.A.125). This allows College administrators to identify and track students with multiple offenses. Academic integrity is also addressed in the Student Conduct Policy section of the College Catalog (II.A.19) and on a dedicated webpage accessible through the "Rights and Responsibilities" link under the Students tab on the SRJC homepage (II.A.126). The students' right to due process is protected by the Student Complaint and Grievance Policy, available in the same locations. These policies and procedures are described further in Standard II.B.2.

SELF EVALUATION

The College meets the Standard. The institution establishes and publishes clear expectations concerning student academic honesty and the consequences for dishonesty. Mechanisms are in place to address repeat offenders.

II.A.7.c.

Institutions that require conformity to specific codes of conduct of staff, faculty, administrators or students, or that seek to instill specific beliefs or worldviews, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.

The District does not seek to instill specific beliefs or worldviews. However, the College requires conformity to specific codes of ethics and conduct by classified staff, faculty, administrators, and students. The institution gives clear prior notice through:

- Code of Ethics for the Classified Staff: posted on Classified Senate website (II.A.127).
- Academic Senate Faculty Professional Code of Ethics: posted on the Academic Senate website and referred to in Policy 2.6.2 (II.A.128).
- Code of Ethics for the Management Team: stated in Policy 2.5, Management Guidelines and Procedures. (II.A.129).
- Code of Ethics for the Board of Trustees: published as Policy 0.22 (II.A.130). In addition, Policy 3.0 Board Orientation requires that Board members receive an orientation to the code of ethics and conduct standards.
- Student conduct standards: College Catalog and the College website, as stated above. Also, Policy 3.11 requires instructors to inform students about these conduct standards (II.A.124).
- Academic dishonesty: as above, provided to students through Catalog, website, and by instructors through Policy 3.11.

SELF EVALUATION

The College meets the Standard. Classified staff, faculty, the management team, the Board of Trustees, and students have established codes of ethics or conduct, and each is given ample prior notice regarding these codes.

II.A.8.

Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with the standards and applicable Commission policies.

Santa Rosa Junior College offers a Study Abroad Program but only to students currently enrolled at the College, so this standard is not applicable.

Standard II.A Actionable Improvement Plans

| Standard | Plan | Responsibility | Implementation Date |
|----------------------------------|--|---|---|
| II.A.1.c | 1. The College will complete its first six-year cycle of assessment in spring 2015 and will continue to demonstrate ongoing, systematic assessment of courses, certificates, and majors following established assessment plans. | Project LEARN Steering Committee Vice President of Academic Affairs Dean of Liberal Arts and Sciences Department chairs Program coordinators and directors Academic Senate | Spring 2015-2021, ongoing |
| II.A.1.c II.A.3 | 2. The College will align General Education (GE) learning outcomes with institutional outcomes. All GE areas will be assessed through the Fall 2016 SRJC Student Survey and/or other methods of assessment at the institutional level. | Project LEARN Vice President of Academic Affairs Dean of Liberal Arts and Sciences Office of Institutional Research Academic Senate Vice President of Student Services | Alignment: Fall 2015 Assessment: Fall 2016 and ongoing |
| II.A.1.c II.A.3 | 3. The College will require that all curriculum submitted to the Curriculum Review Committee will identify which, if any, general education and institutional learning outcomes are addressed in the course, making those outcomes more visible to discipline faculty. | Project LEARN Vice President of Academic Affairs Dean of Liberal Arts and Sciences Dean of Curriculum and Educational Support Services Academic Senate Curriculum Review Committee | Fall 2015 |

Evidence: **Standard II.A, Instructional Programs**

- II.A.1 **Program and Resource Planning Process (PRPP) Website**
<http://goo.gl/n9F0jG>
- II.A.2 **Institutional Planning Website**
<http://www.santarosa.edu/administration/planning/index.php>
- II.A.3 **2013 Santa Rosa Junior College Fact Book (PDF) and Website**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
<http://www.santarosa.edu/research/fact-books.php>
- II.A.4 **2013 Institutional Effectiveness and Assessment Reports Website**
<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>
- II.A.5 **Strategic Planning Task Force Environmental Scan Narrative, 2013**
http://lgdata.s3-website-us-east-1.amazonaws.com/docs/490/759517/SP_summary_thoughts_5_9.pdf
- II.A.6 **2014 Annual Report for ACCJC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- II.A.7 **Institutional Effectiveness and Assessment Report, 2013/2014**
<http://goo.gl/T7RRgd>
- II.A.8 **Career and Technical Education Employment Outcomes Survey, 2014**
- II.A.9 **2013 Accreditation Employee Survey**
<http://goo.gl/ywUh8n>
- II.A.10 **2013/2014 Accreditation Student Survey**
<http://goo.gl/BPG8wT>
- II.A.11 **2013 SRJC Student Survey**
<http://www2.santarosa.edu/f/?nDRTIPSQ>
- II.A.12 **Basic Skill/Immigrant Education Initiative Baseline Measures Study**
- II.A.13 **Course Placement in Math, English, ESL, and Chemistry, page SO-25 in 2013 Fact Book**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- II.A.14 **Student Information System (Screen shot example)**
<http://www2.santarosa.edu/f/?nCVJSWXN>
- II.A.15 **Data Mining Link Through Office of Institutional Research and Screenshot**
<http://www.santarosa.edu/research/other-srjc-sources.php>
<http://www2.santarosa.edu/f/?nECDEDR>
- II.A.16 **Online Data Sets for PRPP**
<https://bussharepoint.santarosa.edu/prpp/default.aspx>
- II.A.17 **Student Success and Equity Committee Homepage**
<http://goo.gl/MZGrjl>
- II.A.18 **English as a Second Language (ESL) Survey of Noncredit Students**
- II.A.19 **SRJC College Catalog, 2014/2015**
http://www.santarosa.edu/schedules/college_catalog/
- II.A.20 **SRJC Schedule of Classes Website**
<http://www.santarosa.edu/schedules/>
- II.A.21 **Distance Education Proposal Guidelines**
<http://www2.santarosa.edu/f/?nClzJExK>
- II.A.22 **Distance Education Proposal Form**
<http://www2.santarosa.edu/f/?nEPWOHxE>
- II.A.23 **Online College Project Website**
<http://online-learning.santarosa.edu/online-college-project>
- II.A.24 **Special Expertise Regarding Online Instruction, Example: Counseling Department Procedures, Page 5**
http://www.santarosa.edu/afa/Hourly_Assign_Proc_Xdept/counseling.pdf
- II.A.25 **Disability Resources Department Website**
<http://online.santarosa.edu/presentation/?4928>
- II.A.26 **Learning Communities Website**
<http://www.santarosa.edu/app/getting-started/learning-communities/>
- II.A.27 **Gateway to College Website**
<http://www.gatewaytocollege.org/>

- II.A.28 **Extended Opportunity Programs and Services (EOPS) Website**
<http://www.santarosa.edu/app/paying-for-college/eops/>
- II.A.29 **Mathematics, Engineering, Science Achievement (MESA) Website**
<http://www.santarosa.edu/mesa/>
- II.A.30 **Puente Project Website**
<https://www.santarosa.edu/puente/>
- II.A.31 **Bilingual Spanish/English Programs, Child Development/ESL**
<http://www.santarosa.edu/childddev/spanish-speakers/>
- II.A.32 **2013 Accreditation Student Survey, Responses Regarding Instruction, pages 6-8**
<http://goo.gl/BPG8wT>
- II.A.33 **Project LEARN Steering Committee Homepage**
<http://www.santarosa.edu/slo/project-learn/>
- II.A.34 **College Initiatives 2013/2014, Initiative V, Student Learning Outcomes Assessment, Pages 15-17**
<http://goo.gl/YKGGZU>
- II.A.35 **Strategic Plan Implementation and Accountability Plan**
<http://www2.santarosa.edu/f/?nzYSNCEZ>
- II.A.36 **Senate Resolution Regarding Student Learning Outcomes Assessment, 2013**
<http://www.santarosa.edu/slo/assets/SLO-Assessment-Resolution-F2013.pdf>
- II.A.37 **Student Learning Outcomes (SLO) Website Page: More About Writing SLOs**
<http://www.santarosa.edu/slo/more-writing-slo/index.php>
- II.A.38 **Curriculum Review Committee Website**
<http://online.santarosa.edu/presentation/?877>
- II.A.39 **SRJC Web Access to Course Outlines of Records**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx
- II.A.40 **Board Procedure 3.9.1P, Course Syllabi**
<http://www.santarosa.edu/polman/3acadpro/3.9.1P.pdf>
- II.A.41 **SLO Website Page: Course SLO Assessment**
<http://www.santarosa.edu/slo/course/>
- II.A.42 **SLO SharePoint Site Web Access from SLO Website, Forms and Procedures Page**
<http://www.santarosa.edu/slo/forms/>
- II.A.43 **Example of Curriculum Map, Art History Major**
<http://www.santarosa.edu/slo/certificates/pdfs/Art-History-Major-Map.pdf>
- II.A.44 **SLO Website Page: Methods of Assessment for Certificate and Major SLOs**
<http://www.santarosa.edu/slo/certificates/>
- II.A.45 **SLO Website Page: Institutional Learning Outcomes**
<http://www.santarosa.edu/slo/institutional/>
- II.A.46 **SRJC Student Survey Report**
<http://www2.santarosa.edu/f/?nDRTIPSQ>
- II.A.47 **National College Health Assessment Report for SRJC, 2013**
<http://goo.gl/YL6v1p>
- II.A.48 **Minutes, Project LEARN Steering Committee, January 17, 2014**
http://www.santarosa.edu/slo/minutes/ProjLEARN_Minutes_01-17-14.pdf
- II.A.49 **Alignment of General Education Requirements and Outcomes (Draft, 2013)**
- II.A.50 **Strategic Plan Assessment and Scorecard (Draft, 2014/2015)**
<http://www2.santarosa.edu/f/?nzYSNCEZ>
- II.A.51 **Degree Qualifications Profile Project Presentation, SRJC, 2014**
<http://www2.santarosa.edu/f/?nEHKvFIU>
- II.A.52 **SLO Website Page: General Education Learning Outcomes**
<http://www.santarosa.edu/slo/general/>
- II.A.53 **Curriculum Writer's Handbook**
- II.A.54 **Curriculum Review Committee Website**
<http://www.santarosa.edu/curriculum>
- II.A.55 **District Tenure Review and Evaluation Committee (DTREC) Homepage**
<https://bussharepoint.santarosa.edu/committees/dtrec/SitePages/Committee%20Home%20Page.aspx>
- II.A.56 **Guidelines for Evaluating Online Instruction**
http://www.santarosa.edu/afa/Misc/guide_for_evaluating_online_instruction.pdf
<http://accreditation.santarosa.edu/>

- II.A.57 **Board Policy and Procedure 3.2.1/3.2.1P, Development of Majors**
<http://www.santarosa.edu/polman/3acadpro/3.2.1.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.2.1P.pdf>
- II.A.58 **Academic Affairs Organizational Chart**
<http://www.santarosa.edu/hr/PDFs/Academic%20Affairs%20Org%20%20Chart%20F14%208.4.14.pdf>
- II.A.59 **Web Access to PRPP Reports**
<http://www.santarosa.edu/administration/planning/program-review--program-and-resource-planning-process-prpp.php>
- II.A.60 **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>
- II.A.61 **Program Review Rubrics and Recommendations (Academic Affairs Records)**
- II.A.62 **Board Policy and Procedure 3.13/3.13P, Career and Technical Education Program Advisory Committees**
<http://www.santarosa.edu/polman/3acadpro/3.13.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.13P.pdf>
- II.A.63 **Roster of Occupational Advisory Committees**
- II.A.64 **Basic Skills and English as a Second Language (ESL) Progress Rates in 2013 Institutional Effectiveness Assessment Report, pages 36-39**
<http://www.santarosa.edu/administration/planning/pdfs/2013/IE%20Assessment%20Report%202013.pdf>
- II.A.65 **Basic Skills Committee Homepage**
<https://bussharepoint.santarosa.edu/committees/basic-skills/SitePages/Committee%20Home%20Page.aspx>
- II.A.66 **SLO Assessment Report, Noncredit Certificate of Completion in Basic Academic Skills**
<http://www2.santarosa.edu/f/?nCXWEPRF>
- II.A.67 **SLO Assessment Report, Noncredit ESL Academic and Career Preparation Certificate (Screenshot and link to SLO SharePoint Site Access on SLO Forms and Procedures Page)**
<http://www2.santarosa.edu/f/?nDVNHGyS>
<http://www.santarosa.edu/slo/forms/>
- II.A.68 **Certificate Web Page Example: Computer Studies: Adobe Applications Specialist**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=1&Program=003162&Version=5
- II.A.69 **Major Web Page Example: Economics**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=2&Program=001017&Version=5
- II.A.70 **Project LEARN Minutes, April 17, 2014**
<http://www2.santarosa.edu/f/?nAYGJXVT>
- II.A.71 **Board Policy and Procedure 4.3.2/4.3.2P, Faculty Hiring, Regular and Adjunct**
<http://www.santarosa.edu/polman/4person/4.3.2.pdf>
<http://www.santarosa.edu/polman/4person/4.3.2P.pdf>
- II.A.72 **All Faculty Association (AFA)/District Contract, Article 14A, Regular Faculty Evaluation**
<http://www.santarosa.edu/afa/Contract/Articles/art14A.pdf>
- II.A.73 **All Faculty Association (AFA)/District Contract, Article 14B, Adjunct Faculty Evaluation**
<http://www.santarosa.edu/afa/Contract/Articles/art14B.pdf>
- II.A.74 **All Faculty Association (AFA)/District Contract, Article 30, Tenure Review**
<http://www.santarosa.edu/afa/Contract/Articles/art30.pdf>
- II.A.75 **Guidelines for Evaluating Classroom Teaching**
http://www.santarosa.edu/afa/Misc/guide_for_evaluating_classroom_teaching.pdf
- II.A.76 **New Certificate or Major Proposal Form**
<http://www2.santarosa.edu/f/?nAPyYlxR>
- II.A.77 **Job Description, Articulation Specialist**
<http://www.santarosa.edu/hr/JobDesc-Classified/JobDesc-Class-StudServices/Articulation%20Spec.pdf>
- II.A.78 **SRJC Weekend College Website**
<http://www.santarosa.edu/weekend-college/index.shtml>
- II.A.79 **Schedule Development Guidelines 2015/2016**
<http://www2.santarosa.edu/f/?nBCYLPxN>
- II.A.80 **Observation Report: Instructional**
<http://www2.santarosa.edu/f/?nDNGCJKA>
- II.A.81 **Professional Development Activity Days Workshops, Fall 2014 (Screenshot, A.M. Sessions)**
<http://www2.santarosa.edu/f/?nBvEWLEG>

- II.A.82 Voters Strongly Support SRJC Measure H To Upgrade Facilities and Technology, Press Release, Nov. 5, 2015**
<http://www2.santarosa.edu/f/?nDyNylZM>
- II.A.83 Online Learning Website Page: Best Practices**
<http://online-learning.santarosa.edu/best-practices>
- II.A.84 Transfer Model Curriculum Proposal Example: Political Science**
http://www.santarosa.edu/old_certificate_programs/proposed-seq/Poli-Sci_TMC_X2012_Template.pdf
- II.A.85 SLO Assessment Report, GEOG 4, Physical Geography**
<http://www2.santarosa.edu/f/?nDYyYGVG>
- II.A.86 PRPP Web Access to Data Sets for Student Achievement**
https://bussharepoint.santarosa.edu/prpp/default.aspx?&p_SortBehavior=0&p_FileLeafRef=PRPP_2014_Child%20Development_FY12-13_Acad.doc&&RootFolder=%2fprpp%2fCurrent%20Documents%2f2014%20Academic%20Affairs%20Docs&PageFirstRow=1&View={3C93FD21-A8E1-4D32-AF33-1026C2B6CC60}
- II.A.87 SLO Assessment Report CSKLS 100, Mathematics for Medical Administration**
<http://www2.santarosa.edu/f/?nDGFTevH>
- II.A.88 SLO Website Page: Showcase**
<http://www.santarosa.edu/slo/examples/>
- II.A.89 English Placement Test Study Guide and Cut-off Scores**
<https://www.santarosa.edu/app/placement/pdf/ENGL-cuttoff.pdf>
- II.A.90 Chancellor's Office Approval of ESL Noncredit Writing Assessment**
<http://www2.santarosa.edu/f/?nDRJzFB>
- II.A.91 Course Outline of Record: BIO 10, Introduction to Principles of Biology**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=23972&Semester=20137
- II.A.92 Course Outline of Record: RELG 1, Introduction to Religious Studies**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=24496&Semester=20137
- II.A.93 Course Outline of Record: CUL 253A: Culinary Café 1**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=20436&Semester=20123
- II.A.94 Course Outline of Record: CHLD 51, Principles and Practices of Early Childhood Education**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=22452&Semester=20117
- II.A.95 Course Outline of Record: COUN 53, College Survival**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=21718&Semester=20107
- II.A.96 Online Learning, Best Practices: Interaction and Communication**
<http://online-learning.santarosa.edu/best-practices#communication>
- II.A.97 SLO Website, General Education Learning Outcomes (GELOs)**
<http://www.santarosa.edu/slo/general/>
- II.A.98 Board Policy 3.2, Degree and Certificate Programs**
<http://www.santarosa.edu/polman/3acadpro/3.2.pdf>
- II.A.99 Board Policy and Procedure 3.1./3.1P, General Education**
<http://www.santarosa.edu/polman/3acadpro/3.1.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.1P.pdf>
- II.A.100 SRJC Associate Degree Requirements and General Education, Option A**
http://www.santarosa.edu/for_students/student-services/articulation/pdf/AA-AS_2014-15.pdf
- II.A.101 Career and Technical Education Handbook**
- II.A.102 Career Technical Education Act (CTEA) Core Indicator Rates, page SO-40 in 2013 Fact Book**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- II.A.103 Board Policy 8.3.1, Articulation/Transfer Center**
<http://www.santarosa.edu/polman/8stuserv/8.3.1.pdf>
- II.A.104 Transfer Center Website**
http://www.santarosa.edu/instruction/prepare_for_transfer/
- II.A.105 How to Use ASSIST Website**
http://www.santarosa.edu/instruction/prepare_for_transfer/articulation/using-assist.shtml
- II.A.106 University Majors Website**
http://www.santarosa.edu/instruction/prepare_for_transfer/university-majors/
- II.A.107 General Education for Transfer Website**
http://www.santarosa.edu/instruction/prepare_for_transfer/GE-for-transfer/
- II.A.108 Course Identified Numbering System (C-ID) Qualified Course Handout**
<http://goo.gl/lpl8bF>

- II.A.109 **University of California (UC) Limitations (Handout)**
http://www.santarosa.edu/for_students/student-services/articulation/UC-limitations.pdf
- II.A.110 **Board Policy 8.1.13, Transfer Credits**
<http://www.santarosa.edu/polman/8stuserv/8.1.13.pdf>
- II.A.111 **Course Substitution Request Form**
<http://admissions.santarosa.edu/sites/admissions.santarosa.edu/files/course-substitution.pdf>
- II.A.112 **Majors Website (includes statement on Catalog Rights)**
https://portal.santarosa.edu/SRWeb/SR_ProgramsOfStudy.aspx?ProgramType=2
- II.A.113 **Santa Rosa Junior College Homepage**
www.santarosa.edu/
- II.A.114 **Bienvenidos Website**
<http://www.santarosa.edu/bienvenidos/>
- II.A.115 **Santa Rosa Junior College Annual Report, 2012/2013**
http://www.santarosa.edu/about_srjc/public-relations/pdfs/SRJC-ANNUAL-REPORT-2013.pdf
- II.A.116 **Student Achievement Data, pages SO-1-40, 2013 Fact Book**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- II.A.117 **Santa Rosa Junior College Foundation Annual Report, 2013**
<http://goo.gl/M60qb0>
- II.A.118 **Public Relations Website**
http://www.santarosa.edu/about_srjc/public-relations/
- II.A.119 **Board Policy and Procedure 2.1/2.1P, Development and Adoption of Board Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- II.A.120 **College Council Homepage**
<https://bussharepoint.santarosa.edu/committees/college-council/>
- II.A.121 **All Faculty Association (AFA)/District, Article 9, Academic Freedom**
<http://www.santarosa.edu/afa/Contract/Articles/art9.pdf>
- II.A.122 **Board Policy 3.8, Academic Freedom**
<http://www.santarosa.edu/polman/3acadpro/3.8.pdf>
- II.A.123 **Academic Senate Homepage**
<http://www.santarosa.edu/senate/>
- II.A.124 **Board Policy and Procedure 3.11/3.11P, Academic Integrity**
<http://www.santarosa.edu/polman/3acadpro/3.11.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.11P.pdf>
- II.A.125 **Academic Dishonesty Incident Report Form (Screenshot from Faculty Portal)**
<http://www2.santarosa.edu/f/?nBNZXZBv>
- II.A.126 **Students' Rights and Responsibilities Website**
http://www.santarosa.edu/for_students/rules-regulations/
- II.A.127 **Code of Ethics for Classified Staff**
<http://www2.santarosa.edu/f/?nASxRyzN>
- II.A.128 **Board Policy 2.6.2, Academic Senate Professional Ethics Code**
<http://www.santarosa.edu/polman/2govern/2.6.2.pdf>
- II.A.129 **Board Procedure 2.2P, Management Guidelines and Procedures**
<http://www.santarosa.edu/polman/2govern/2.2P.pdf>
- II.A.130 **Board Policy 0.22, Code of Ethics for Board of Trustees**
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>

Standard II Student Learning Programs and Services

Standard II.B Student Support Services



SANTA ROSA JUNIOR COLLEGE



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



SANTA ROSA JUNIOR COLLEGE



Standard IIB. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Standard II.B.1

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

DESCRIPTIVE SUMMARY

Santa Rosa Junior College assures the quality of student support services and demonstrates that these services, regardless of location or means, support student learning and enhance achievement of the mission and Strategic Plan of the College (II.B.1). Key components of the College's mission are to:

- Provide a comprehensive range of student development programs and services that support student success and enrich student lives
- Regularly assess, self-reflect, adapt, and continuously improve.

It is the twofold intent of Student Services to support each student's educational success and to ensure an organization that is measured for effectiveness and satisfaction by both its clients and its providers.

Student Services enhances student learning and success through the programs listed in Illustration II.B.1.

Quality Assurance of Student Support Services

The College annually engages in a self-reflection process, the Program and Resources Planning Process (PRPP), to assess the quality of its Student Services and program alignment with the College's mission, Strategic Plan, and initiatives. This process is described in detail in Standard I.B and is the College's mechanism for integrating planning, evaluation, and resource allocation. The Student Services Vice President's annual PRPP is embedded in the College's institutional planning process (II.B.7) and is used by the District-wide decision making bodies, including the Budget Advisory Committee (BAC), College Council, District Facilities Planning, Educational Planning and Coordinating Council (EPCC), Institutional Planning Council (IPC), and the Board of Trustees (II.B.8, 9, 10, 11, 12, 13).

The Vice President of Student Services collaborates with program managers, Student Services Council, and the College president and his Cabinet in developing specific goals (II.B.14, 15) aligned with the overarching Strategic Plan. Student Services programs set objectives to achieve those goals and identify needed activities as well as who will accomplish them. More specifically, the PRPP report identifies action steps and resources (including staffing, facilities, and equipment) needed to meet short-term and long-term goals. The PRPP includes in-depth program evaluation, which includes a regular cycle of assessing staff quality as well as assessment of meeting students' needs and student learning achievements (see section II.B.4 in this Standard for a full discussion of assessment of student need).

The College also ensures the quality of its support services through participation in external reviews. Categorical programs such as EOPS, CalWORKS, and Disability Resources all participate in an annual review process in accordance with Title 5 by the District's contracted audit firm. To date all SRJC categorical programs have achieved compliance with the standards assessed. SRJC's Student Affairs Office is an example of a Student Services program that has made quality improvements over time through the PRPP process, as shown in Illustration II.B.2.

Illustration II.B.1. SRJC Student Services Programs

| Program | Description |
|--|--|
| Admissions Records & Enrollment Development (ARED) (II.B.2) | Enrollment and record management |
| Assessment | Placement and GED Testing |
| CalWORKs | Resources for TANF Students |
| Career Development Center | Career exploration Student employment |
| Counseling Services (including Articulation Office) | Academic Counseling Counseling courses Course articulation and transfer agreements |
| International Students (II.B.3) | International education and study abroad |
| Puente | Transfer program for under-represented students |
| Transfer Center | Resources for transition to university system |
| Disability Resources Department (including the College 2 Career and Workability Programs) (II.B.4) | Equal access for students with disabilities through instruction support services and advocacy |
| Extended Opportunity Programs & Services (EOPS/CARE) (II.B.5) | Support for full-time, low income, educationally disadvantaged students |
| Schools Relations Program | Schools Liaison and outreach |
| Student Success and Support and Student Equity Committees | Implementation of Student Support and Success Program Plans |
| Student Affairs Engagement Programs | Student involvement and leadership |
| Student Financial Services (including Scholarship and Veterans Affairs) | Financial Aid |
| Student Health Services (including Mental Health and Wellness Program). | Health care and psychological services |
| Grant Funded Student Support Programs | |
| Children's Center | Child development and child-care services for children of student parents. Model demonstration site for students studying child development |
| Foster Youth Success Program | One-to-one case management system with specialized classes to support foster youth students |
| High School Equivalency Program (HEP) | Assistance for seasonal agricultural workers and their families to obtain GED and prepare to move on to higher levels of education. |
| Mathematics Engineering Science Achievement (MESA) | Academic support program for transfer students pursuing a bachelor's degree in a science, technology, engineering, or mathematics (STEM) field |
| Gateway to College (II.B.6) | High school credit recovery program |

Access to Student Services Regardless of Delivery or Location

The Petaluma and Santa Rosa Campus offer a full complement of student services. These campus centers also offer evening service hours for the following Student Services programs: Counseling, Financial Aid, Admissions and Records, Scholarship, CalWORKs, and Student Health. Services beyond the two campuses include:

- **Southwest Santa Rosa Campus Center (SWC).** This center, which serves ESL students, provides bilingual (Spanish) Assessment, Counseling and Admissions and Records services as well as orientation and referrals to other Student Services programs.
- **Public Safety Training Center (PSTC) (II.B.17).** Staff at PSTC provide referrals to appropriate Student Services offices and access to online Student Services. In addition to online access, face-to-face Counseling and financial services are also available at the PSTC, and a full-time, Admissions and Records specialist provides on-site ARED services at the Public Safety Training Center.
- **Shone Farm (II.B.18).** Staff at Shone Farm provide referrals to Student Services offices and access to online Student Services. The Counseling Department has worked to evaluate and meet the counseling needs of students at Shone Farm. Survey feedback from Shone Farm students indicated that students attend Shone Farm for labs and then typically leave for work or other classes back in Santa Rosa. At this point, these students' counseling needs are best met by a weekly drop-in time dedicated to Agriculture students, combined with online counseling services.

Consistent with the College's Initiatives and the Strategic Plan, Student Services actively seeks to increase students' access to services through outreach efforts. The School Relations and Outreach Department (II.B.19), Counseling (II.B.20), Disability Resources, Matriculation (II.B.21), Student Health Services (II.B.22), Admissions and Records, and Financial Aid engage in extensive outreach efforts across the College and beyond to connect new students to services. Student Affairs implemented a new program in summer of 2013 of personally calling all students (over 4000) who applied to the school but did not register for classes. Student Services departments engage with continuing students through technology (the website, Student Portal, and email) as well as campus-wide events for the community such as Day Under the Oaks, Student Information Day, and First Oaks. Veterans Affairs help veterans connect with appropriate financial aid, scholarships and other support services (II.B.23).

Access to Student Services regardless of location is increased by all Student Services programs having an online presence (described further in section II.B.3 of this Standard). Several departments provide fully online services, including Admissions and Records, Counseling, and Disability Resources. The Counseling webpage offers an "Ask a <http://accreditation.santarosa.edu/>

Illustration II.B.2. Student Affairs Takes Steps Towards Sustainability

In the 2011 PRPP, Student Affairs conducted a learning assessment of their student leaders regarding their knowledge in sustainable practices. Although the student leaders demonstrated that indeed they were meeting the benchmark goal, as described in the 2012 PRPP, the Student Affairs program, spearheaded by student leaders, increased their efforts in sustainable practices. Students created a "Green Squad" to educate the campus about appropriate waste receptacles, conducted waste audits and piloted a composting program in the Bertolini Student Center, launched a ride sharing program, led Professional Development workshops for sustainable practices at the College, and were instrumental in the College signing of the Talloires Declaration (II.B.16). In summary, the PRPP process provided the structure for the Student Affairs program to focus its attention on student learning regarding sustainability, and as a result the department has developed a comprehensive sustainability plan.

Counselor" (II.B.24) feature, which has recently been updated to be FERPA compliant by requiring user authentication through the Student Portal. The Counseling department also uses Skype to communicate with International students. In addition, Student Services has implemented a comprehensive online orientation that meets Student Success Act requirements.

For online students, the Distance Education (DE) website provides Student Services resources (II.B.25). Face-to-face drop-in student support for online classes is available at the Student Help Desk Monday through Friday on the Santa Rosa campus. In 2011, the DE department conducted a survey of online students' use of and satisfaction with student support services. The results showed that while the majority of online students (over 72 percent) do not use student support services that are not directly related to course registration or online class access (e.g. Disability Resources, Online Writing Center, Online Academic Counseling, or Student Help Desk), of those who did use or access these services, the majority expressed satisfaction. The DE department recognizes the need for online student services and has revised policy 3.12.2 and replaced it with 3.28, which now reflects the College's commitment to "Comprehensive support services that are appropriately funded to promote student success" (II.B.26).

Disability Resources provides an illustrative example of access to services as it serves students who live remotely and participate only in online courses. Disability Resources provides online access to all the forms needed for intake ,along with instructions for completion. Students who live remotely or who cannot travel to the College for appointments are provided with full services over the phone and/or via email. Faculty are regularly educated about how to provide disability accommodations to online students through one-to-one consultation; an online Faculty Resource page; participation in the District Online Committee (DOC); and through student self-advocacy.

SELF EVALUATION

The College meets the Standard in terms of its on-site student support services and partially for its online services. The PRPP is a functional process for ensuring the quality of the student support services, alignment with the College’s mission and initiatives, and the effectiveness of student support services in enhancing student learning. The College provides access to Student Services at all of its campuses and centers and offers the majority of its student support services information and functions online. Further assessment of effectiveness of online access to services, detailed in section II.B.3.a of this Standard, may be warranted.

See Actionable Improvement Plan at the conclusion of Standard II.B.

II.B.2.

The institution provides a catalog for its constituencies with precise, accurate and current information concerning the following:

a . General Information

- Official Name, Address(es), Telephone Number(s) and Web site address of the Institution
- Educational Mission
- Course, Program and Degree Offerings
- Academic Calendar and Program Length
- Academic Freedom Statement
- Available Student Financial Aid (31)
- Available Learning Resources
- Names and Degrees of Administrators and Faculty
- Names of Governing Board Members

b . Requirements

- Admissions
- Student Fees and Other Financial Obligations
- Degree, Certificates, Graduation, and Transfer

c . Major Policies Affecting Students

- Academic Regulations, including Academic Honesty
- Nondiscrimination
- Acceptance of Transfer Credits
- Grievance and Complaint Procedures
- Sexual Harassment
- Refund of Fees

d . Location or Publications where other policies may be found.

DESCRIPTIVE SUMMARY

SRJC produces a catalog that is precise, accurate, and current. The College publishes the College Catalog on an annual basis and includes full information on the topics above. All aspects of the catalog are thoroughly updated in the spring semester each year. The ARED Office is responsible for the catalog content and systematically involves the college community in updating information. The ARED Office collaborates with the Public Relations Office in the layout and cover design of the catalog. The catalog is provided in both hard copy and online, with the online version posted on the SRJC website in June and hard copies distributed to all academic and student services offices across the District in July (II.B.27). Additionally, copies are mailed to high schools within and outside the District and to other California community colleges, and

California State University (CSUs) and University of California (UC) campuses. Students can purchase the College Catalog at the bookstores on both campuses or access it for free on the College website. The catalog is also available on the College Source Online database as well (II.B.28).

The process used to assure that the catalog is accurate begins with faculty, staff and administrators, who are asked for their contributions to the catalog. This ensures a cooperative and inclusive process. Emails and/or hard copy letters are sent to the appropriate content experts in early spring requesting a review of the previous year's content and edits if necessary. ARED works closely with the Curriculum Office to ensure that the most up-to-date degree, certificate, and course content is included. The Curriculum Review Committee (CRC) and Dean of Curriculum and Educational Support Services (Curriculum Office) are provided a calendar in the previous fall listing deadlines for degree, certificate, and course content submission and approval to ensure inclusion in the next year's catalog.

The College ensures the quality of all instructional courses and programs offered in its name. This is accomplished through the PRPP and the processes for SLO assessment, program evaluation, and curriculum review that are monitored as appropriate by the Curriculum Review Committee, Academic Affairs Council, and Academic Senate. The criteria for approval and assessment of both programs and courses meet both ACCJC standards and those of the California Community Colleges System, addressed in depth in Standard II.A.1.

To maintain currency and accuracy, in 2013 College Council requested that the disclaimer information provided on the first page of the College Catalog be revised. The new version stated that while every reasonable effort is made to ensure the accuracy of the catalog content, including District policies, students should refer to the official Board Policy Manual available on the College website for the most up-to-date information. The revised disclaimer information is repeated on numerous pages throughout the catalog.

In the catalog and on its website, SRJC has published procedures for both formal grievances and informal complaints. Policy 8.2.2 and Procedure 8.2.2P, Student Grievances, were revised December in 2012 for added clarity, and a direct link to that policy is listed in the lower menu on all institutional web pages to increase access (II.B.29, 30). The five categories of student complaint/grievance are: grade appeals, harassment or discrimination, financial aid, complaints against another student, and other complaints. The College has two identified ombudspersons, the Dean of Student Affairs and Engagement and the Dean of Student Services (Petaluma Campus), who act as advocates for a fair process for both students and employees. Both deans track the frequency of student complaints and grievances in their annual PRPP (II.B.31).

SELF EVALUATION

The College meets the Standard. Through a collaborative and systematic process, SRJC provides a catalog for its constituencies with precise, accurate and current information. The College Catalog includes general information, requirements, major policies and procedures affecting students, and reference to where other policies can be found. The online version and links to policies further ensure accuracy, currency, and accessibility.

II.B.3.

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

DESCRIPTIVE SUMMARY

SRJC systematically identifies the learning support needs of its students and provides appropriate services to address those needs through an ongoing process of inquiry that includes formal assessment methods; cross discipline dialogue through the Student Services Council; departmental data collection and reporting; and student generated feedback, especially through student government. Inquiry and analysis occur at all levels: institutional (IPC); division (Student Survey), departmental (programmatic advisory committees, SLO assessment); and individual students (Ombudsman Program, student ambassadors).

Broad measures of data gathering include the Student Services Survey, with a separate version for the Petaluma Campus, and the National Health Assessment (II.B.32, 33). The Student Survey is implemented every three years. Findings from the 2010 and 2013 survey indicated a growing preference by students for online communication and have resulted in Student Services advocacy for, and implementation of, a more robust online presence. The National Health Survey administered through Student Health Services every three years has informed the development of the Prevention and Early Intervention Project, which promotes mental health awareness, early intervention with mental health issues, and prevention of crisis and suicide. The Distance Education Student Support Survey administered in 2011 assessed online students' use of and satisfaction with the range of student support services offered online (see section II.B.1).

In the area of Financial Aid, SRJC's systematic tracking and reporting of students' financial aid needs has revealed a significant increase in the number of students eligible for financial aid. The College's Financial Aid Office has continued to meet these rising needs 13,564 students served in 2012-2013). Despite facing increasing demands with fewer resources, innovative programs that meet student needs have continued to be implemented to better serve the College's students.

One such program was developed in response to changes in federal student borrowing. Managing the default rate is critical in assuring that loans remain available to all. In response to changes in federal regulations, SRJC's Financial Aid Office developed the Responsible Borrowing Initiative. As part of this initiative, SRJC offers student workshops on identifying career goals and matching these goals with student borrowing. The expected outcome is that students learn the basics of responsible borrowing, which supports

Illustration II.B.3.

Student Services Faculty and Staff Participation and Impacts

- Student Services representation on the Academic Senate has resulted in the revision of textbook policy to reflect new regulations and meet the needs of students using assistive technology.
- The Veteran's Task Force, with campus-wide representation including a strong Student Services component, resulted in the re-assigning of a Disability Resources Specialist to the Veteran's Office to better serve the needs of returning veterans who were underutilizing DRD services. Currently this committee is developing a plan for a comprehensive campus Veteran's Resource Center.
- Student Services representation on the Project LEARN Steering Committee (SLO committee) has resulted in the implementation of learning assessments throughout Student Services programs in a manner that is meaningful and manageable for all who participate.
- A new cross-discipline Kinesiology, Athletics and Dance (KAD) advisory group, Promoting and Supporting Student-athlete Success (PASSS) was developed in response to faculty-identified barriers and challenges for student-athletes. This has resulted in improved access to Student Services for this population (II.B.35).

them in the future. This initiative has resulted in the default rate for SRJC students remaining well under the 30 percent threshold (11.2% for 2 year, 17.6% for 3 years) (II.B.34).

Student Services faculty and staff serve on committees across the District and join with Academic Affairs to provide a holistic approach to identifying the learning support needs of SRJC students. SRJC Student Services faculty committee service includes: the Academic Senate, Institutional Planning Council, Project LEARN, Basic Skills Committee, Strategic Planning, Curriculum Review Committee, and Scholarship Committee. As a result of this balanced representation, student educational support needs are identified earlier and services are implemented in an efficient and comprehensive manner, as shown in the examples in Illustration II.B.3.

Students' emergency needs are assessed and responded to by the Crisis Intervention Resource Team (CIRT) (II.B.36). CIRT is a multidisciplinary group of individuals skilled in dealing with disruptive situations and includes representatives from District Police, Student Services, Student Health Services, Student Psychological Services, Disability Resources, Counseling, and Sonoma County Behavioral Health. The goal of CIRT is to prevent crises before they occur through the provision of training, consultation, and intervention on request. CIRT is one of the longest standing behavioral intervention teams in the California Community College system.

CIRT has been recognized as a leader in behavioral intervention and has provided statewide trainings through the California Mental Health Service Act Student Mental Health Initiative. CIRT employs best practices in behavioral intervention, illustrating effective SRJC student services. Cases are reviewed twice a month and as needed via email and intervention plans are formulated. CIRT processes include:

- An information sharing agreement with the local county mental health system.
- A formal threat assessment plan and dedicated team.
- Kognito, a training tool for staff, faculty, and students.
- Online CIRT resources.
- Procedures for sharing information and case planning with disciplines.
- Electronic record keeping to aid documentation and to make information sharing across the team more efficient

SRJC Student Services continue to respond to changes in the college community. As a recently identified Hispanic Serving Institution (HSI), SRJC is meeting the expanding needs of its Latino/a students by ensuring that programs are in place for this fast growing population. In addition to translation services and the availability of Spanish-speaking Student Services staff in several programs; SRJC offers the Puente Program, GED preparation in Spanish, selected Child Development courses in Spanish, extensive ESL offerings, and Club Cultural Hispano (II.B.37, 38, 39, 40, 41). SRJC also continues to provide professional development opportunities for staff and faculty related to supporting the academic success of its Hispanic students. Examples include podcasts available for flex credit such as "Teaching to a Diverse Student Population II: Focus on Latino Populations" and "Connecting HSI to SRJC: A Discussion for SRJC Faculty and Staff" (II.B.42). The award of a Federal Title V grant in fall 2014 will enhance Student Services programs, and Student Services managers, staff, and faculty are participating in plans and implementation efforts.

Student Services department members are also directly involved in the Student Support and Success Plan (SSSP), formerly Matriculation, which has received increased state support since 2013/2014 (II.B.43). This program focuses on providing core services of orientation, assessment, counseling and advising for education planning, and follow-up with at-risk students (as defined by SSSP Guidelines). The increased funding level for this program has allowed SRJC to increase human and technological resources to expand the delivery of these mandatory services, particularly to all first-time college students.

In relation to this, Student Services representatives participate in the cross-constituent Student Success and Equity Committee, established as another response to the state's Student Success Act (II.B.44). While a Student Equity Plan has been in place for years, in spring 2014 the District retooled efforts to meet state requirements for eligibility for new funds. The College has researched and identified disproportionately impacted student populations and created a plan to implement strategies and activities to address service and achievement gaps (II.B.45). The newly funded Student Equity program, coordinated with the HSI grant and Basic Skills funding, allows the College to increase services to students, with a focus on the identified underserved and underachieving student population.

SELF EVALUATION

The College meets the Standard. SRJC participates in ongoing assessment of the learning support needs of its student population through formal and informal assessment, data collection, and integrated dialogue and planning. The College provides appropriate services and programs to address the needs identified through these processes.

II.B.3.a.

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

DESCRIPTIVE SUMMARY

SRJC ensures equitable access to all of its students and provides appropriate, comprehensive, and reliable services to its students regardless of service location or delivery method. SRJC's two campuses and three centers provide all students with an array of services to support them during their participation at SRJC. Both Santa Rosa and Petaluma campuses have onsite Admissions and Records, Financial Aid, Counseling, Puente, Student Health Services, Disability Resources, Assessment, Career Services, Work Experience, Student Affairs and Transfer Center services. Staffing of each program is commensurate with needs at each campus. With the completion of construction of the Call Administrative Building in 2008, and the Bertolini Student Center in 2009, students at both Petaluma and Santa Rosa campuses now have centralized services that are easily accessed during day and evening hours.

Shone Farm, the Public Safety Training Center (PSTC), and the Southwest Santa Rosa Center (SWC) all offer access to student support services scaled to the needs of the center. The PSTC and SWC have ARED staff available to assist students with admission and registration and financial aid. In order to further improve access. The Counseling Department has designated a counselor at the PSTC, providing drop-in counseling to students at that center every Thursday. Counseling services are available during student lunch breaks from their academies, and students can also access the counselor by phone and email. Counseling

services are available at the SWC every Monday afternoon and evening, and counselor presentations are available by instructor request. The Counseling Department has assigned a bilingual/ESL counselor to provide additional counseling hours to the Southwest Center in the morning starting spring 2015.

SRJC facilitates equitable access through outreach programs, easily accessed campuses and centers, and its online presence. SRJC's outreach programs build upon the ties SRJC has to its surrounding community and ensure that potential students have the information they need to access the College. Community-based events such as Day Under the Oaks and First Oaks are open to the public and allow the community to explore the many curricular and co-curricular offerings at SRJC. The College also provides outreach to many of the high schools within the District and includes services such as assistance with completing financial aid applications; English and math placement testing; Open CCC (Application for Admission) workshops; and "Seniors Presentations" on general SRJC information for potential high school graduates. SRJC also offers College Nights at many high schools throughout the District for prospective students and their parents. The College serves future SRJC students by offering complimentary campus tours for K-12 schools and community groups. The Schools Relations and Outreach Office schedules standard tours of the Santa Rosa Campus, Petaluma Campus, PSTC, and the Culinary Arts Center (II.B.46).

ARED ensures equitable access to students by providing information on how to apply to the College in a variety of formats, including online, in the Schedule of Classes and the College Catalog. Student Services in ARED and other Student Services are available in languages other than English, as shown in Illustration II.B.4.

Illustration II.B.4. Student Services in Languages Other Than English

| Location | Languages |
|---|---|
| Petaluma and Santa Rosa Campuses | Spanish services and materials |
| All, Admissions and Records | Forms and services in Spanish |
| Santa Rosa ARED | Staff fluent in four languages (Spanish, Laotian, Filipino, and Chinese) |
| SR Student Health Services | Staff fluent in 6 languages and provides clinical services in Spanish |
| All locations for hearing impaired students | Served with sign language interpretation or use of UbiDuo technology to allow for face-to-face interaction with hearing staff |

Illustration II.B.5. How SRJC Provides Student Services to DE Students

| DEPARTMENT | SERVICES AVAILABLE ONLINE (with evidence for selected examples) |
|--|---|
| Admission, Records and Enrollment (ARED) | <ul style="list-style-type: none"> • Welcome letter and first steps guidance • New Open CCC college application process • Registration dates and deadlines • Student portal including: class registration/drop/fee payment • All admissions and records forms • Transcript requests • Progress toward AA/AS Degree • Petition to graduate • Petition for certificate • Registration priority status • Unofficial transcripts |
| Assessment | <ul style="list-style-type: none"> • Scheduling placement test appointments • Scheduling distance education test proctoring • Study guides and practice tests for placement tests and GED • Placement test results |
| Career Center (II.B.48) | <ul style="list-style-type: none"> • Virtual Career Center provides career assessment, job search tips, resume development and posting guidance (II.B.48) • Student employment opportunities • Employer postings of job openings |
| Counseling (II.B.49) | <ul style="list-style-type: none"> • "Ask a Counselor" online advising service (II.B.49) • Online orientation (52) • Counseling 270 "Introduction to College" • Access to long term educational plan developed with counselor • Access to "Student Guide" which outlines steps for academic success |
| Disability Resources | <ul style="list-style-type: none"> • Request for services forms • Academic accommodations • Alternate media requests • Faculty guidance/support for providing distance education accommodations • Scholarship information |
| Financial Aid (II.B.50) | <ul style="list-style-type: none"> • BOG Fee Waiver application • Financial Aid deadlines • Net Price Calculator and Student Expense Budget (II.B.50) • Scholarship information |
| Student Affairs (II.B.51) | <ul style="list-style-type: none"> • "Bear Facts"- Student life and engagement bulletin (II.B.51) • Associated Students Book Loan Application • Student Leadership Application • Leadership training documents • Student Affairs calendar of events • Campus club information • Associated students constitution, election information and meeting minutes • Student grievances and complaints |
| Health Services (II.B.52) | <ul style="list-style-type: none"> • Anonymous online health screening tools • Student Health 101 Magazine • Posting of Public Health Notices • Listings of health related online resources • Student Health Services current events listings (II.B.52) • Health insurance information • Sexual assault prevention education |
| Transfer Center (73) | <ul style="list-style-type: none"> • Transfer 101 (74) • General education requirements for transfer (75) • College search programs (76) • Transfer agreement information • "Ask a counselor" online advising service (24) |

Illustration II.B.6. Student Services On-Site but at a Distance

Two incidents that took place in the Study Abroad Program (II.B.47) demonstrate how SRJC Student Services meet students' needs regardless of location. During an overseas flight for Study Abroad, an SRJC student experienced a new onset of a mental health crisis. SRJC's Health Services Director was contacted and worked with the Study Abroad faculty member to facilitate admission to a hospital in Europe, where the student was effectively treated. In another instance, a deaf student traveling to Florence required a sign language interpreter. SRJC's Disability Resources Department ensured the provision of interpreter services throughout the student's educational program so that learning was accessible to the student.

SRJC provides support to students participating in DE programs, as shown in Illustration II.B.5. From admission, through graduation and transfer, SRJC students have access to online services that support their academic success. SRJC even offers services for students in face-to-face programs but in distant locations, as profiled in Illustration II.B.6.

SELF EVALUATION

The College meets the Standard for on-site programs and partially for DE programs. SRJC facilitates and ensures equitable access to students through outreach and ease of access to comprehensive resources. While most Student Services information is available online for DE students, the College continues to investigate the most effective ways to meet those students' learning support needs and make plans to implement them.

See Actionable Improvement Plan at the conclusion of Standard II.B.

II.B.3.b.

The institution provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic and personal development for all its students.

DESCRIPTIVE SUMMARY

SRJC provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic and personal development of all its students. The College mission, Strategic Plan, and Institutional Learning Outcomes (ILOs) encourage personal and civic responsibility as well as intellectual, personal and aesthetic development (II.B.53). Through curricular and co-curricular offerings, SRJC students have the opportunity to participate in a wide range of activities that promote these qualities. A course offered through the Counseling Department, COUN 95, Advocating for Social Change, addresses these goals directly, and many other courses integrate aspects of personal development and responsibility within their curriculum (II.B.54). On a broader scale, this kind of learning environment is supported through SRJC's Student Affairs Office and the Associated Students. These values are also reflected in the Associated Students mission statement, which includes a commitment to

...promote general welfare of the students, to guarantee the equality of opportunity among students, to offer experience in moral, aesthetic, social, and economic values under an atmosphere of intellectual freedom, to encourage student participation, planning, and direction of student activities... (II.B.55)

The SRJC Student Affairs Office is the hub for creating opportunities for students to learn about their roles as participants in a democracy. This includes programs and educational events on:

- legislative advocacy
- policy development
- the electoral process
- free speech and student rights

The Student Affairs Office routinely sponsors voter registration drives, allows outside voter registration groups to set up tables in central free speech areas, and provides voter registration forms in the common areas of the Bertolini Student Center. Student civic responsibility is reflected in part through data on the participation of SRJC students in national elections. According the Center for Information and Research on Civic Learning and Engagement, SRJC student voting rates in the 2012 federal elections (nearly 50 percent) surpassed the voting rate for comparable colleges by over five percent (II.B.56).

SRJC has a very active student government that supports the representation of students and participates in the shared

Illustration II.B.7 Carrying the Spirit of Civic Engagement Abroad

The spirit of civic engagement was encapsulated in the work of a dedicated group of SRJC students in the summer of 2013. Black Student Union students traveled to Tanzania, volunteering to build a local school in Arusha City for more than 125 orphaned and impoverished children. The students worked tirelessly over the academic year to raise funds for this effort by sponsoring bake sales and soliciting philanthropic support from SRJC students, faculty, staff, and local citizens in Santa Rosa, ultimately raising \$17,000. Within three weeks of their arrival in Arusha City, the walls were up, the roof was complete and the group was ready to start on the interior. At the time of the SRJC students' departure one month later, the school had two classrooms, a kitchen, and a bathroom. The desire of this group of students to expand and broaden their educational scope beyond SRJC gave testament to their passion for volunteerism and social activism and provided a role model for other students to follow. A report on this significant student accomplishment was made to the Board of Trustees in August 2013 (II.B.60).

governance process. Each year students are elected and appointed to eleven positions within student government. The legislative body of the Associated Students (AS) is the Associated Students Senate, elected by the general student body each spring. A Student Trustee has an advisory vote on all open session Board of Trustee action issues. The Associated Students are formally involved in the participatory governance system and maintain a national and statewide leadership presence. Currently, the SRJC former AS president is serving as the statewide president of the Student Senate for California Community Colleges (II.B.57).

The Center for Student Leadership offered through Student Affairs is a laboratory for the study and contemplation of leadership development. The Center focuses on preparing students to become principled students and citizens. Through its programs and services, such as the Student Ambassador Program, the Center educates and trains leaders who are prepared to implement change in a complex world (II.B.58).

Active participation in clubs continues to grow at SRJC, and in 2013/2014 over 750 students were involved in a record-breaking 46 clubs. Clubs provide over 450 events and activities each year for the College and community, creating an important conduit for dialogue between students and staff at SRJC. Numerous club events and lectures support the development of students in the areas of health and wellness, cultural competence and awareness, sustainability, and arts and entertainment (II.B.59).

SRJC continues to evaluate student engagement through SLO assessment, review of Student Survey results, dialogue in Student Services Council, and representation by Student Affairs staff on campus-wide committees. Student Affairs also maintains responsiveness to the needs expressed by students through data gathered at the Student Affairs Information Desk, through Ombudsmen services, and public comments received at Student Senate meetings.

Through participation in Student Affairs programs, SRJC students have joined with faculty and staff to meet student

needs with the implementation of the following initiatives and programs:

- Campus No-Smoking policy (81)
- Signing of Talloires Declaration (16)
- Partnering with Rideshare Program (82)
- Creation of Student Sustainability Club
- Selling of Shone Farm produce and beef at SRJC food services
- Composting of green waste at the Bertolini Student Center

While Student Affairs is the primary catalyst for student engagement, a number of programs and departments throughout the District encourage activities that promote student development and community involvement. For example:

- Puente Program students volunteer at the local food bank.
- EOPS students participate in seminars on personal goal setting and development of self-esteem.
- CalWORKs students travel to state legislative hearings to advocate for education issues.
- Math, Engineering, Science Achievement (MESA) students have served as digital literacy trainers under the Broadband Technology Opportunity Program and CA Connects (II.B.83).
- Student-athlete volunteers provide free six-week soccer and football "community clinics" for school-age children.
- Student volunteers in the Interior Design and Fashion Studies Programs provide Catholic Charities with expertise in arranging displays for the local thrift store.
- Black Student Union (BSU) students volunteered to build a school in Tanzania (see Illustration II.B.7).

SELF EVALUATION

The College meets the Standard. SRJC provides an environment that encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all its students. By supporting active student governance and clubs and partnering with the community and organizations, SRJC maintains its efforts to meet its ILOs and Strategic Plan goals regarding meaningful civic engagement.

**Illustration II.B.8.
Counselors for Specific Programs**

At least one counselor is assigned to each of the following areas:

- Puente
- ESL
- Allied Health
- Former Foster Youth Program
- Science, Technology, Engineering, and Math (STEM)
- Athletics
- Agriculture/Natural Resources
- Gateway to College
- Career and Technical Education (CTE)
- CalWORKs
- Transfer Center
- Piner Early Magnet Program
- International Students
- Basic Skills (through the College Skills Department)
- Veterans Affairs
- Financial Aid

II.B.3.c.

The institution designs, maintains and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

DESCRIPTIVE SUMMARY

SRJC designs, maintains and evaluates counseling programs to support student development. SRJC's counseling program plays an integral role in outreach, with counselors closely collaborating with Schools Relations to implement College Preview Night, the High School Counselor Seminar Series, and Small Schools Events. Counselors also participate in college fairs at high schools in the fall and senior presentations in the spring. The updated Student Guide, which is available to students online, outlines the application process, orientation offerings, assessment information, counseling appointments, registration, and campus resources.

Counseling, from Orientation to Degree and Transfer

The Counseling Department provides college orientation to its students through a variety of formats: Counseling 270, an introduction to college course; an online orientation; and in-person New Student Orientation. In the summer of 2012 1,596 students completed Counseling 270. Of these students, 89 percent attended SRJC classes the following fall 2012 semester, and 74 percent persisted to the spring 2013 semester. In total, over 4,322 students completed some form of orientation in the 2011/2012 academic year.

The Counseling Department has been actively involved in all aspects of SSSP/Student Equity planning and training. The Counseling Department chair is the co-chair of the Student Success and Equity Committee, which is the group responsible for writing the SSSP and Student Equity plans submitted to the state in fall 2014.

As part of the above plans and through its continuous improvement efforts, over the past year the department has worked closely with other Student Services programs to:

- Reconfigure the College's registration priority grid.
- Update online and in-person orientations as well as the Counseling 270, Introduction to College, course for new students.
- Update on an ongoing basis Counseling and related websites to notify students of SSSP requirements.
- Increase Career Center workshops and COUN 62, Career Development classes.
- Facilitate an educational planning fair during spring 2014.

- Revamp the College's probation/dismissal workshops.
- Develop and launch a campaign to reach out to those students without an educational plan on file.

The Counseling Department continues to meet the requirements of the Student Success Act while responding to ongoing fiscal constraints by offering drop-in and group counseling sessions. In addition to face-to-face counseling meetings, the Counseling Department also offers online counseling services to students who wish to access services using web-based technology. Developed in conjunction with Information Technology (IT), the "Ask a Counselor" Online Counseling Services Program provides new student information, answers to questions related to services and college programs, answers to questions regarding academic programs, educational planning for one semester, and degree or transfer requirement checks. All new students receive orientation, assessment, and counseling services, including initial educational plans. Comprehensive educational plans are also available and encouraged for all students.

The Counseling Department collaborates with various College programs to meet specific kinds of student needs, as shown in Illustration II.B.8. By meeting frequently with students, counselors endeavor to help students clarify their goals and address any barriers to college success. Specific numbers of students served at campuses and centers are recorded and analyzed in the department's annually PRPP.

The Counseling Department also continues to provide support and leadership to Learning Communities, the Teacher Academy, and the Health Career pipeline programs (II.B.61, 62, 63). Additionally, counselors actively participate on many College committees, including the Academic Senate, Majors Review Committee, Educational Planning and Coordinating Council, Institutional Planning Council (IPC), the Curriculum Review Committee, the Basic Skills Committee and other campus-wide committees.

The Disability Resources Department has ten full time Disabled Student Programs and Services (DSPS) counselors and Disability Specialists who work closely with the Counseling Department. The DSPS counselors provide education planning, and the DSPS testing office offers assessment testing with accommodations. In addition, an extensive high school outreach program facilitates the assessment, orientation, and education planning for over 200 students with disabilities entering the College from local high schools each year.

Students considering transfer to a four-year institution are encouraged to take part in one of the many Transfer Workshops offered throughout the fall and spring semesters at both Santa Rosa and Petaluma Campuses (II.B.64). COUN 80, Understanding the Transfer Process, is offered in the fall and spring semesters and is another avenue for students to learn how they can successfully prepare for transfer (II.B.65).

To extend its efforts to promote student development, retention, success, and responsibility, the Counseling Department offers a range of courses, some of which are connected into Learning Communities or specific programs, such as Foster Youth.

- Counseling 10 Student Success the First Year Experience
- Counseling 53 College Survival Techniques
- Counseling 60 Effective Study Workshop
- Counseling 355 College Preparation Skills
- Counseling 62 Introduction to Career Development

In addition, the Counseling Department also offers a CTE certificate and major in the Human Services field with emphases in Alcohol and Drug and Advocacy (II.B.66).

Counselor and Program Evaluation

Counselors are well prepared, supported, and educated to perform their advising functions. New counselors are assigned a mentor within the Counseling Department. To maintain currency in a constantly changing area, counselors attend weekly department meetings, a yearly day-long Counseling Department seminar, and conferences and workshops offered by public and private transfer institutions. All counseling faculty have access to the password-protected Counseling Department E-Binder to use as a reference while working with students. This electronic resource is a compendium of information regarding SRJC policies, procedures, programs, and services as well as detailed and current transfer information (II.B.67). SRJC counselors are evaluated through the District's faculty evaluation process, using a form developed specifically for the evaluation of counseling sessions (II.B.68).

Counseling programs are assessed and enhanced through student learning outcomes (SLO) assessment, yearly reports on student success and transfer rates of students enrolled in counseling classes, and a yearly student satisfaction survey. The Counseling Department participates in a regular cycle of SLO assessment at the program as well as the course level. In 2011/12, the Counseling Department assessed the following program level SLO: "As a result of a counseling session, students will understand the requirements necessary to reach their educational goal (transfer, AA/AS, certificate, skill development) as demonstrated by the collaborative development of an educational plan (short term or long term)." Results of the SLO assessment indicated that over 96% of students felt their counseling sessions had helped them understand the requirements necessary to reach their educational goals (II.B.69).

The yearly Counseling Student Satisfaction survey is independent of the District faculty evaluation process. Students are asked to complete a ten-statement survey, available in English and Spanish, after meeting with a counselor, and the results are tabulated for each individual counselor and as an aggregate score for all counselors. In spring 2014, in response to the statement, "Overall, my counseling session was helpful," 99.4 percent of respondents agreed or strongly agreed that this was the case. (II.B.70).

SELF EVALUATION

The College meets this Standard. Despite diminished fiscal resources, SRJC continues to provide comprehensive counseling services that meet the needs of its students, while also ensuring ongoing professional development and currency for counselors who provide these services.

II.B.3.d.

The institution designs and maintains appropriate programs, practices, and services that support student understanding and appreciation of diversity.

DESCRIPTIVE SUMMARY

SRJC's commitment to diversity is reflected in its prominent inclusion in the College's mission and values. Value #4 states:

We value diversity that supports

- *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*

In keeping with its Strategic Plan, SRJC designs and maintains appropriate programs, practices, and services that support student understanding and appreciation of diversity. This is achieved through course and program curricula, club participation, multi-cultural events, Study Abroad, and the International Students program (II.B.71).

The Student Affairs Office addresses the area of understanding and appreciation of diversity through its SLO that states, "Students will demonstrate an understanding and appreciation for those from other cultural backgrounds and perspectives." One of the ways that this outcome is achieved is through student participation in campus clubs that represent diverse interests, cultures, religions, ethnicities, and political viewpoints. Current SRJC clubs include (II.B.72):

- Acquired Brain Injury Student Club
- Atheist and Skeptics Club
- Black Student Union
- Chinese Martial Arts Club
- Foster Youth Success Club
- International Club
- Intervarsity Christian Fellowship
- Latino Medical Students Association
- Movimiento Estudiantil Chicanista de Aztlan (MEChA) de SRJC
- Polynesian Nation
- Puente Club
- Queer Student Union
- Second Chance Student Club

- Sonoma Hillel Jewish Student Union
- SRJC Power (wheelchair) Soccer
- Women in Science and Engineering

Activities also promote multi-cultural awareness occur throughout the College. Through the Student Affairs Office, the Multicultural Events Committee (MEC) provides events and activities that highlight the College's commitment to diversity and cross-cultural awareness. MEC annually sponsors/co-sponsors lectures, conferences, and a variety of cultural celebrations that address cultural diversity in a global society. The Student Affairs Office is extending the reach of such events by making recorded versions available for online access.

Multi-cultural programs and events have included: the Women's Leadership Summit, Congo Awareness Week, Global Issues Film Series, Black History Month Celebration, National Coming Out Day Celebration, and the Native American History Month Event. Staff Development, and Theatre Arts, the Student Services offices, and the SRJC Foundation, and Community Education also participate in presenting programs to enhance appreciation of diversity (II.B.73, 74). Recent offerings included cultural diversity seminars sponsored by Health Services; annual participation by Puente in Dia de Los Muertos; and "My Journey through Depression" sponsored by the Disability Resources Department and the Foundation. To ensure continued effectiveness of its programs, the Student Affairs office conducts formal evaluations of its major events and uses the results of these assessments to improve future programming. Informal evaluations with feedback from participants is gathered at smaller events and activities.

Curriculum That Supports Diverse Perspectives and Dialogue

SRJC's curricula provide further opportunity for students to enhance their appreciation of diversity. Associate degree requirements include Global Perspectives, American Cultures, Ethnic Studies, and Environmental Literacy curricula. The Schedule of Classes reflects several multicultural courses, such as:

- HUMAN 6 American Cultures
- SOC 10 Race and Ethnic Relations
- RELS 32 Religion in America

In addition, four majors are offered that promote understanding of diversity

- Chicano and Latino Studies:
- Women and Gender
- Religious Studies
- Global Studies

Additionally, the Human Services Certificate provides focused instruction preparing students to work in a multicultural environment (II.B.75). Counseling courses in this certificate include: Identity and Diversity; Sex and Gender; and Disability and Society. Online course options are available for American Cultures/Ethnic studies related courses.

International education programs at Santa Rosa Junior College promote and encourage the internationalization of the college by fostering mutual understanding, facilitating preparation for the world of work, and supporting lifelong learning through activities related to the international community. The Study Abroad Program provides students with the knowledge, skills, and cultural experience necessary to become well-prepared members of a global society. Since 1987 SRJC's Study Abroad Program has served more than 1,500 students in countries such as England, France, Italy, Spain, Costa Rica, and Mexico.

The goal of SRJC's International Student Program is to diversify our student population and provide a more global perspective for all students. This program has been admitting F1 Visa international students for over 30 years. The number of students varied from year to year with no plans for managing the enrollments or the students. In Fall 2012 there were 75 international students. However, with ideas generated during the Strategic Plan development process about the College's need to extend its global awareness, the College created an International Programs Office in 2012. The office was provided with a director, staff, and additional student services to focus on student success and well-being of international students (see Illustration II.B.9, next page).

SRJC accepts English language learners as F1 students. When the students have met the required English levels, they are able to matriculate into the academic program. Also, the District received a Community College Initiative Program grant from the federal government to receive 13 J-1 Visa students from eight countries. These students are completing certificates in automotive, business, child development and sustainable agriculture. They will return to their home countries with skills that they will be able to use to provide themselves a livable wage and help their country's economy grow. The International Student Program is continuing to grow each year.

SELF EVALUATION

The College meets the Standard. SRJC's commitment to support students' understanding and appreciation of diversity is reflected in its mission, course offerings, international programs, and opportunities for dialogue through club activities and multi-cultural awareness programs.

Illustration II.B.9 SRJC's International Students Program

Over the past two years, SRJC's International Student Program has successfully brought the world to the College. In fall 2014, 128 international students representing 42 countries attended SRJC. These students receive extra support so they can have a successful educational and cultural experience. The program includes:

- An assigned counselor to advise students before they arrive and during their stay at SRJC
- A two-day orientation before the semester begins
- Referrals for housing assistance
- Field trips around local area and to San Francisco
- A recommended counseling class for the first-semester to address their specific needs

While students are enrolled, the College supports their ongoing engagement through:

- The Student International Club to encourages friendships and participation in support events
- A Peer Mentor Program connects experienced SRJC students with first-semester international students
- Receptions at the beginning and end of each semester, to which the entire district is invited
- ESL liaison faculty assigned to monitor and assist international students in ESL courses.

II.B.3.e.

The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

DESCRIPTIVE SUMMARY

SRJC regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Application Processes

SRJC adheres to the Education Code and Title 5 Regulations regarding student application processes. SRJC uses the new statewide Open CCC application, which is governed and maintained by the California Community College Chancellor's Office, for admissions purposes (II.B.76). To maintain currency in changes to the application process, a member of the ARED staff and a representative from Information Technology sit on the state level Open CCC Steering Committee. In conjunction with Student Affairs, student focus groups are conducted to assess the effectiveness of admissions practices, and a "Give Us Your Comments" box is located in the Plover Hall lobby, adjacent to the Admissions Office, so students can provide feedback regarding services provided.

Student feedback has contributed to the recent implementation of the National Student Clearinghouse services. The National Student Clearinghouse service provides support to ARED in the areas of compliance, student access, and accountability and facilitates compliance with FERPA, The Higher Education Act, and other applicable laws. While implementing FERPA guidelines, SRJC provides the National Student Clearing House access to enrollment and degree information that can be accessed by students and third parties. Using this service has allowed SRJC to better meet students' needs by making enrollment information and degree and certificate verifications more quickly available to students as well as employers and insurance companies. In 2013 transcript requests were also made available through the National Student Clearing House, providing an electronic method for transcript requests that meets the expressed needs of students while also promoting sustainability and enhancing student privacy (II.B.77).

Placement Testing

SRJC uses several placement tests (II.B.78):

- ACT COMPASS (computerized) for Mathematics placement and ESL assessment
- CTEP (College Tests for English Placement) plus the English Writing Sample for English assessment
- Non-credit Writing Sample for noncredit ESL assessment

For Chemistry, SRJC uses the California Chemistry Diagnostic Test, but as of fall 2014, only for advisory purposes. The test itself, along with a Chemistry Placement Questionnaire, is used by the Chemistry Department to evaluate chemistry placement.

SRJC also utilizes the Early Assessment Program (EAP), satisfying state regulations in regards to using multiple measures to assess students for placement purposes. Both English and Math departments participate in the EAP program and have mapped out the EAP results with SRJC course placement in English and Mathematics. EAP Conditional students satisfy the conditions by successfully completing the required courses in their senior year. The Student Success and Assessment Services (Assessment Office) staff review EAP documentations following these guidelines and place students at appropriate academic courses.

Illustration II.B.10. Ensuring Placement Accuracy Through Validation

An example SRJC's efforts toward maintaining validity of test instruments is the College's use of the COMPASS math placement test. In June 2010 SRJC began administering COMPASS, a computerized test to place students into the Math curriculum. In reviewing statistics on placements for the first three full months of COMPASS implementation, it became clear that placements seemed sound and appropriate at the higher levels of math (levels 4, 5 & 6) but that within the lower levels, students were being disproportionately placed at the lowest level (level 1). Faculty from the Math and College Skills departments immediately began work with OIR, IT, and the Assessment Office to discuss the issue and provide recommendations. Subsequent changes were proposed and implemented with EPCC approval to the COMPASS cut scores for levels 1, 2 and 3.

In compliance with state regulations, the Assessment Office works closely with the Office of Institutional Research (OIR) and the Chancellor's Office to identify and evaluate testing instruments. The validated tests are maintained by the Chancellor's Office "Approved Assessment Instruments." The Assessment Department and OIR monitor this list and work together as the test expiration date comes near for a test. The EPCC also plays an integral role in regard to placement testing by conducting reviews when significant changes (e.g., raising or lowering cut scores) are proposed and by voting on recommended changes. Because EPCC is a shared governance committee, this ensures that that dialog from a broad representative group is involved in decisions affecting the placement of SRJC students and that transparency is achieved.

In addition to being authorized to use the assessments, which is mandated and verified by the official list, the College conducts local validation studies that vary somewhat by instrument. The purpose of the local validation studies is to ensure that the College is using the approved tests in an effective manner. In the last six years, OIR has conducted validation studies and received Chancellor's office approval for the following placement instruments:

1. COMPASS for math (see Illustration II.B.10 for details)
2. COMPASS for credit ESL
3. Local Writing Sample for English
4. Local Writing Sample for NoncreditESL

As a service to the community, the Assessment office also provides GED testing services in both English and Spanish. In 2014, the College made the physical and technological changes necessary to adopt the new computer based test (CBT) version of the GED.

SELF EVALUATION

The College meets the Standard. SRJC implements systematic and collaborative processes that ensure admissions and assessment procedures minimize biases and ensure validity.

II.B.3.f.

The institution maintains student records permanently, securely and confidentially, with provision for secure backup of all files, regardless of the form in which files are maintained. The institution publishes and follows established policies for release of student records.

DESCRIPTIVE SUMMARY

SRJC records are maintained permanently, securely and confidentially, and follow a records retention schedule, SRJC Student Records Policy, Grade Policy, and FERPA Policy (II.B.79). Student academic records from 1918 to 1982 are maintained in hardcopy, on microfilm and imaged on discs stored in the ARED secured vault. Student academic records from 1982 forward are maintained online in the Student Information System (SIS). The ARED office utilizes optical imaging technology to store and maintain all other student records including evaluation worksheets, transfer coursework, application, residency and student data changes. Data storage systems are monitored on a regular basis and use Storage Area Network (SAN) technology. Confidentiality of records is maintained through adherence to District policies achieved through Network security procedures, ongoing ARED staff education and periodic evaluation and updating of security procedures.

SRJC continues to utilize a multilayered approach for network security and backup of College network-related data and resources, backing up SIS records every 24 hours. IT's Data and Telecomm Services team is responsible for the Wide Area Network (WAN) and Local Area Network (LAN). IT's Systems and Programming team is responsible for the Student Information System (SIS). In the event of a suspected security breach, the IT team follows a set of detailed procedures to assess the situation, create an action plan, and perform a post incident report. The College network has border routers and firewalls performing security inspections. Workstations and servers undergo regular security updates and have antivirus software. The wireless network has access points deployed at key campus locations using an enterprise-level Cisco Wireless LAN Controller with Active Directory authentication. Traffic from the unprotected wireless network is routed directly outside and kept completely separate from internal networks. Remote access to the College is through a Citrix server solution and is always authenticated and encrypted.

ARED staff remain current in best practices of confidentiality and security practices through monthly FERPA regulation notices and annual trainings for ARED staff. In addition, professional development training opportunities related to FERPA are available to all staff. Security is also supported through the use of the Student Identification Number (SID). At the time of admission, SRJC assigns each student a unique SID rather than requiring the use of a Social Security number. This number in conjunction with the student's

Personal Identification Number (PIN) provides security and confidentiality to students as they navigate their student portal. If students forget their PIN, they are required to present photo identification at ARED to reset the code. This procedure is explained in the printed Schedule of Classes, the College Catalog, and on the College web site (II.B.80). Many Student Services programs now also have keypad entry of SID available to students when they check in for appointments, further upholding their confidentiality. .

SRJC publishes established policies regarding privacy and release of student records in the printed Schedule of Classes, in the College Catalog, and on the ARED website. District policies and procedures 8.2.3, 8.2.9, and 8.2.9P guarantee students' rights to inspect their records, limit access to their records, and enter into their records a response to disciplinary action (II.B.81, 82, 83).

SELF EVALUATION

The College meets the Standard. ARED and IT assure that student records are protected and secure and that the release of records follows all federal, state, and District regulations, policies, and guidelines.

IIB.4.

The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The Student Services unit assesses the needs of its students and the effectiveness of its programs in meeting those needs through multiple systematic and regular evaluation practices. The following is a summary of the College's evaluation practices for Student Services programs and how these evaluations contribute to student learning. The College engages in regular assessment of student needs through multiple student surveys:

Student Survey: Every three years, the OIR conducts the College-wide Student Survey, where 10% of the students enrolled in classes at both campuses and two centers (Santa Rosa, Petaluma, Shone Farm, and the Public Safety Training Center) are randomly assessed for their demographics, academic goals, barriers to progress, perception of campus climate, and satisfaction with services (II.B.84). Student enrolled in at least one class on the Petaluma campus have in the past been asked supplemental questions regarding services at the Petaluma campus, but in fall 2013 Petaluma campus students were sent a separate Student Survey. SRJC Survey results are shared by OIR through Professional Development Activities Day (PDA) workshops, presentations to departments and committees on request, and links on the Institutional Planning website.

Program changes are made based on the results of the Student Survey. For example, as a result of the needs demonstrated in the 2010 student survey, Transfer Center services were implemented on the Petaluma campus and services were relocated for staff efficiency and student effectiveness. Additionally, an online orientation was developed to best serve students regardless of location, including DE students.

National College Health Assessment: Every three years (starting in 2007), Student Health Services has administered the National College Health Assessment (NCHA) Survey to a random sample of about 1000 credit enrolled students on the Santa Rosa and Petaluma campuses (II.B.85). This extensive survey measures health indicators, knowledge, behavior and needs of college students. The 2010 NCHA survey showed that about half of the students were reporting symptoms of depression, anxiety, and feeling overwhelmed. Based on these results, a significant program change was made to create the Mental Health and Wellness program, which engages in mental health prevention and outreach activities targeted to the student symptoms identified. These activities

also promote the ongoing mental health counseling services, thereby increase students' awareness of how they can receive help. In 2013 the NCHA survey results showed an increase in the numbers of students reporting sleep disturbances. Student Health Services has begun responding by conducting campus-wide activities on this topic.

Accreditation Student Survey: A third district-wide assessment of student need is the Accreditation Student Survey, which is conducted every six years and provides a random sample of students the opportunity to report how well the College is meeting their academic and student services needs (II.B.86).

In addition, individual Student Services departments engage in targeted evaluation of student needs for specific subgroups and specific issues. Examples of individual program evaluation assessments conducted at various campuses are listed in Illustration II.B.11 on the next page.

Furthermore, the following Student Services programs receive categorical and grant funding and consequently have other reporting and program review requirements: CalWORKs, EOPS, DRD, Gateway to College, Puente, Financial Aid, Children's Center, Foster Youth, Student Health Services, and MESA. For example, the Disability Resources Department generates reports for and participates in audits from the Chancellor's Office as well as collects extensive data for midterm and annual program reports for their Workability and College2Career grant funded programs. In summary, all Student Services program participate in multiple program evaluation activities (II.B.90, 91).

Evaluation of Student Services Programs and Student Learning Outcomes

Student Services utilizes two main strategies for meeting identified student needs and contributing to student learning: the Program and Resources Planning Process (PRPP) and Program Assessments of Student Learning Outcomes (SLOs).

Program and Resource Planning Process (PRPP)

The PRPP provides for annual, systematic review of every Student Services program. Programs conduct annual self-evaluation reports regarding the program's mission alignment with the College's mission, Strategic Plan goals, and initiatives. In addition, programs report in section 5.0 of the PRPP extensive data regarding: (a) student demographics and access, (b) student success and retention, (c) utilization of services (e.g. SARS data for student contact), and (d) other program-specific metrics of success. The PRPP propels continuous program improvement through data-driven decision-making that links the Student Services program planning with resource allocation (II.B.92).

Illustration II.B.11. Using Student Surveys to Evaluate Student Services Programs

Student Services units regularly use student surveys to services and support for learning. Results are incorporated into PRPPs and SLO Assessment Reports.

Point-of-services student satisfaction surveys:

- Admissions and Records provide students with the opportunity to give feedback about the services received through a satisfaction card.
- Student Health Services conducts client satisfaction surveys when psychotherapy ends as well as outreach evaluation surveys at the end of workshops/presentations (II.B.87.)
- Disability Resources is piloting a student satisfaction survey.
- Counseling collects annual student satisfaction surveys of their services.

Specific Program Surveys of Student Need and Learning:

- The Veterans Affairs office conducted a Veterans Survey of all student veterans in spring 2010. Based on the high level of need reported in the survey, a Student Veterans Task Force was initiated, a classified staff position was re-engineered to assist with intakes, a faculty position was requested and filled for a Veteran's counselor, Student Health has provided outreach services to Veterans, and Disability Resources has partnered with the Veterans Affairs (VA) office to have a Disability Specialist embedded part-time into the VA office (II.B.88).
- The Southwest Santa Rosa Center conducts a yearly assessment of student need. For example, in 2012 the Southwest Center survey indicated that 50.5 percent of the ESL student sample did not have skills to use a personal computer. Based on the findings the Southwest Center increased registration assistance services and reconfigured office space for student computing access (II.B.89).
- Online student needs were assessed via the Online Student Survey in spring 2011. Based on the findings that a large majority of online students did not use student services, the Distance Education office is advocating and implementing through new board policy the development of more Student Services online.
- Each year since 2010 Sports Medicine and Disability Resources implement a Student-athletes Concussion Survey. Results of the survey contribute the improvement of concussion management practices and have guided the development of a Student-athlete Concussion Discussion Group.
- Financial Aid conducts post workshop surveys to assess student learning.
- Student Health Services (SHS) tracks change in mental health functioning from the beginning to the end of psychotherapy. Although nearly all clients reported improvement in functioning and in relationships, SHS sought to reduce time that students spent on a waitlist for therapy by providing more community referrals, more frequent check-ins with wait list students, and more opportunities for connections with group counseling.
- The Counseling department monitors persistence rates for students who complete COUN 270 (Introduction to College) and of those students who use counseling services. Results have consistently shown that completing COUN 270 is associated with higher persistence rates (compared to students who complete an online or face-to-face orientation); therefore, the college has incentivized attending COUN 270 by giving those students an earlier registration priority.

Student Learning Outcomes Assessment

Student Services as a whole has participated in professional development training on SLO assessment, and individual programs receive ongoing training from SLO coordinators and members of the Project LEARN Committee. Student Services has had representation on the Project LEARN steering committee, allowing for linkage between Project LEARN and implementation with Student Services Council. The Project LEARN website maintains a page dedicated to SLO assessment in the student services areas (II.B.93).

All Student Services programs have identified SLOs and participate in a regular cycle of assessment. The regular cycle of assessment means that all Student Services programs conduct annual SLO program assessments so that within six years, each program will have assessed all of its SLOs. The assessment of SLOs is a collaborative process, as shown in Illustration II.B.12, on the next page, where the selection of what to assess and how to assess it is determined by the individual programs.

Student Services departments post SLO Assessment Reports on the SLO SharePoint site and often cite results in their PRPPs (II.B.94). There is widespread dialogue about the assessment projects during the Student Services Council meetings as well as within department meetings. Programs make improvements based on assessment outcomes, such as the way Student Health Services applied findings from three years of program SLO assessment (see Illustration II.B.13). In addition to these program SLO assessments, two Student Services departments (Counseling and DRD) conduct course SLO assessments (which are also posted on the SLO SharePoint site) and use those results to enhance student learning in the classroom.

At the bi-monthly Student Services Council meetings, managers and staff discuss and coordinate these evaluation

efforts and facilitate an on-going dialogue about student learning, program effectiveness, and alignment with the College’s mission, Strategic Plan, and initiatives. In addition, quarterly joint Student Services Council and Academic Affairs Council meetings (SSC-AAC) allow for coordination of District-wide student learning discussions, which have resulted in improved procedures in areas such as schedule development.

Evidence of SRJC’s commitment to an on-going dialogue about program effectiveness and continuous quality improvement is the District’s investment in training opportunities designed to provide improved outcomes and efficiencies in meeting facilitation. Student Services management meetings have been conducted according to this facilitation model (II.B.95).

In addition to these structured methods of evaluation and assessment, the Student Services programs also respond to immediate student needs. For example, the Counseling Department noted that their SARS appointments were full and they were not able to meet the student demand for academic counseling. The Counseling Department immediately shifted to a drop-in structure for all student contact and has been able to meet student demand since then. With the hiring of several new counselors, the department is gradually re-instating a method for counseling appointments to augment the drop-in structure.

SELF EVALUATION

The College meets the Standard. Student Services participates in regular, systematic, and layered evaluation strategies for assessing student need. Student support services undergo regular evaluation through a variety of means, including the assessment of student learning outcomes. Results from evaluations are reviewed, discussed, and incorporated into programs to increase program effectiveness and more effectively support student learning.

Standard II.B Student Support Services Actionable Improvement Plan

| Standard | Plan | Responsibility | Implementation Date |
|--------------------|--|--|---------------------|
| II.B.1 II.B.3.a | The College will analyze and develop a plan for online access to Student Services, including Counseling, to serve DE and all other students regardless of location or method of delivery.. | Vice President of Student Services Dean of Counseling and Support Services Director of Distance Education Dean of Student Support and Success | Spring 2016 |

Illustration II.B.12 SLO Assessment Process for Student Services Programs

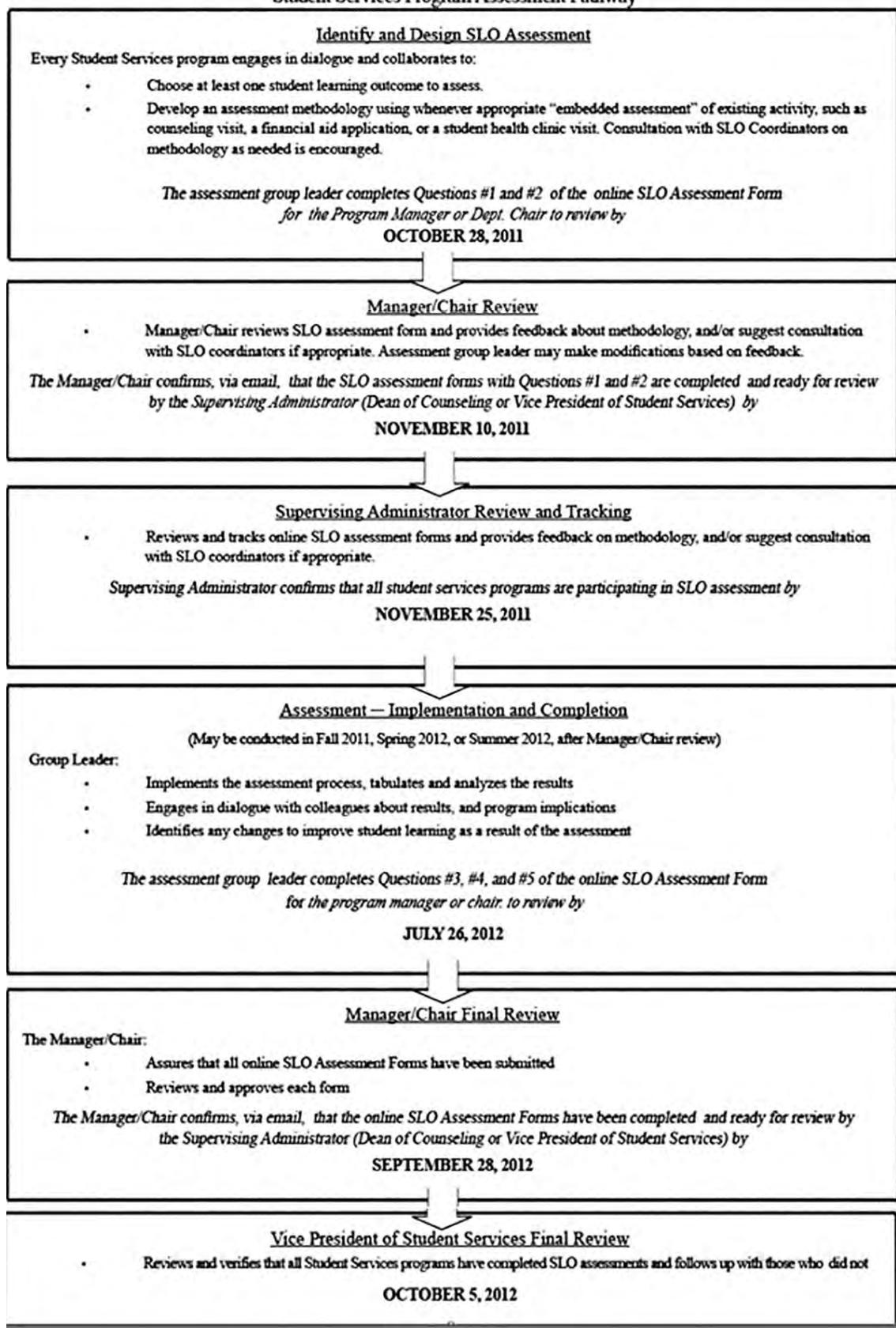
Student Learning Outcomes — Assessment 2011 - 2012**Student Services Program Assessment Pathway**

Illustration II.B.13 Student Health Services Use of SLO Assessment Results 2010-2013

| SLOs | Assessment/Criteria | Evidence/Analysis | Use of Results |
|--|---|---|--|
| <p>2010 PRPP</p> <p>Student Health Services (SHS)</p> <p>SLO: Students will maintain or improve personal health</p> | <p>As a result of SHS classroom presentations in Counseling courses, 85% of students will be able to:</p> <ul style="list-style-type: none"> Identify resources available in Student Health Services that can support their health. Name health conditions that are most likely to interfere with their academic performance. Recognize the difference between perception and reality regarding health choices that SRJC students make. | <p>The success criteria were reached for 6 out of 7 questions, with the scope of Student Psychological Services reaching only 83%. Learning was demonstrated in all areas.</p> | <p>Revisions made to the classroom presentations included:</p> <ul style="list-style-type: none"> New clicker technology was purchased to align with the District standard of iClickers Added data from the NCHA survey of 2010, indicating key health impediments to college success Included more information on mental health, skill building, and on counting drinks and harm reduction for alcohol use The number of pre & post test questions was reduced. |
| <p>2011 PRPP</p> <p>Student Health Services</p> <p>SLO: Students will maintain or improve personal health</p> | <p>As a result of the SHS classroom presentations in Counseling courses, 85% of students will identify health status as a student success variable and be able to:</p> <ul style="list-style-type: none"> Name health conditions that are most likely to interfere with their academic performance. Demonstrate knowledge of prevention strategies to improve their health and those of others. Identify harm-reduction strategies for students who choose to drink alcohol. Display knowledge of how to help a friend who is facing mental health issues. | <p>Between 172 and 181 responses were gathered on the pre and post-test with five questions. Students gained knowledge in all areas, though the 85% success criteria were met in only one out of the five questions (20%).</p> | <ul style="list-style-type: none"> The pre and post tests were revised and linked more clearly to the information provided. During spring, 2011, a slightly revised version of the presentations to a few Counseling classes was done, written evaluations were collected. When the number of topics were cut, indicating more focus and depth, this seemed to be preferred by students, and possibly more effective. The "Student Success" module will focus on a different SLO. |
| <p>2012 PRPP</p> <p>Student Health Services</p> <p>SLO: Students will demonstrate personal responsibility by taking actions to improve their health, and the health of others.</p> | <p>As a result of the SHS presentation, 75 % of students will be able to identify at least one behavioral change goal that will have a positive impact on the physical and/or mental health of themselves or others</p> | <p>The first round began in September, implementing an assessment tool during Fall 2011 for a new classroom health promotion initiative, which then was subjected to the Plan, Implement, Reflect and Adjust (PIRA) model: a demonstrated model for more successful program implementation, by incorporating changes during the process.</p> <p>Initial analysis showed more than 80% of students agreed that the presentations were beneficial, and that they will share information they learned with others.</p> | <p>For Spring 2012, the team adjusted both the evaluation tool, and some aspects of the program marketing, with the anticipation that improvements will be seen when the data is assimilated again in June, and the actual "Behavioral Goal Change" data is analyzed. This process embeds the dialogue expected of SLO work at SRJC; department staff, along with faculty, talked about what the data looked like, and changed things about the program in response to the data.</p> |

Standard II B Student Support Services Evidence

- II.B.1 **Sonoma County Junior College District (SCJCD) Policy 1.1, Vision, Mission Statement, Values**
<http://www.santarosa.edu/polman/1mission/1.1.pdf>
- II.B.2 **Admissions, Records, and Enrollment Development Website** <http://admissions.santarosa.edu/welcome-admissions-records>
- II.B.3 **International Student Program Website** <http://international.santarosa.edu/>
- II.B.4 **Disability Resources Department Website** <http://online.santarosa.edu/presentation/?4928>
- II.B.5 **Extended Opportunity Programs and Services (EOPS) Website** <http://www.santarosa.edu/app/paying-for-college/eops/>
- II.B.6 **Gateway to College Website** <http://www.gatewaytocollege.org/>
- II.B.7 **Institutional Planning Process and Calendar, 2014/2015** <http://goo.gl/7pqw2G>
- II.B.8 **Budget Advisory Committee Homepage** <http://goo.gl/Nuyz7S>
- II.B.9 **College Council Homepage** <https://bussharepoint.santarosa.edu/committees/college-council/>
- II.B.10 **District Facilities Planning Committee Homepage** <https://bussharepoint.santarosa.edu/committees/district-facilities-planning/>
- II.B.11 **Educational Planning and Coordinating Council (EPPC) Homepage**
<https://bussharepoint.santarosa.edu/committees/educational-planning-coordinating/>
- II.B.12 **Institutional Planning Council (IPC) Homepage** <https://santarosa.edu/committees/institutional-planning-council/>
- II.B.13 **Board of Trustees Homepage** <https://santarosa.edu/board-of-trustees/>
- II.B.14 **Component Operational Goals (Student Services) 2012/2013** [http://www.santarosa.edu/Component Operational Goals 2012-13.pdf](http://www.santarosa.edu/Component%20Operational%20Goals%202012-13.pdf)
- II.B.15 **Student Services Year-end Report, 2012/2013** <http://online.santarosa.edu/presentation/schedule/?6145>
- II.B.16 **Sustainability Website, Green News: Dr. Agrella Signs Tailloires Declaration April 20, 2011**
<http://www.santarosa.edu/sustainability/news/>
- II.B.17 **Public Safety Training Center (PSTC) Website** <http://www.santarosa.edu/ps/index.php>
- II.B.18 **Shone Farm Website** <http://www.shonefarm.com/>
- II.B.19 **School Relations and Outreach Department Website** http://www.santarosa.edu/for_students/schools-relations/
- II.B.20 **Counseling Department Website** <http://www.santarosa.edu/app/counseling/>
- II.B.21 **Matriculation Website** http://www.santarosa.edu/for_students/matriculation/about.shtml
- II.B.22 **Student Health Services Website** http://www.santarosa.edu/for_students/student-services/student-health-services/
- II.B.23 **Veterans Affairs Website** <http://www.santarosa.edu/app/paying-for-college/veterans-affairs/>
- II.B.24 **“Ask a Counselor” Online Counseling Website** <http://www.santarosa.edu/app/counseling/ask-a-counselor/>
- II.B.25 **Online Student Services Website** <http://online-learning.santarosa.edu/online-student-services>
- II.B.26 **Board Policy and Procedure 3.28/3.28P, Distance Education**
<http://www.santarosa.edu/polman/3acadpro/3.28.pdf>
<http://www.santarosa.edu/polman/3acadpro/3.28P.pdf>
- II.B.27 **SRJC College Catalog** http://www.santarosa.edu/schedules/college_catalog/
- II.B.28 **College Source Online Database** <http://collegesource.org/search/results.asp>
- II.B.29 **Board Policy and Procedure 8.2.2/8.2.2P, Student Grievances**
<http://www.santarosa.edu/polman/8stuserv/8.2.2.pdf>
<http://www.santarosa.edu/polman/8stuserv/8.2.2P.pdf>
- II.B.30 **Lower Menu of SRJC Websites with Link to Student Grievances (Screenshot) and SRJC Homepage Link**
<http://www2.santarosa.edu/f/?nDJWBOvR>
<http://www.santarosa.edu/>
- II.B.31 **Financial Aid Website** http://www.santarosa.edu/app/paying-for-college/financial_aid_office/
- II.B.32 **SRJC Student Survey, 2013** <http://www2.santarosa.edu/f/?nDRTIPSQ>

- II.B.33 **Health Services Research and Reports Website, with links to National College Health Assessment Reports for SRJC**
http://www.santarosa.edu/for_students/student-services/student-health-services/research-&-reports/index.shtml
- II.B.34 **SRJC Responsible Borrowing Initiative** http://www.santarosa.edu/app/paying-for-college/financial_aid_office/workshops/
- II.B.35 **Promoting and Supporting Student-athlete Success (PASSS) Advisory Group** <http://www2.santarosa.edu/f/?nDENKHEE>
- II.B.36 **Crisis Intervention Resource Team (CIRT) Website** <http://www.santarosa.edu/cirt/>
- II.B.37 **Puente Project Website** <http://www.santarosa.edu/puente/>
- II.B.38 **GED Preparation in Spanish Website** <http://online.santarosa.edu/presentation/page/?56492>
- II.B.39 **Child Development Program for Spanish Speakers** <http://www.santarosa.edu/childdev/spanish-speakers/>
- II.B.40 **English as a Second Language (ESL) Website** <http://online.santarosa.edu/presentation/?3048>
- II.B.41 **Club Cultural Hispano Scholarship, page 55 in College Catalog** <http://www2.santarosa.edu/f/?nARFFAyy>
- II.B.42 **List of Staff Development Podcasts, Fall 2014 (Screenshot)** <http://www2.santarosa.edu/f/?nBLLMUlw>
- II.B.43 **Student Support and Success Plan (SSSP)** <http://www2.santarosa.edu/f/?nDOWOSDC>
- II.B.44 **Student Success and Equity Committee Homepage** <http://goo.gl/MZGrjI>
- II.B.45 **Student Equity Plan, 2014/2015** <http://goo.gl/zc7MnC>
- II.B.46 **Schools Relations and Outreach Office Website Page: Campus Tours** http://www.santarosa.edu/for_students/schools-relations/
- II.B.47 **Study Abroad Program Website** <http://study-abroad.santarosa.edu/>
- II.B.48 **Career Center Website** http://www.santarosa.edu/for_students/student_resources/career-center/
- II.B.49 **“Ask a Counselor” Page from Counseling Website** <http://www.santarosa.edu/app/counseling/ask-a-counselor/>
- II.B.50 **Net Price Calculator and Student Expense Budget**
http://www.santarosa.edu/app/paying-for-college/financial_aid_office/net-price-calculator/
- II.B.51 **Bear Facts Student Life and Engagement Bulletin** http://www.santarosa.edu/for_students/student_affairs/bearfacts/
- II.B.52 **Student Health Services Current Events Listings**
http://www.santarosa.edu/for_students/student-services/student-health-services/current-events/
- II.B.53 **Strategic Plan 2014-2019** <http://www.santarosa.edu/administration/planning/pdfs/strategic-plan-2014-4-22.pdf>
- II.B.54 **Course Outline of Record: COUN 95, Advocating for Social Change**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=22877&Semester=20125
- II.B.55 **Associated Students Homepage** http://www.santarosa.edu/for_students/as/
- II.B.56 **Results of Center for Information and Research on Civic Learning and Engagement Survey on SRJC Student Voting Rate**
<http://www2.santarosa.edu/f/?nDIWvzX>
- II.B.57 **SRJC Press Release: Omar Paz Jr. Elected President of Student Senate for California Community Colleges, July 24, 2014**
http://www.santarosa.edu/about_srjc/public-relations/news-releases/pdfs/2014-Fall/6551-Paz-SCCC-President.pdf
- II.B.58 **Student Ambassador Program Website** http://www.santarosa.edu/for_students/student_affairs/student-ambassador-program/
- II.B.59 **SRJC Inter-club Council Website** http://www.santarosa.edu/for_students/as/ICC/
- II.B.60 **Board of Trustees Meeting Minutes, October 8, 2013** <http://goo.gl/3F6YIZ>
- II.B.61 **Learning Communities Website** <http://www.santarosa.edu/app/getting-started/learning-communities/>
- II.B.62 **Teacher Academy Program Website** <http://www.santarosa.edu/instruction/teacher-academy/>
- II.B.63 **Health Careers Pipeline Program (Handout)** <http://www.santarosa.edu/healthcareers/pdf/HCP-Application-2010.pdf>
- II.B.64 **Transfer Center Website** http://www.santarosa.edu/instruction/prepare_for_transfer/
- II.B.65 **Course Outline of Record, COUN 80, Understanding the Transfer Process**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=19846&Semester=20087
- II.B.66 **Human Services Certificate, Alcohol and Drug Emphasis Web Page**
https://portal.santarosa.edu/SRweb/SR_ProgramOfStudy.aspx?ProgramType=1&Program=003194&Version=8

- II.B.67 **Counseling Department E-Binder** <https://busapp03.santarosa.edu/Binder/>
- II.B.68 **Observation Report: Counseling** <http://www2.santarosa.edu/f/?nDwNwCSJ>
- II.B.69 **Counseling SLO Assessment Example (Screenshot for SLO SharePoint Site)** <http://www2.santarosa.edu/f/?nDzEGDDI>
- II.B.70 **Counseling Satisfaction Survey Results** <http://www2.santarosa.edu/f/?nDLRxGYE>
- II.B.71 **International Student Program Website, Student Testimonials Page** <http://international.santarosa.edu/student-testimonials>
- II.B.72 **Student Clubs and Organizations Website** http://www.santarosa.edu/for_students/clubs_and_organizations/
- II.B.73 **SRJC Foundation Website** <http://foundation.santarosa.edu/>
- II.B.74 **Community Education Website** <https://portal.santarosa.edu/CommunityEducation/>
- II.B.75 **Human Services Certificate, Advocacy Emphasis Web Page**
https://portal.santarosa.edu/SRWeb/SR_ProgramOfStudy.aspx?ProgramType=1&Program=003196&Version=8
- II.B.76 **Web Access to Open CCC Application** <http://admissions.santarosa.edu/new-or-returning-students>
- II.B.77 **Web Access to National Student Clearinghouse (Screenshot)**
https://www.studentclearinghouse.org/secure_area/Transcript/to_home.asp?t=170215&LoginHome=to_home.asp
- II.B.78 **SRJC Placement Testing and Other Assessment Services Website** <https://www.santarosa.edu/app/placement/>
- II.B.79 **SRJC Family Educational Rights and Privacy Act (FERPA) Website**
<http://admissions.santarosa.edu/family-educational-rights-and-privacy-act-1974-ferpa>
- II.B.80 **Admissions, Records, and Enrollment Development (ARED) Website, Page: Getting Started (Link to Video for Student Portal Use), and Screenshot**
<http://admissions.santarosa.edu/steps-new-students>
<http://www2.santarosa.edu/f/?nDTwDYWC>
- II.B.81 **Board Policy 8.2.3, Student Access to Student Records** <http://www.santarosa.edu/polman/8stuserv/8.2.3.pdf>
- II.B.82 **Board Policy and Procedures 8.2.9/8.2P, Student Educational Rights and Privacy**
<http://www.santarosa.edu/polman/8stuserv/8.2.9.pdf>
<http://www.santarosa.edu/polman/8stuserv/8.2.9P.pdf>
- II.B.83 **SRJC Privacy Policy in Schedule of Classes, Spring 2015, pages 210 and 218 (Excerpt and website with links to PDF Schedule of Classes)**
<http://www2.santarosa.edu/f/?nDvvYTwx>
<http://admissions.santarosa.edu/schedule-classes>
- II.B.84 **SRJC Student Survey, 2013 (PowerPoint Presentation)** <http://www2.santarosa.edu/f/?nBUCWWEF>
- II.B.85 **National College Health Assessment Report for SRJC, 2013** <http://goo.gl/YL6v1p>
- II.B.86 **Accreditation Student Survey, 2013** <http://goo.gl/BPG8wT>
- II.B.87 **Student Psychological Services Survey** <http://www2.santarosa.edu/f/?nCyFKRNw>
- II.B.88 **Veterans Affairs Survey, Spring 2010** <http://www2.santarosa.edu/f/?nDAUxJLW>
- II.B.89 **Southwest Santa Rosa Center Survey** <http://www2.santarosa.edu/f/?nCESEBKy>
- II.B.90 **Disability Resources Department, Student Satisfaction Survey** <http://www2.santarosa.edu/f/?nCTHUR0x>
- II.B.91 **Disability Resources Department, College2Career (C2C) Program** <http://online.santarosa.edu/presentation/page/?96682>
- II.B.92 **Program and Resource Planning Process (PRPP), Student Services, 2014** <http://www2.santarosa.edu/f/?nDCTIAEE>
- II.B.93 **SLO Website Page: Student Services SLO Assessment** <http://www.santarosa.edu/slo/student/>
- II.B.94 **SLO Website, Forms a Procedures Page with SLO SharePoint Site Access** <http://www.santarosa.edu/slo/forms/>
- II.B.95 **Meeting Facilitation Model (Student Services Meeting)** <http://www2.santarosa.edu/f/?nEvGZPVH>

Standard II Student Learning Programs and Services

Standard II.C Library and Learning Support Services



SANTA ROSA JUNIOR COLLEGE



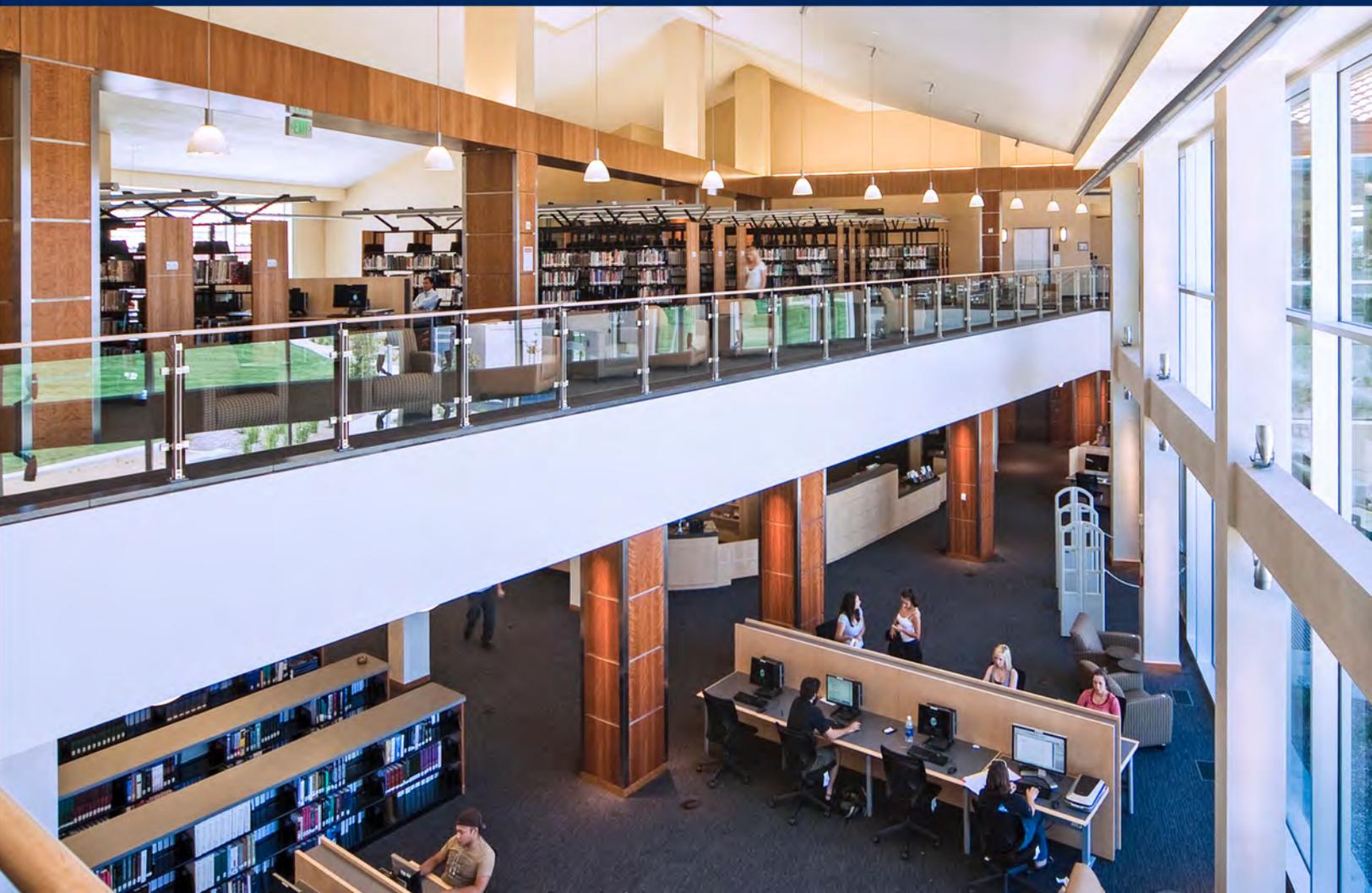
Our Values

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



SANTA ROSA JUNIOR COLLEGE



Standard II.C

Library and Learning Support Services

Library and other learning support services for students effectively support the institution's instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. Systematic assessment of these services is conducted using student learning outcomes, student feedback, faculty input, and other appropriate measures to improve the effectiveness of the services.

II.C.1.

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

DESCRIPTIVE SUMMARY

Santa Rosa Junior College's libraries, tutorial centers, and instructional computer labs represent where academic and student learning support intersect, reflecting several elements of the Strategic Plan's values and goals.

Value: We value learning that includes:

- *Excellent and innovative instruction and support services.*
- *A learning- and learning-centered environment*
- *A caring and supportive attitude among faculty and staff*

Goal B

Foster learning and academic excellence by providing effective programs and services

- Engage students and spark intellectual curiosity in learner-centered environments
- Integrate academic and student support services across the college

Taken in concert, the libraries, tutorial centers, and labs, with their broad range of materials, technology, and staff support, address all parts of the mission: the creative, intellectual, physical, social, emotional, aesthetic, and ethical development of SRJC's diverse community.

Library Services

The mission of the Santa Rosa Junior College Libraries is to cultivate dynamic student-centered learning environments designed to foster student success. The SRJC Libraries provide access to quality information resources and instruct students in research skills that extend learning, enhance critical thinking, and inspire intellectual discovery (II.C.1).

The learning needs of students and faculty are met through the provision of quality services, facilities and collections at the two libraries, the Doyle Library on the Santa Rosa campus and the Mahoney Library on the Petaluma Campus. The two libraries act as one department with a shared library catalog, shared databases, and the same services, and may be referred to as "the Library" in this Standard when statements apply to both sites. Both online linkages and a physical connection via a daily shuttle allow students to receive the same quality services regardless of location.

The Doyle Library on the Santa Rosa Campus is a four-story structure that includes Media Services, a Tutorial Center, and the Robert F. Agrella Art Gallery. At 145,000 total square feet, Doyle Library is the second largest SRJC structure. It was designed with high environmental standards and built using materials that are environmentally friendly. The building was completed in 2006 and exceeds California Title 24 energy efficiency standards.

The two-story Mahoney Library, at 35,000 square feet, is located on the Petaluma Campus. This library was featured in the 2009 Library Design Showcase of the American Library Association for its balance of many design elements, including technology, sensitivity to immediate surroundings, and accessibility. Both libraries were designed to create an environment that is aesthetically pleasing and conducive to learning.

The instructional collections across both campuses contain close to 170,000 print volumes, over 210,000 ebooks, over 300 print periodicals, and 10,000 audio-visual volumes. The Library subscribes to approximately 40 online databases that deliver bibliographic, full text, and statistical information as well as

images, videos, and primary sources. The online databases also provide students, faculty, and staff access to roughly 50,000 full-text journals and periodicals, which result in millions of full-text articles (II.C.2). In addition, multimedia resources are available through these online databases to support curriculum. For instance, ArtStor (image database) provides access to over a million museum quality images, and VAST (video database) provides access to 20,000 streaming videos. All digital resources available from the SRJC Library are accessible to students and faculty online 24 hours every day (II.C.3).

The SRJC libraries maintain 280 computers between the two campuses for students and community members to use to access library resources and conduct research. In addition, the libraries provide 50 laptops for in-house checkout by students. The libraries have also acquired 20 iPads and Kindle readers so students can access textbooks and complete class assignments. Since the move into the new facilities, in 2006 and 2008 respectively, the libraries have maintained a robust pay-for-print system. Recently, working in conjunction with Instructional Computing, the libraries have upgraded the pay-for-print system to provide web accounts for students, allowing them to print from personal devices using this system.

Media Services

The Media Services department, one on each campus, provides four basic functions for the entire College.

Circulation: This area is responsible for the maintenance and circulation of 12,000 plus video titles, which are used both in the classroom setting and for student viewing and research purposes.

Technical Services: This area is responsible for the correct operation, delivery and repair of all media equipment within the District. Technicians respond to service requests in classrooms and meeting spaces within a 10-minute period. They supervise the delivery and cleaning of media materials and perform the installation and alterations to media equipment installation in College facilities. They are also responsible for the set-up and operation of many campus events.

Production Services: This area is responsible for the video recording of classes, lectures and other college events. The production technicians duplicate materials for distribution and convert media for alternate uses, including PowerPoint and video streaming on the web. They facilitate the use of video conferencing facilities between campuses and with other colleges. Additionally, Production Services staff prepare and post-produce materials in the closed captioning process.

Administrative and Faculty Support: This area is responsible for the purchasing of all materials and equipment used to support the Media Services operations. This department also maintains records relating to copyright licensing and photographic permissions. All new and remodeled facilities are reviewed for issues related to Instructional technology. The department works closely with planners to assure that College facilities include the correct infrastructure to support the media related functions for a particular space.

Tutorial Centers

Santa Rosa Junior College facilitates student success and learning by offering all SRJC students free tutoring in their currently enrolled classes (II.C.4). Tutoring is provided in three different formats—one one-on-one weekly peer tutoring, tutor-led small group tutoring, and drop-in tutoring—and takes place at a number of locations and times so that the maximum number of students can access assistance. The overall mission of these centers is to enable students to maximize their learning and to experience growth in their confidence and independence as learners.

The two main Tutorial Centers are at the Santa Rosa and Petaluma Campuses. Both allow students to meet with experienced tutors who are experts in their subjects, and both provide access to a number of other resources, such as books, videos, and online resources, to enhance the learning skills and knowledge they need to be successful. The English Writing Center, which provides assistance with writing for any class, has a main center on the Santa Rosa Campus and a more compact version on the Petaluma Campus. Other learning support centers on the Santa Rosa Campus are:

- Embedded tutoring in the Math, Engineering, and Science Achievement (MESA) program
- The Anatomy Lab in the Life Sciences Department
- The Mathematics Lab, recently expanded to accommodate growing demand from math students
- The new ESL learning center
- The College Skills drop-in lab for Basic Skills math

The College Skills Department also has Academic Skills Labs (ASK Labs) on both campuses. In each of these areas, students enroll in noncredit, open-entry/open-exit courses throughout the semester to work on their basic skills in writing, reading, and math through individualized learning plans, computer assisted instruction, and group instruction (II.C.5). Tutorial Centers and learning labs collect positive attendance through TimeKeeper, a software program that tracks student hours (II.C.6).

The College, through the College Skills/Tutorial Department and the Student Success and Equity Committee, is actively pursuing online tutoring programs. Many Distance Education (DE) students take hybrid classes (requiring up to 50 percent of on-campus time) or face-to-face classes along with online

classes and can get help through on-campus tutorial sites. However, to extend support to all DE students, plus on-site students who need to access learning support when tutorial centers are closed, the College plans to pilot online instructional support as early as spring 2015.

Instructional Computing

Instructional Computing facilitates access for students, staff, and faculty to the resources needed to succeed in their instructional computing objectives. Services include:

- Assistance with computer technologies planning, evaluation, acquisition and implementation.
- Coordination of efforts among instructional departments' computer facilities and related services to achieve the College's objectives.
- Management of multi-curricular computing facilities and services for small academic programs.
- Development and maintenance of the District's online Learning Management System (LMS) server cluster.
- Coordination with other College resources to provide training, support, network, and telecommunication installation and maintenance.

The demand for the support of Instructional Computing continues to grow with the increasing use of computers in the College's instructional programs. There are currently 54 larger computer facilities and 38 smaller facilities throughout all areas of the District (II.C.7). A total of 2,000 instructional computers successfully serve teachers and students in virtually all disciplines and in the full range of learning environments across the College. Students can access 120 production and discipline-specific software titles, as well as the Internet, and printers are widely available (II.C.8). Most computer labs are used primarily for courses in Computer Studies, Business Administration, Applied Technology, and other areas that require computer use or training, though a scheduled portion of lab hours has usually been set aside and designated as drop-in lab time for student work on any school-related projects (II.C.9). Utilization by computer lab classes is currently approaching maximum usage for most prime midday and evening hours, but with the passage of the new bond, the College will be able to consider options to provide computer access to more students.

The Center for Excellence in Teaching and Learning occupies a space in the Doyle Library. It provides a venue for faculty and staff workshops, but also acts as a service where faculty and staff can learn about new computer technologies and get help developing computer-supported instructional projects. The center includes a 25-station, bi-platform (Mac and Windows) computer lab; audio, video, and production quality printing technologies; a 50-seat presentation and meeting area; and three multimedia editing suites.

Instructional Computing has faced significant resource <http://accreditation.santarosa.edu/>

challenges, particularly in terms of the impact on staff due to the fact that the use of computers and installation of new or updated software in support of instruction is on the increase in virtually every discipline. Staff time is required to support these practices by upgrading and installing new hardware and software and providing ongoing maintenance. The 2015 Technology Plan addresses staffing issues, and with the passage of the new bond, additional approaches to funding hardware and software will allow the College to consider how to hire more staff. This plan is described and cited in Standard III.C.

SELF EVALUATION

The College meets the Standard in all respects except for tutorial assistance for DE students. The Library services and facilities are excellent examples of heavily used undergraduate facilities that focus on learning and student needs. Despite the drastic budget cuts to California Community Colleges a few years ago, the breadth, depth, and currency of SRJC's library collections continue to be strong. Media Services consistently meets the needs and requests from the college community. The number of computer labs has been adequate to meet the student access needs of all the departments being served, though utilization by computer lab classes is currently approaching inadequate for most prime midday and evening hours. Staffing for instructional computing is reaching its limits, but the revised 20-year Technology Plan based on new monies from the bond will address staffing issues.

The College's current plan for improvement in terms of learning support services is adopting an online tutoring program to ensure that such services reach all students regardless of location or method of delivery.

See Actionable Improvement Plan at the conclusion of II.C.

II.C.1.a.

Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

DESCRIPTIVE SUMMARY

At SRJC, librarians and other learning support professionals play a central role in the acquisition, ongoing maintenance and instruction in materials and equipment to support student learning.

Library Services

Support for SRJC's mission and student learning needs are achieved by relying on the appropriate expertise of faculty, including librarians, to identify what materials and equipment are needed to support student learning. Additionally, librarians serve as department liaisons and create active partnerships with instructional faculty and staff to ensure library services and resources meet the needs of students (II.C.10). The liaisons meet with faculty to get information such as course outlines, syllabi, and direct feedback and requests. The libraries have an online book request form that helps with this kind of support.

The librarians maintain strong connections with academic programs and shared governance, enhancing their understanding of learning needs throughout the College. Librarians serve on committees such as Curriculum Review Committee (CRC), Institutional Planning Council (IPC), Academic Senate, All Faculty Association (AFA), and Textbook Committee. The Doyle and Mahoney Libraries have consistently increased their offerings of course-integrated library sessions to students in all disciplines (II.C.11), which helps provide information to the librarians about students' need for information and materials. Collection development activities are also conducted based on information gathered in those sessions (II.C.12, 13).

The level of quality of the Library's collection is determined and assessed using the benchmark of the American College and Research Libraries (ACRL) Standards for Libraries in Higher Education. Specifically, the Library provides access to quality collections aligned with curricular areas in support the SRJC mission. The Library provides the infrastructure to provide access to print and digital resources and to collect, organize, disseminate, and preserve collections related to the scholarly and cultural record needed by students, faculty, and staff. The Library educates users on issues related to economic and sustainable models of scholarly communication (II.C.14).

The effectiveness of the Library's collection is determined and demonstrated in various ways.

- The Library compares its collections with benchmarks provided in the ACRL Standards for Libraries in Higher Education.
- The Library also uses surveys and student feedback to regularly assess the effectiveness of its collections.
- Library surveys provide students with an avenue to evaluate the depth and variety of library materials.
- The librarian interactions with students and other patrons at the reference desk act as a venue for the library faculty and staff to gauge the depth and variety of the collection.
- Student requests for information and materials as a result of these reference desk interactions are often used to inform collection development on the back end.

On the instructional side, all new course proposals come through the Dean of Learning Resources and Educational Technology's office to assure sufficient depth and variety of materials to meet the learning needs of potential students before the course is approved (II.C.15). Additionally, program specific accreditations, such as those for the Nursing program or the Nutrition program, have consistently praised the SRJC library on the depth and variety of its collections in these specific areas, thereby validating the librarians' development and management of their collections.

Because the librarians select materials carefully according to established benchmarks and based on student and faculty input, the collection covers the full spectrum of SRJC curriculum offerings. Circulation statistics further demonstrate the utilization of the print collections, and web statistics show the phenomenal use of online resources including databases and Library websites (II.C.2). The library homepage is the most visited instructional webpage on the SRJC website (II.C.16).

An example of the depth of collecting to address student learning needs is the Library's assessment of how critical textbooks are to student success. The SRJC libraries have made a purposeful decision to increase reserve collections at both libraries and to improve reserve services to be more responsive to students. The dean has allocated more resources to expand the reserves while the librarians have targeted their discipline colleagues to contribute textbooks to add to the Library's reserve collection. The staff in the reserves area have streamlined their process, cleared more space for organizing textbooks, and even applied for additional funding from the SRJC Foundation to augment District funding. At the Doyle Library, reserves usage hit an all-time high in 2010-2011 with nearly 35,000 transactions (II.C.2).

The SRJC Library provides clear and easy access to materials and resources in all formats that support the instructional programs of the institution regardless of location or time of day (II.C.17). DE students and students at off-site locations receive comparable services in several ways. All library resources are available through the webpage (II.C.18, 19). Reference services are available by phone, online chat, email, and through a “library answers” knowledge bank. Print collection services such as reserving and renewing books are online. The Interlibrary forms are available on the Library website as well as embedded in the search results of the Library’s SmartSearch function (II.C.20). The popular “Ask a Librarian” service is available electronically during all Doyle Library open hours and has been utilized by the students close to 24,000 times since its inception (II.C.21).

Media Services

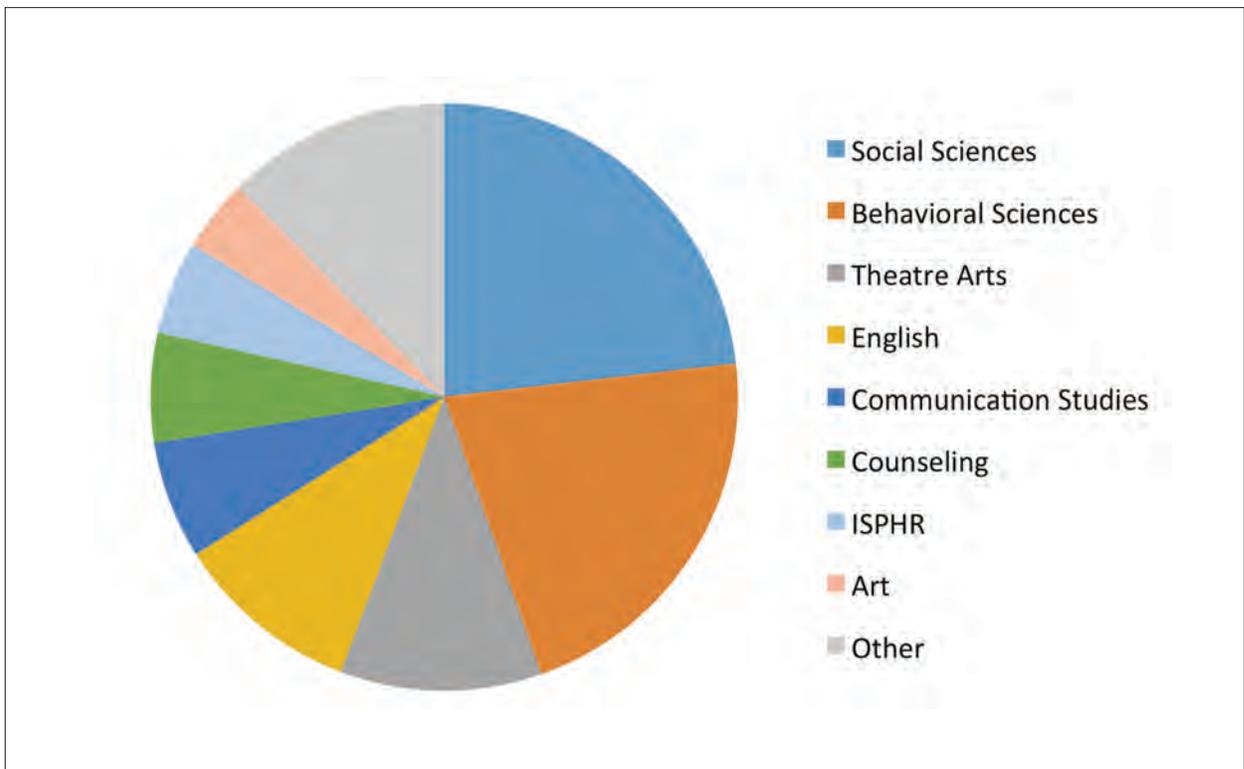
The media collection, containing approximately 12,000 video titles, is a valuable resource for faculty and students. Of these, 9,000 titles are commercially produced films. The scope of the collection is expansive, addressing both multidisciplinary and discipline-specific needs. Illustration II.C.1 below indicates the collection usage by discipline.

The remaining 3,000 titles are locally produced by Santa Rosa Junior College. Recording special events and/or lectures affords students access to those lectures and events that might occur in conflict with their class schedule. When

appropriate, some of these productions are also made available via YouTube. At both District libraries, students are provided with single- and multiple-person viewing facilities. These include individual video viewing stations as well as viewing rooms, which can accommodate eight to 10 students at a time. The media collection also contains approximately 2000 music CDs with a full range from classical to modern genres. In addition, the collection contains CD language programs for assistance with both grammar and pronunciation (II.C.22).

Media Services on the Santa Rosa Campus houses a high definition television studio and a digital audio recording studio. These facilities support the curriculum of multiple academic departments, including Communication Studies (both Media Production and Journalism classes), Theatre Arts, Computer Studies Digital Arts Program, Photography, and the Music Department. Students are provided with hands-on, real world training in all aspects of production and post-production techniques. The Carole L. Ellis Auditorium on the Petaluma Campus is a 256-seat lecture hall and cultural venue with extensive technological capabilities, including active distance learning and teleconferencing, cinema, small theater, and musical performance space with superb acoustics. The auditorium was converted from the former campus library and is 5,100 square feet. It includes High Definition Video projection on a 20-foot wide, 12-foot tall screen and a 7.1 surround audio system.

Illustration II.C.1 Media Collection Usage by Discipline



In addition to recording events and lectures, the Media Services production unit provides complex post-production services. CD duplication/reproduction supports students in Music, Theatre Arts, Communication Studies, and Nursing and Dental courses (II.C.23).

The Technical Support unit of Media Services provides faculty with one-on-one training in classroom media equipment use, as well as a five-minute response to technical failures. The unit also maintains the equipment and provides active troubleshooting and minor repair of equipment to support the classroom experience (II.C.24).

Administrative operations provides advising, planning, purchasing, maintenance, inventory and program evaluation for the entire Media Services operation.

The College's media collection acquisitions are directly driven by a process of instructional faculty requests and librarian recommendations. A year-end review is conducted by a Media Resources specialist, who subsequently uses the data to recommend format upgrades and to fill in gaps in the collection. Media equipment is requested by departments via the instructional equipment process and is purchased after consultation with the Media Services manager, who establishes standards and suggests the best quality equipment at the best possible price.

The District complies with the American Disabilities Act, as well as other state and federal laws, by insuring that all media materials used in face-to-face and online classes are accessible to deaf and hearing-impaired students. Media Services works closely with a captioning service provider to obtain transcripts and captioning files and, through a post-process method, integrates these files to create a closed captioned master. A tremendous amount of care is taken to ensure that the transcriptions and subsequent captions are accurate, thus meeting the District's commitment to provide equal access to its deaf and hearing impaired population.

Media Services provides its own help desk function dedicated to classroom support. There are six staff positions providing this function to all four College owned sites, six days a week. This function provides immediate responses to all mediated (smart) classrooms. Media Services is progressively upgrading most spaces to allow for remote monitoring and control of presentation equipment using a control and monitoring system from Utelogy (II.C.25). This system proactively identifies failures before they become a problem. As of 2014/2015 all requested upgrades to classrooms to make them media capable will be complete. This process took 15 years to accomplish, and now the plan is to sweep through the older spaces and bring them up to the current standard. As part of the move, the Doyle Library and the College made a commitment to provide a higher level of support in the creation of original instructional content. There are three staff positions dedicated to this effort.

Faculty provide direct feedback to Media Services regarding the depth and variety of SRJC's media collections. Efforts are underway to develop a comprehensive collection development and management policy that would include provisions for the media collection. The new policy will also guide the de-selection of outdated titles, including media titles.

The production team facilitates Distance Education classes through the operation of video conferencing, and connecting students to other community college and/or university course offerings. There are 17 videoconference units throughout the District, two of which are mostly dedicated to Distance Education classes. One area of growing demand is assisting faculty and staff with media rich content to support students' online experience and closed captioning services to accommodate both DE classes and students with disabilities (II.C.26).

Tutorial Centers

Faculty and experienced instructional assistants (IAs) collaborate to select and implement learning support services, procedures, equipment, and materials in the tutorial centers and learning labs of the English, Math, ESL, and College Skills/Tutorial departments. Input from student tutors and students who come for tutoring is valued as well. Learning center services are driven by students' academic needs, and faculty and staff ensure that all aspects of the centers and labs are sufficient to meet those needs. For instance, the Petaluma Tutorial Center piloted a program using electronic notebooks during tutoring sessions because these devices offered direct access to the textbooks, instructors' syllabi, online homework, solutions manuals, and online videos. These devices also offered an electronic medium to tutors for quick sketches and showing the steps of the problem.

At the Tutorial Centers on the Santa Rosa and Petaluma Campuses, student tutors, instructional assistants, and faculty provide assistance across a range of disciplines, with the highest demands in math, statistics, and chemistry and a consistent need for help with writing, English language skills, Spanish, accounting, and other subject areas as well (II.C.27). Other learning support sites, such as the English Writing Center and Math Lab, are more specialized. Based on the faculty and staff analysis of support materials and equipment required to address the various subject areas, supervising departments (Math, English, College Skills/Tutorial, ESL) request and purchase appropriate equipment and supplies to address student needs, as shown in Illustration II.C.2. Most provide textbooks for use in the center or lab, and all except the Anatomy Lab have computers with access to software and online programs to provide further self-paced explanation and practice.

Illustration II.C.2. Tutorial and Learning Center Locations and Resources

| Learning Support Location | Staff | Technological Support | Software/ Online Programs | Text-books and Other Resources |
|---|--|--|---|---|
| Tutorial Center, Santa Rosa Campus | Faculty of record, Instructional Assistants (IAs), Admin Asst., student tutors, volunteers | 12 for students, 1 for Assisted Learning; Merlin Enhanced Vision machine, TV/VCR, computer projector, scanner; 15 scientific and graphing calculators for student use | Internet based OWL, MasteringChem, MyMathLab, Microsoft Office, Study Wizard, Grammar 3-D | All subjects for student use. |
| Tutorial Center, Petaluma Campus | Faculty of record, faculty, IAs, student tutors, volunteers | 7 for students, graphing calculators, 3 Nexus Tablets | Internet based Online Writing Lab (OWL), MyMath Lab, Mastering Chem | Math and Chemistry for student use |
| MESA, Santa Rosa Campus | Admin Asst., student tutors | 3 computers for student use; computer projector | Various for math, chemistry, physics | Math, chemistry, physics for student use |
| Anatomy Lab, Santa Rosa Campus | Faculty of record | N/A | N/A | Materials in pro-section room and cadaver lab |
| English Writing Center | Assigned faculty | 27 for student use, 1 for assisted learning | Online Writing Lab (OWL) | Various resource texts and dictionaries |
| Math Lab, Santa Rosa Campus | Faculty of record, one student tutor each hour | 20 for student use | Mathematica, Statcrunch, online | Math texts and solutions manuals for student use |
| Academic Skills Lab, Santa Rosa Campus | 2 Faculty, IA | 32 computers, 1 for assisted learning 12 calculators; computer projector | Skills Tutor, GED Academy, Read/Write Gold | Text books for student use, Reading library for student check-out |
| Academic Skills Lab, Petaluma Campus | Faculty of record | 10 computers, 6 calculators | Same as ASK Santa Rosa | Textbooks for student use |
| College Skills Drop-in Math Lab, Santa Rosa Campus | Faculty of record, IA, student worker | 12 computers, 6 calculators | Customized College Skills Math programs | Textbooks for student use |
| ESL/HEP Learning Center, Santa Rosa Campus | Faculty of record and/or IA | 16 computers | Online GED (in Spanish) | English Language/ ESL dictionaries and reference |

Instructional Computing

Instructional Computing supports students and faculty by providing and maintaining computer related technologies in classrooms and labs. The selection and installation of appropriate equipment by Instructional Computing begins with academic departments, where instructional faculty and administrators participate directly in the proposal and acquisition process for instructional equipment and materials through the Program and Resources Planning Process (PRPP), the institutional process for planning, program review, evaluation, and budget allocation (II.C.28). This process, described in depth in Standard I, requires all requests to be supported by data analysis and direct connection to the College's mission, Strategic Plan goals, and the program's student learning outcomes (SLOs).

Instructional equipment requests are generated and compiled by faculty and staff, submitted through the PRPP, and then evaluated and prioritized by administration at the cluster level. Approved requests for technological equipment are channeled to Instructional Computing. This department evaluates, researches, and recommends appropriate technologies to address those requests; reviews recommendations with the end users; and then acquires the equipment and software.

Planning within Instructional Computing is formally integrated with the Santa Rosa Junior College Technology Master Plan (II.C.29), which is produced by the Institutional Technology Group (ITG) (II.C.30). ITG is a Presidential Advisory Committee that determines the quality and funding for all institutional technology, including Instructional Computing projects. SRJC determines the level of quality offered by Instructional Computing through constituent representation on the ITG. On an annual basis ITG reviews and updates the District's Instructional Computing hardware and software standards, reviews and evaluates the past year's accomplishments, and reviews and sets implementation priorities for the future. The role of ITG in relation to the PRPP is clearly defined and described in depth in Standard III.C.

Instructional Computing assesses the effectiveness of its offerings in terms of quantity, quality, depth, and variety through various means. Information through departmental and program PRPPs, meetings with department chairs and deans, and the ITG give direct feedback and information regarding the sufficiency of equipment and any new needs. Instructional Computing also receives feedback regarding depth and variety of its offerings via direct faculty and staff feedback and surveys sent out by Informational Technology (IT) department (II.C.31), and see Standard III.C). In addition, Instructional Computing maintains currency in the field by engaging in educational technology informational exchanges with other California colleges via participation in the Directors of Educational Technology/California Higher

Education (DET/CHE) and ongoing communication that occurs at meetings, conferences, related online listservs, phone calls, and emails directly with individual organization members as needed.

Instructional Computing is oriented to provide comparable services to both Distance Education (DE) and on-site students by providing online web based print management, online web based access anywhere student web server, and online web based access anywhere student technology support. Technology support is also provided via phone and in person through open computer labs (II.C.32, 33).

The role of Instructional Computing has continued to grow over the last two decades, but no additional positions have been added. This situation presents a challenge as demand for installation, replacement, and maintenance of computers and related instructional technology increases. These staffing needs have been identified and recommendations made in the Technology Master Plan. With the recent passage of the new bond, the District will incorporate Instructional Computing staffing needs in its planning.

SELF EVALUATION

The College meets the Standard. Systematic evaluation and planning of all library and learning support services had been performed annually through the Program and Resource Planning Process (PRPP). Library faculty are all appropriately credentialed to carry out their responsibilities to select and evaluate materials and equipment. This has resulted in exceptional resources and equipment for the students, employees, and the community. The libraries are lacking in regular institutional funding for book collection and databases.

Faculty members are directly involved in the selection of media equipment and titles, and Media Services staff assist in the reviewing and ordering of titles and equipment. Both the Doyle Library on the Santa Rosa Campus and Mahoney Library on the Petaluma Campus represent a major advance in supporting instructional programs. Since incorporating the media collection into the District libraries' integrated system, tracking of use patterns is now possible. Data is currently being gathered to support decision making in weeding out obsolete or low-use titles in the media collection.

Based on the expertise and experience of faculty and staff, tutorial services and instructional computer labs have high quality and sufficient materials and equipment to meet the needs of the diverse range of students.

Instructional Computing supports academic programs' computing technology. Institutional processes allow faculty, staff, and administrators to make appropriate proposals regarding instructional equipment, including computers. Through the PRPP, ITG, the Technology Master Plan, and

feedback mechanisms, Instructional Computing has been able to acquire, install, and maintain sufficient equipment to support learning needs. The effectiveness of technology in supporting student achievement is documented in the PRPP of each department and is included in all technology requests. The need to provide adequate staffing to maintain instructional technology is documented in department and District plans.

Illustration II.C.3

Library and Information Technology Department: Instruction Options for Information Competency

| Means of Instruction | Description |
|---|---|
| LIR 10, 1-unit credit course (II.C.34) | Course provides information literacy instruction applicable to college classes and general research. Five modified components of information competency as defined by the Academic and Colleges Research Libraries (ACRL) (II.C.35) are addressed through the course's SLOs. Available on both campuses and online so all students, including DE, can enroll. Over 1200 students per semester are enrolled each semester (II.C.36). |
| Individualized orientations for specific classes | The libraries provide Information Competency instruction through specific collaboration with discipline faculty. These orientations focus on course SLOs or specific learning outcomes identified by the discipline faculty. Over 6,000 students participated in these sessions in the 2013-2014 school year (II.C.11). |
| Open workshops for specific research tools | Library faculty offer drop-in lectures for Noodlebib, a citation tool for writing projects. About 20 sessions are offered a semester at varied times to insure maximum access. |
| Research Assistance Program (RAP) one-on-one research help | Students are able to schedule a half hour consultation session for in depth help in finding and using library resources as well as topic development (II.C.37, 38, 39). |
| Library F-2-F tours and self-tours via iPod | Provided on request. Podcast tour currently for Doyle Library only (II.C.40). |
| Online information competencies help | Library faculty have created several venues for students to receive help in the research process (II.C.41). |
| LibGuides | Librarians work with discipline faculty to create LibGuides to provide individualized informational websites for specific classes or various classes special topics based on library resources or research processes. |
| Library Guides Online Library Skills Programs Guide-on-the-Side | Interactive tutorials for students while using library tools. Tutorials for citation formatting, access library resources, ebooks, and SmartSearch (II.C.42, 43,44). |
| Online Chat | Available online during library open hours. A librarian is available to help students in a synchronous chat (II.C.21). |
| Walk-in and phone reference services | Both libraries offer walk-in and phone reference services 56 hours a week. This is advertised on the Library homepage (II.C.18). |
| Pilot for DE classes | Pilot project with a vendor (EBSCO) to embed information literacy content in distance education classes by creating the Reading List function in Moodle (II.C.19). |

II.C.1.b.

The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

DESCRIPTIVE SUMMARY

The Library and Information Resources Department has a comprehensive instructional program with a focus on information competency, as shown in Illustration II.C.3.

Of particular importance is LIR 10, Introduction to Information Literacy, which demonstrates that the College acts purposefully to teach information competency. This one-unit course is the primary means of formal information competency instruction for many students and fulfills Area I, SRJC's General Education pattern and local Associates degree requirement (II.C.34, 45). LIR 10 is based on ACRL Information literacy standards and addresses SRJC's Institutional Learning Outcome #4: Critical Analysis (II.C.46):

- Locate, analyze, evaluate, and synthesize relevant information
- Draw reasonable conclusions in order to make decisions and solve problems

This course is designed to help students acquire skills such as determining research needs, finding appropriate sources, and using sources in an ethical manner. It also relates to GE learning outcome #7, Use of Information Resources (II.C.47).

Faculty are kept up to date about the Library's resources and any new information and offerings through liaison contact, flex activities, and a LibGuide dedicated to faculty called the FacPak (II.C.48). There is a special section of the Library's homepage that specifically focuses on the faculty to provide them with all the information they need for themselves and for their students (II.C.49). The libraries also lead instructional design seminars.

The Library tracks student use of its resources, student-staff interactions, and class enrollment (II.C.50). Typical use of library instruction is reflected in 2012 and 2013 statistics. In 2012/2013, the Library offered 82 sections of LIR 10, an almost 20 percent increase over the previous year. In fall 2013, SRJC librarians conducted a total of 114 orientations and served 2855 students in classrooms. Departments and disciplines served included: ESL, Psychology, Theatre Arts, Philosophy, Kinesiology/Dance, Environmental Science, Anthropology, Communication Studies, and Art. Students used the iPods for tours 1,014 times. These numbers reflect a robust program that supports information competency. In addition, the Library offers workshops on special topics and tools such as BiasBuster and Noodlebib.

The Library evaluates teaching effectiveness in a number of ways. LIR 10 has SLOs that have been assessed to demonstrate successful student achievement (II.C.51). Through these assessments and the continuing department dialogue, the goals for the instructional program are evaluated and improvements made and documented in the PRPP (II.C.52, 53). There is also a regular evaluation process for all teaching faculty, full-time and part-time to continuously improve student learning.

The Library offers comparable information competency instruction for DE students both online and at off-site locations. In fact, the majority of LIR 10 sections are online (II.C.54).

Media Services

One of Media Services' primary functions is to provide media support to the classroom. Any activity that requires information to be distributed using sound or light projection to a group of learners in a classroom setting is supported by Media Services. Media Services staff provides instruction to faculty, staff, and appropriate students using media and video conferencing systems at the point of need. These brief instructional encounters tend to be targeted and effective. Media Services staff sometimes provides much more in-depth instructions to faculty who need to learn a particular piece of audio video software and hardware.

Original media materials derived from lectures and used to enhance a concept are produced by Media Service's professional staff, who work closely with presenters to determine the best method of presentation. As part of evaluation for upgrades of seven-year-old video viewing carrels, Media Services assessed the reduced use of actual viewing and an increasing request from many students for the ability to edit video presentations. Rather than simply replacing the PCs with newer models for viewing functions, it was decided to install more powerful PCs with video editing capability. The College has a site license for the Adobe Premier Creative Suite, and Media Services staff decided to make that available function for drop-in use. This allows students the ability to create more multi-media classroom presentations.

Tutorial Centers

Tutoring and Basic Skills assistance involve some degree of instruction in information competency along with instruction in specific content and skills. Much of this occurs during the process of assisting students with locating information in their textbooks, course materials, software, and course related websites. To this end, Santa Rosa and Petaluma hold high standards for tutors, IAs, and faculty so that they have a deep understanding of student learning as well as the ability to provide a broad range of instruction, both formal and informal.

Faculty must hold degrees in the subjects they teach or tutor, and instructional assistants must have documented expertise in their areas (e.g., BA, MA, job experience) (II.C.55, 56). Many regular IAs are active in the Association of Colleges for Tutoring and Learning Assistance (ACTLA). Student tutors must have earned an “A” or a “B” in any course they tutor and must be recommended by the instructor from whom they took the class (II.C.57, 58). Volunteers must show evidence of a background in the area(s) they offer to tutor (II.C.59). Tutor training sessions, required for all tutors, cover techniques for effective tutoring in course-specific areas, study skills, ways to respond to individual student learning styles, and how to foster independent learning (II.C.60, 61, 62).

Additionally, at all locations, tutors and other staff incorporate instruction for developing skills in information competency, assisting students in using tools and applications such as Guide on the Side, LibGuides, NoodleBib, various databases and ebooks, calculators (through workshops), and Microsoft Word. IAs and faculty emphasize the importance of authoritative sources as they guide students through their research. Throughout the tutoring process, tutors guide students in adopting learning skills and information competency to increase their confidence and lead them to become independent learners (II.C.63, 64).

Instructional Computing

The Center for Excellence in Teaching and Learning in the Doyle Library is a service where faculty and staff can learn about new computer technologies and get help developing computer-supported instructional projects. Instructional Computing open computer labs also provide ongoing support for staff and students through the faculty, staff, and student employees that are available to assist students one-on-one with computer systems and application skills training and support. The open computer lab on the Santa Rosa Campus offers the courses CS 770, Basic Computer Literacy Skills, and BOT 770, Business Skills Lab, for students on a drop-in basis. Instructional Computing also has a student support web site offering online technology help, a phone number for student technology support questions, and an online help request form which is routed to staff who will get back with students (II.C.33, II.C.65).

SELF EVALUATION

The College meets the Standard. The libraries, Media Services departments, tutorial centers, learning assistance labs, and open labs on both campuses all provide ongoing instruction for users to help develop their information competency skills. In particular, the Library has a strong online program to provide instruction and support in information competency.

II.C.1.c.

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

DESCRIPTIVE SUMMARY

The College as a whole provides adequate access to library and other learning support services for its students, faculty, and staff. The specific services available at any time depend to some degree on the function of the service and its location.

Library Services

Both the Doyle Library on the Santa Rosa campus and the Mahoney Library on the Petaluma campus support the entire spectrum of curriculum offerings, from Basic Skills to general education to career and technical education (CTE). All library non-print resources are accessible by all students, including DE students, from all sites, even when the libraries are not physically open. The SRJC libraries have made a concerted effort to implement cutting edge technology to provide library services any time, anywhere, including discovery services, electronic reference services, and the integration of library resources and services with the District’s course management system, such as the Reading List function in Moodle.

The Doyle Library offers traditional library services such as book checkout, course reserves, and periodicals, but the amount of space dedicated to study and reflection is extraordinary. There are 27 group study rooms for students to use for collaborative work and study, close to 300 computer stations students regularly use to conduct research, and 668 readers across three floors. Community users receive one hour of access per day with a password. The Center for Excellence in Teaching and Learning offers a dedicated space for faculty and staff to meet, train, and discover the possibilities of new technological tools.

The Mahoney Library opened in 2008 at the Petaluma Campus as a solution to provide adequate access to a library and other learning support services regardless of location or means of delivery. Mahoney Library offers a full range of library and media services, from circulation to course reserves to media viewing. Eight study rooms are also at the Mahoney Library with 300 reader seats and about 100 computer stations for student use. Both libraries have specific stations with programming to accommodate a wide variety of disabilities (II.C.66).

The physical facilities are open for a total of 61 hours per week during the fall and spring semesters. Summer hours are more limited, although beginning in 2011 the libraries

expanded summer open hours into the eighth week of the summer session to accommodate students taking eight-week classes. The Library homepage is updated to reflect current hours, summarized in Illustration II.C.4.

All SRJC instructional programs, types of students, and campus locations are equally supported by library services and accessible through the Library website. The Library website is a model for design and accessibility. Under the leadership of the Electronic Services librarian, the SRJC libraries were the first among the SRJC departments and units to implement responsive design so that users can have similar experiences regardless of the devices they use to access the Library website. Ebooks and databases are accessed through a variety of mobile devices. The online library guides provide instruction on basic literacy skills and class specific content for students (II.C.44). An online chat link for just in-time help is embedded into most library pages

and discipline online classes. This is particularly useful for DE students. Reference services are accessible through online chat, email, and phone (II.C.67). Other features include links to new acquisitions, curriculum relevant sources, and cultural resources such as Art Talk.

The technologically advanced Smart Search provides students and faculty with a one-stop search for all library resources, print and digital. The Library homepage is also a virtual gateway to instructional resources, including numerous multimedia LibGuides customized for specific classes. Library faculty have also worked collaboratively across the College to create interactive guides for special topics such as for the District wide Strategic Planning process and the English department's Work Of Literary Merit (WOLM) initiative.

Illustration II.C.4 Access to Doyle and Mahoney Libraries

| Location | Fall and Spring Hours | Summer Hours |
|-------------------------------------|--|---|
| Doyle Library Santa Rosa | Mon-Thurs: 7:45 a.m.-9:00 p.m. Fri: 10:00 a.m.-2:00 p.m. Sat: 11:00 a.m.-4:00 p.m. | Mon & Tues: 9:00 a.m.-6:00 p.m. Wed & Thurs: 9:00 a.m.-3:00 p.m. |
| Mahoney Library Petaluma | Mon-Thurs: 8:00 a.m.-9:00 p.m. Fri: 9:00 a.m.-1:00 p.m. Sat: 10:00 a.m.-3:00 p.m. | Mon & Tues: 9:00 a.m.- 6:00 p.m. Wed & Thurs: 9:00 a.m.-1:00 p.m |

Illustration II.C.5 Media Services Open Hours

| Fall and Spring Public Hours | | |
|--|-----------------------|-----------------------------|
| Hours | Santa Rosa Campus | Petaluma Campus |
| Monday - Thursday | 7:45 a.m. – 6:30 p.m. | 7:45 a.m. – 9:00 p.m. |
| Friday | 8:00 a.m. – 2:00 p.m. | 9:00 a.m. – 1:00 p.m. |
| Saturday | Closed | 10:00 a.m. – 3:00 p.m. |
| Fall and Spring Staff Support Hours | | |
| Monday - Thursday | 6:30a.m. – 10:30p.m. | 8:00 a.m. – 9:00 p.m. |
| Friday | 6:30a.m. – 6:00p.m | 9:00 a.m. – 1:00 p.m. |
| Saturday | 8:00a.m. – 5:00p.m | 8:00a.m. – 5:00p.m (Remote) |
| Summer Public Service and Support Hours | | |
| Monday - Tuesday | 9:00 a.m. – 6:00 p.m. | 9:00 a.m. – 6:00 p.m. |
| Wednesday - Thursday | 9:00 a.m. – 1:00 p.m. | 9:00 a.m. – 1:00 p.m. |

As described in II.C.1.b above, the Library Skills program uses technology to give students hands-on learning activities. The Library FacPac guide is specifically dedicated to meeting faculty needs by grouping information about subject liaison services, media services, course reserves, and course-integrated instruction to orient students to academic research.

Media Services

As the District expanded its operations to sites other than the Santa Rosa Campus, Media Services increased the number of audio and video conferencing systems. This commitment to provide these systems easily and without costs resulted in a wide acceptance by the college community. Today most major committee meetings and college events are available at the Petaluma Campus. This allows staff and students the ability to participate more readily and eliminates the need to travel between sites.

If an event cannot be videoconferenced live, it can be recorded for future access. This increases the visibility of all College programs. The use of YouTube for the WOLM (required for all English 1A students) has provided more opportunity for students with time conflicts or the inability to travel to the campuses (II.C.68).

Media Services provides three different sets of hours, listed in Illustration II.C.5: one to the public for access to collections and viewing services, one to College staff to support their duties and future activities, and a third to support for Community Education's use of facilities, in instances when the facilities are rented (these can vary). Summer hours are reduced from the regular semester hours.

Access to the District's media collection is provided via the Library's Online Public Access Catalog (OPAC). Currently, patrons can see the media item's availability online but cannot reserve it. When appropriate, some locally produced lectures are made available via YouTube on the Media Services website (as well as the Library website). For example, the WOLM lectures are recorded and posted on both the Library and Media Services websites for students to access electronically.

The two campuses have fully functioning Media Services desks. Students and staff can access the common media collection from either location, with popular content being physically housed at both libraries. SRJC centers, such as the Public Safety Training Center, have specialized media content that is managed locally by individual departments. The unified catalog is available from anywhere.

Tutorial and Learning Centers

Santa Rosa Junior College offers tutoring in a variety of delivery styles and locations across both campuses, as shown in Illustration II.C.2. To the extent possible, Tutorial Centers and labs provide services to all students at convenient and flexible times and locations, as listed in Illustration II.C.6. Supervising faculty work with the Disability Resources Department (DRD) and Instructional Computing to ensure that students with disabilities of all types are accommodated in various ways. For instance, hearing impaired students are assisted by interpreters, low vision and sight impaired students use large screen computers, and physically disabled students use specialized computers and adjustable tables. All students are welcome and accommodated.

Illustration II.C.6 Getting Tutoring Help on the Santa Rosa and Petaluma Campuses

| | |
|--|---|
| Santa Rosa Tutorial Center Doyle Library, Rm 4251 M-Th 8am-7pm; F 8am-3pm | Petaluma Tutorial Center Kathleen Doyle Hall, Rm 247 M-Th 8am-7pm |
| MESA Bertolini Student Services Center, Rm 4832 M, T, Th 8:30am-6:30 pm; F 9am-noon | ESL/HEP Center Barnett Hall, Rm 1282 M-Th 9am-2pm |
| Astronomy Lab Baker Hall, Rm 1837 T 5-7pm, Sat 10am-2pm | Mathematics Lab Shuhaw Hall, Rm 1733 M-Th 6:50a- 8pm; F 11a-3pm |
| Santa Rosa English Writing Center Emeritus Hall, Rm 1629 M-Th 9am-4pm | Petaluma English Writing Center Call Hall, Rm 690 M, W, Th 12:30pm-3:30pm; T 1:30pm-5:30pm |
| Santa Rosa Academic Skills Lab (ASK Lab) Analy Village, Rm 601 M-Th 9am-2:30pm and 5-8pm; F 9am-noon | Petaluma Academic Skills Lab (ASK Lab) Kathleen Doyle Hall, Rm 252 M-Th 9a-noon, T/Th 6-9pm |

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At all tutorial locations and learning centers, positive attendance is collected via a computer program called TimeKeeper. This informs supervising departments about the usage and demand for services and helps determine hours and staffing. Over all locations, both student access and attendance has increased. Through documentation in department PRPPs, this has led to the expansion of the Math Lab, the addition of a College Skills Drop-in Math Lab, and stabilized classified staffing for the Petaluma Tutorial Center.

The College is aware that more students could be served if tutorial services were provided online. Programs are currently being considered for implementation in spring 2016.

Instructional Computing

Instructional Computing provides computer labs for students throughout the district, enabling them full online access to the Internet and District resources including electronic access to library materials and databases.

Instructional Computing ensures access to computer technologies for students and instructors. Currently, accessibility is primarily provided in 54 different computer facilities in the District. Additionally, seven of these facilities have scheduled open lab hours, when students and faculty can drop in to work on school related projects, including the ability to run the specialized software required by different curricula. There is currently drop-in computer access available for students among these labs from 8:00 a.m.- 9:00 p.m. Monday through Thursday and from 8:00 a.m.-5:00 p.m. on Friday and Saturday (II.C.69). Some locations have different hours that are posted on the online Computer Labs Schedule each semester. Students can access 120 production and discipline-specific software titles, as well as the Internet, and printers are widely available (II.C.10).

In addition to these drop-in service labs, during regular hours of operation, both libraries have public access computers for student use, including Internet access, production software like Microsoft Office, and printing capabilities (II.C.70).

Instructional Computing works closely with the Disability Resources Department (DRD) to ensure Section 508 accessibility requirements are addressed uniformly throughout the District. Additionally, every computer lab and public computer use space has designated DRD stations with additional software for students with disabilities. Instructional Computing works with DRD to accommodate students with particular needs, ensuring that all students have access to all software. Instructional Computing provides staffing resources and time, working with individual students, setting up assistive technology to accommodate their accessibility needs.

SELF EVALUATION

The College meets the Standard for its library resources and Media Services. Both offer full online access to all resources and services so students and staff can access them from any location and through any method of delivery. Instructional Computing, which by definition provides physical services, supports computer lab access on both campuses to the extent that staffing is available. The hours of operation appear to be adequate. The schedule of lab hours is published at the open labs and online at Instructional Computing website each semester so that students know when labs are available.

Tutorial Center services are provided during the times of highest demand five days a week, including most evenings. The College is planning to implement an online tutoring program by fall 2016 to extend tutoring services to all students regardless of location or method of delivery.

See Actionable Improvement Plan at the conclusion of II.C.

II.C.1.d.

The institution provides effective maintenance and security for its library and other learning support services.

DESCRIPTIVE SUMMARY

All library and learning assistance locations have security provided by District Police, who provide support on a daily basis. Maintenance for the libraries and other learning support services is the responsibility of the Facilities Planning and Operations (FPO) department (Custodial, Maintenance, and Environmental Health and Safety) and is done in accordance with the department's mission statement. Each campus has an on-site maintenance department. FPO has personnel for building and equipment maintenance, custodial, and grounds maintenance. FPO staff is available for building and equipment problems, and custodial rounds through the library buildings (II.C.71, 72).

Instructional Computing and Media Services provide maintenance and support for instructional computing labs, classrooms, and media technologies. Library instructional collections at both libraries are tagged and are protected.

Library Services Security

District Police security personnel regularly patrol District property on both campuses, including the libraries. Police help with closing each library to ensure that security systems are engaged. Faculty and staff are issued smart card IDs that are programmed to access only authorized areas (e.g., stairwells that lead to secured areas, elevator use after hours of operation, IT department, labs, and media services with expensive equipment) (II.C.73).

Public access to the Doyle Library is restricted to the main entrance. Access between Doyle Library and Media and Tutorial Services on the first floor is controlled by a staff-access-only alarmed door. There are two elevator systems in the building. One reaches the second floor main public entrance to the Library; the other is a staff-only elevator controlled by smart card ID.

The SRJC libraries have taken a leadership role in continuing to refine emergency procedures and in ensuring all staff that work in the library buildings are trained to the appropriate levels in responding appropriately in emergencies. Library staff maintains a SharePoint site for reporting and accessing incident reports for information on current security risks (II.C.74).

The SRJC libraries communicate clearly expectations to patrons, which include non-student community members, regarding conduct and behavior in the library. These policies are posted in several different locations on all floors in both libraries and are available on the Library website as well (II.C.75). In addition, the Library has recently reaffirmed

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adherence to the library code of ethics from the American Library Association (ALA) and will protect patron privacy in their information use (II.C.76).

Like other units and departments in the District, both District libraries adhere to the SRJC IT Policy and the Acceptable Use Policy Manual for Instructional Computers. District IT regularly upgrades security software and has the capability of monitoring patron computer use for inappropriate or illegal activity (II.C.77).

Patron access to library computers is regulated by an authentication system using student ID and PIN numbers. Authorization is required to use any computer and to access all digital content (ebooks, electronic journals and periodicals, streaming media, and media databases).

Library personnel, in conjunction with IT and Instructional Computing, contribute to the security of library computers, software, and web access. The security of servers used for District websites and web access to library services is the responsibility of IT. This includes the Student Information System (SIS) used to control access to campus websites that are only available to currently enrolled students.

Security for the library catalog and content database servers is the responsibility of their respective vendors. Librarians ensure that vendors used are top quality, widely known and used for library services, and have a history of reliable and secure service. EZproxy, an OCLC service, is used for patron authentication and access to content databases (II.C.78). The library catalog is remote hosted by ExLibris Voyager (II.C.79). Springshare hosts the Library's LibGuides, which provide librarian designed research assistance, subject guides, and other resources, as well as the library service statistics tool LibAnalytics (II.C.80). Contracts specify security and uninterrupted run-time as the responsibility of the vendors. Vendor support is available at all times to systems librarians, and there is constant monitoring of systems by librarians and District IT.

Library Materials

All library materials at both libraries have magnetic security tags inserted in them. A security gate at the exit detects materials that are leaving the library without having been appropriately checked out. An alarm sounds alerting staff. Mahoney Library has two alarmed gates (north and south entrances) for library materials, all of which have security strips.

Media Services

Media Services on the Santa Rosa Campus is on the first floor of the Doyle Library building. All access doors are controlled by smart ID cards. The department is also secured and divided from other departments on the floor by a locking roll up gate. Buildings at the Petaluma Campus are secured in multi-layered fashion. All campus exterior doors require an ID badge for access (some doors are unlocked during business hours, others are locked continuously). The ID badge records which individual accessed the door and when. Interior doors require a key to open. Classroom doors are unlocked and locked by District Police staff according to the class schedule.

Media Equipment installed for use in the classroom is secured by two methods. Equipment is physically secured by combination of specific locks, and rack mounted equipment is held in place by security screws that take specialized bits to remove. All equipment racks and projector mounts are structurally attached to the buildings. Network enabled equipment is also IP pinged every 30 seconds by the media server based classroom control system. If a piece of equipment does not respond, an error alarm is triggered on the media equipment control server, which is routinely monitored by media department staff.

Tutorial Centers and Learning Assistance Labs

Security for learning assistance centers and computer labs varies according to location, but all have mechanisms to ensure safety and appropriate access.

- Access to the Santa Rosa Tutorial Center is through a main entry double door that is kept locked during closed hours. Staff is on hand to monitor student behavior and computer use.
- The Petaluma Tutorial Center and ASK Lab are secured through the key card system used throughout that campus. Only authorized employees are given key cards.
- Most of the Tutorial Center staff in Santa Rosa and Petaluma use the same access card that is used in the Library. District Police sets locking and unlocking times.
- The English Writing Center, ASK Lab, College Skills Drop-in Math Lab, Mathematics Lab, Anatomy Lab, and ESL/HEP Learning Center are all housed in traditional buildings that use Santa Rosa key locks, but also have an alarms programmed by the District Police. Only authorized personnel are issued keys. Open computer labs for student use in the Maggini Building have regularly locked doors, and only a few key staff members have keys.
- All buildings are regularly monitored by District Police.

Instructional Computing

The Instructional Computing department oversees all library, media services, tutorial services, classroom, distance education, and IT lab computers and servers. The department server room and secure areas is accessible to authorized staff only through smart ID access pads.

Instructional Computing routinely updates computer systems, servers, and applications, applying the latest security patches and updates. The majority of computer labs utilize a special software application that “freezes” the computers, wiping out all changes made to the system. This software maintains a tight control over systems and resets them to a clean slate at every reboot. The Distance Education server cluster is monitored 24 hours a day through on and off site monitoring utilities that send alerts to staff in the event of any outages (II.C.81, 82).

SELF EVALUATION

The College meets the Standard. Even with reduced staff, Facilities Operations has fully maintained both libraries. Security needs for all both facilities, their equipment, and the collections are addressed. Computing Services staff have developed systems for securing the public access computers in the two libraries as well. Maintenance and security mechanisms at all tutorial and learning support services locations are well established and supported by a strong presence by District Police.

II.C.1.e.

When the institution relies on or collaborates with other institutions or sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution's intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

DESCRIPTIVE SUMMARY

The District uses outside organizations and vendors as needed to provide services and resources to students. The libraries, tutorial services, learning assistance centers and labs, and Instructional Computing department follow professional standards. Collaborative agreements with other agencies and contracts with vendors are available for perusal (unless agreements are private due to proprietary restrictions). Relationships and agreements are evaluated regularly as to quality and effectiveness in aiding student's achievement of learning outcomes.

Library Services

The Library is committed to providing the widest range of services and resources to students. To this end, the Library is a member of the Online Computer Library Center (OCLC), a worldwide library cooperative for cataloging and interlibrary loan (II.C.83). The Library abides by the OCLC agreement, Shared Values and Membership, and Principles of the OCLC Cooperative. The Library is also a member of the NorthNet Library System, a consortium currently comprising 57 member libraries in Northern California (north of San Francisco), with whom they share a courier service for Interlibrary Loan (ILL) services (II.C.84). Currently, the SRJC Library has a very active ILL department that is experiencing increasing utilization (II.C.85).

The Library contracts with the Ex Libris Group for the Voyager suite of Integrated Library System (ILS) software (acquisitions, cataloging, circulation, and statistics reporting). Voyager use is by annual contract, renewed contingent upon librarian evaluation of the software. The libraries receive major upgrades annually and minor software improvements as they become available. Library staff can get on demand usage reports from Voyager (II.C.86).

The College uses Turnitin as a copyright infringement prevention tool and to foster academic integrity. The District has an unlimited site license for Turnitin, which is also integrated with Moodle, one of the two course management systems used for DE. Librarians use Turnitin in their classes and teach instructors of other disciplines to use it. Students

are able to submit their writings in Turnitin and faculty utilize Turnitin to grade writing or to have peer grading of student writing (II.C.87).

In 2011, Council of Chief Librarians (CCL), a leadership organization for the California Community College libraries, worked out a state buy arrangement for a baseline set of online databases that was provided gratis to the California community college libraries. The SRJC librarians, based on careful evaluation of student and institutional needs, decided to subscribe to several databases in addition to the baseline set provided by the state. The Community College Library Consortium, a CCL service, negotiates discounts on more than 100 content databases for purchase by the Library (II.C.88).

As per contract agreements with vendors, off-campus access to electronic and digital resources has to be authorized. The District uses EzProxy (user authentication software) to allow access to electronic content (e.g., ebooks, ejournals, eperiodicals, streaming media, and media databases). Off-campus access is restricted by EzProxy to enrolled students with a current ID number and pin code.

The Ex Libris Voyager is used for accessing the catalog from any location. Students, faculty and community users have access. Internally this system has additional modules that process circulation functions and reserves. The Library also purchases the Discovery module to enhance searching capabilities for databases. The CCL supported consortium purchases allow the Library to have additional database relevant to the student population and is available from all locations. The cooperative Inter-library loan system and OCLC access is used by staff to process requests and catalog materials. Working with IT Department, EzProxy is an authentication software that allows off campus access to the libraries' online databases.

Media Services

Access to media collections at Sonoma State University (SSU) is provided through cooperative use agreements. Santa Rosa Junior College students enjoy the same media borrowing privileges as SSU students; the checkout period for media items is one week.

Santa Rosa Junior College utilizes funding made available through the Distance Education Captioning and Transcription grant (DECT), which provides California community colleges with funding for live and asynchronous captioning and transcription as a means of enhancing the access of all students to distance education courses. In 2013/2014 Media Services was able to apply over \$13,000 worth of DECT funding to the College's captioning needs (II.C.89).

Media Services assists staff to take full advantage of the services offered by CCC Confer, which provides California Community Colleges system with Web conferencing technology and services in support of meetings, online classes, live synchronous captioning, office hours, and training opportunities (II.C.90). In addition, the Library has purchased a subscription to VAST streaming video database (II.C.91).

Media Services staff review arrangements and must document their evaluation in the PRPP. Currently, the cooperative services with Sonoma State University for media resources is of value to faculty and staff and has met the needs of those who have borrowed media titles not found in the SRJC collection.

Tutorial Centers and Learning Assistance Labs

College Skills ASK Labs utilize various software programs. Contracts and usage are as follows:

- ALEKS is purchased by the students who are taking specific classes (CSKLS 367.1 and 367.2, Basic Math Review 1 and 2, online). This program is not used for an entire lab. So, as with a textbook, the instructor bases the selection of the software on how well it supports students' achievement. There is no actual contract with SRJC.
- GED related online programs and all other College Skills Department software are renewed annually, and faculty judge how well it has contributed to student success. Assessment through noncredit grading, faculty and staff discussion, and research, and based on the results, the department recommends whether to renew the program or not in the PRPP. The contract details for purchasing and renewing software, once funding has been approved, are handled through Instructional Computing (see below).

Partnerships with both internal groups and external agencies occur regularly at SRJC Tutorial and learning centers and expand exposure to developing skills in information competency to students. Contracts are managed by the programs that receive the grants. These programs comply with SRJC policies and adhere to grant and institutional agreements. Tutorial and learning centers provide services as requested by those programs. Examples of participation include:

- The Santa Tutorial Center worked with CARES PLUS (Sonoma County Child Care Planning Council plus SRJC) to provide tutorial services to Child Development Department students (II.C.92).
- College2Career (C2C), located on the Santa Rosa Campus, uses tutorial and lab services in its program to prepare developmentally disabled young adults with job preparation skills

- Gateway to College, a grant funded by Sonoma County Office of Education, local school districts, and Gateway to College National Network (GtCNN) included the noncredit basic skills preparation computer program in the Petaluma Campus ASK Lab as supplemental support for students' academic work.
- The High School Equivalency Program (HEP), funded by the U.S. Department of Education, Office of Migrant Education, collaborates with the College Skills noncredit GED preparation program, including computer assisted learning programs (II.C.93).

Evaluations for the above are conducted by the sponsoring department or agency, though College Skills can provide Timekeeper data and instructor feedback as needed.

Instructional Computing

Instructional Computing manages software available throughout the District. Software titles needed by departments are requested through the PRPP and through constituent representation in the ITG. The ITG evaluates and ensures the quality of the software contracted for use through meeting with departments, faculty, staff, and students. Students needing to use certain software titles can use the IT Labs web page to find labs that have software installed (II.C.10-94).

Instructional Computing is able to assess services being used through a policy of not automatically renewing software when it is due for renewal without getting confirmation from individual departments that it is in fact still needed. Additionally, the District uses the TimeKeeper system (II.C.6) in many computer labs to track students' use of and purpose for the computer labs. Other services such as Turnitin have online statistics that show how much faculty and students are using that service and if it warrants renewal. (II.C.95).

SELF EVALUATION

The College meets the Standard. The Library carefully manages and evaluates its contracts using data and faculty and staff input. Tutorial centers and learning assistance labs rely on Instructional Computing to handle contracts regarding software licenses. Evaluation is based on data, such as Timekeeper records of student use, assessment of student learning, and faculty and staff feedback. Results of evaluations for all library, tutorial and learning assistance centers, and Instructional Computing are included in PRPP reports, especially since departments may need to request new funding for renewal or purchase of an alternative.

II.C.2.

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services provides evidence that they contribute to achievement of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

Evaluation is an essential part of SRJC functions, and for all departments, evaluation results, analysis, and requests or actions to respond to results are reported in the PRPP.

Library Services

The Library has multiple measurements to show it is meeting student achievement of identified learning outcomes. The assessment of the achievement of identified student learning outcomes in information competency is discussed in a separate section. Here the libraries are referencing the assessment of service outcomes for student learning. To measure these service outcomes, the Library implemented surveys for

- Public Service Desk interactions
- Technical Services
- Reference – Research Appointments interactions
- Orientations
- Workshops

Illustration II.C.8 It's a RAP: How the Library Used Data to Improve Its Program

In 2010/2011, the libraries began tracking reference desk interview statistics (II.C.50). After analyzing a full academic year's worth of statistics, they were able to identify weeks during the semester where research questions were highest. Using those data, the libraries initiated a new program in the 2011/2012 called the Research Assistance Program (RAP). In this program students sign up via the Library website for individualized half-hour research appointments with a reference librarian. Many of these students found out about the RAP because a librarian gave a course-integrated instruction session for their class.

With its surveys focused on service outcomes, the Library has consistently received 82 percent of satisfactory and higher marks. The Library regularly uses the results of these surveys to modify and improve its services, as shown in the example in Illustration II.C.8.

During 2012/2013, the Doyle librarians delivered 203 RAP sessions, and the Mahoney librarians completed 137. The RAP is extremely popular with instructional faculty, who have seen improved performance in terms of quality and breadth of sources used in student research.

SRJC also provides two institutional surveys that are used to evaluate learning support services and provide evidence for their contributions to student learning outcomes. The Library and other learning resource services use this data to evaluate their effectiveness and assess need for changes.

The Student Accreditation Survey, which is conducted every three years, includes a section on learning resources. Student responses in 2013 indicate that:

- 87.9 percent have used the Library.
- 86.9 percent stated that the Library met their needs or provided more than expected.
- 95.6 percent indicated the services were available when they needed them.
- Over 50 percent of faculty indicate that they frequently refer students to the Library.
- The highest usage of library services for faculty is Reserve, which validates renewed emphasis on increasing the collection.
- The highest level of satisfaction was with library staff (II.C.96).

The other survey is the Library User survey conducted by the Library through library computers. The questions relate to user access to library resources and staff, and over 80 percent of respondents listed satisfactory or above for every category except for the hours, which were deemed to be less than adequate. The SRJC Library lobbied and received funding for Sunday hours, but due to a budget crisis 2009-2012, additional hours have not yet been allocated (II.C.97).

The Library also uses surveys to assess specific service activities. User surveys have been conducted on public service desks with a service satisfaction rate of 100 percent (II.C.98).

Survey results also validate the depth and quality of the collections in support of student learning needs (II.C.97). These results are important because the librarians select materials carefully according to established benchmarks and based on student and faculty input. Circulation statistics further demonstrate the utilization of the print collections, and web statistics show the phenomenal use of online resources including databases and Library websites.

Media Services

Evaluation of services is done on a yearly basis through usage statistics (II.C.99) and also on a continual basis through procedure review during monthly staff meetings. In many aspects, services continue to evolve based on the needs of the District community (II.C.100). Evaluation results and responses are documented in the Library and Information Resources PRPP.

Tutorial and Learning Assistance Centers and Labs

Tutorial services at SRJC evaluate student use, access, and the relationship of tutoring and learning assistance to course SLOs through by feedback from students, staff, faculty, and administrators. A variety of evaluation instruments inform tutorial services, including surveys and information collected via institutional accreditation, staff evaluations, student surveys, and informal input by faculty, staff and students (II.C.101). Typical results are reflected in the SLO Assessment Report for CSKLS 770, Supervised Tutoring (II.C.102).

General anonymous evaluation of tutors and tutorial operations is ongoing at the Santa Rosa and Petaluma Tutorial Centers and ASK Labs, the English Department Writing Center, and the Mathematics Math Lab through tools such as those listed in Illustration II.C.9 (II.C.103, 104, 105). MESA, HOPE and Anatomy Labs determine student satisfaction and needs via informal conversations, student comments, student requests, and student feedback via faculty evaluations. In each area, students have indicated that they have improved understanding and skills in the subjects for which they sought assistance and are doing better in their academic coursework (II.C.106).

Students also provide suggestions for improving services. An example of responding to student need was when tutees indicated that summer hours didn't accommodate chemistry and some math students. Summer 2013 the hours were extended to the later afternoon, and chemistry and math students indicated this was a "major and great" improvement that helped them with their classes (II.C.106). Additionally, institutional, planning and accreditation surveys, which are disseminated to faculty and staff, are utilized for evidence of meeting student needs and contributing to student learning and success.

Instructional Computing

Evaluation within Instructional Computing is formally integrated with the Santa Rosa Junior

College Strategic Master Plan for Technology, which is produced by the Institutional Technology Group (ITG) (II.C.107). On an annual basis ITG reviews and updates the District's Instructional Computing hardware and software standards, evaluates the past year's accomplishments, and sets implementation priorities for the future.

SELF EVALUATION

The College meets the Standard. As shown in the surveys above, the libraries overall effectiveness and satisfaction is highly ranked by users. Tutorial centers and learning assistance labs all have mechanisms for evaluation and receive high marks from students. A more comprehensive means of evaluating the adequacy and effectiveness of Media Services resources and services is necessary, but work on building methods of evaluation is underway, including developing a survey that will be distributed to students, faculty, and staff.

Illustration II.C.9 Means for Evaluating Tutorial and Learning Assistance Centers Evaluation

| Site | Method of Evaluation |
|---|---|
| Tutorial Centers Santa Rosa & Petaluma | GoogleDoc survey each semester |
| Academic Skills Labs (ASK) | Student Satisfaction Survey |
| Mathematics Lab | Online Survey |
| English Writing Labs | Quantitative Surveys |
| MESA, HOPE, ANATOMY Lab | Student comments, faculty evaluation feedback, student requests |

Standard II.C Actionable Improvement Plan

| Standard | Plan | Responsibility | Implementation Date |
|----------------------------|--|--|----------------------------|
| II.C.1 II.C.1.c | The College will pilot and implement an online tutoring program in order to extend learning support to DE students and those who cannot attend the tutorial centers during open hours. | Dean, Language Arts and Academic Foundations Instructional Computing College Skills/Tutorial Department Chair | Spring 2016 |

Evidence:

Standard II.C Library and Learning Support Services Evidence

- II.C.1 **SRJC Library Mission Statement**
<http://www.santarosa.edu/library/about/mission.html>
- II.C.2 **SRJC Libraries Annual Statistics**
<http://www2.santarosa.edu/f/?nBAAZLMY>
- II.C.3 **SRJC Libraries Database Descriptions**
<http://www.santarosa.edu/library/databases/index.html>
- II.C.4 **Tutorial Centers Website**
<http://online.santarosa.edu/presentation/page/?21591>
- II.C.5 **Academic Skills Lab Website**
<http://online.santarosa.edu/presentation/page/?21593>
- II.C.6 **Timekeeper Description from Instructional Technology Systems and Projects Website (Screenshot)**
<http://www2.santarosa.edu/f/?nEJwBEBW>
- II.C.7 **Instructional Computing Labs**
<http://www2.santarosa.edu/f/?nDBMFQSF>
- II.C.8 **Inventory of Instructional Computing Software**
<http://www2.santarosa.edu/f/?nAPJFDYG>
- II.C.9 **Instructional Computer Labs Website**
<http://www2.santarosa.edu/f/?nAPJFDYG>
- II.C.10 **Library Liaison Services**
<http://www.santarosa.edu/library/services/liaisons.html>
- II.C.11 **Course Integrated Instruction and Workshop Statistics**
<http://www2.santarosa.edu/f/?nDTUWZCC>
- II.C.12 **Student Orientation Graph**
<http://www2.santarosa.edu/f/?nCWAYAZCD>
- II.C.13 **SRJC Libraries Collection Development Policy**
<http://libguides.santarosa.edu/content.php?pid=509900&sid=4195754>
- II.C.14 **Association of College and Research Libraries Standards**
<http://www.ala.org/acrl/standards/standardslibraries>
- II.C.15 **New Course Proposal Form**
<http://www2.santarosa.edu/f/?nAVVDLVW>
- II.C.16 **Website Statistics**
<http://www2.santarosa.edu/f/?nEACMIzY>
- II.C.17 **Library Instruction Webpage**
<http://libguides.santarosa.edu/index.php?gid=2429>
- II.C.18 **SRJC Libraries Website**
<http://www.santarosa.edu/library/>
- II.C.19 **Moodle Reading List**
<http://www2.santarosa.edu/f/?nDyWSZNE>
- II.C.20 **Interlibrary Loan on Library Website**
<http://www2.santarosa.edu/f/?nELXNUZT>
- II.C.21 **Website Access to “Ask a Librarian”**
<http://libanswers.santarosa.edu/>

- II.C.22 Media Circulation Statistics**
<http://www2.santarosa.edu/f/?nBYGDQXx>
- II.C.23 Media Production Statistics**
<http://www2.santarosa.edu/f/?nEPNPKxR>
- II.C.24 Media Services Call Tech Detail**
<http://www2.santarosa.edu/f/?nDADNGNO>
- II.C.25 Utelogy**
<http://www.utelogy.com/>
- II.C.26 Distance Education Media Services Room Statistics 2013/2014** <http://www2.santarosa.edu/f/?nBZTGTGJ>
- II.C.27 Petaluma Campus Tutorial Center Survey Summary, 2012**
<http://www2.santarosa.edu/f/?nCEUEIQX>
- II.C.28 Program and Resource Planning Process (PRPP) Writer's Guide, Instructional Equipment Request Section 2.4**
<http://www2.santarosa.edu/f/?nBlyJSID>
- II.C.29 Santa Rosa Junior College Technology Master Plan, 2015**
<http://goo.gl/UoRIkl>
- II.C.30 Institutional Technology Group (ITG) Committee Homepage**
<https://bussharepoint.santarosa.edu/committees/institutional-technology/>
- II.C.31 Excerpt of Instructional Technology Survey on Instructional Equipment and Service**
<http://www2.santarosa.edu/f/?nCFNWALN>
- II.C.32 Online Support for Students**
<http://www.santarosa.edu/administration/administrative-services/information-technology/student/support/>
- II.C.33 Student Server Support**
<http://student.santarosa.edu/>
- II.C.34 Course Outline of Record, LIR 10, Introduction to Information Literacy**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=24532&Semester=20137
- II.C.35 Academic and Colleges Research Libraries Components of Information Competency**
<http://www.ala.org/acrl/sites/ala.org/acrl/files/content/standards/standards.pdf>
- II.C.36 LIR 10 Enrollment and Retention**
<http://www2.santarosa.edu/f/?nBxDNUvA>
- II.C.37 Research Assistance Program (RAP) Web Page**
<http://www.santarosa.edu/library/ask/rap.html>
- II.C.38 RAP Student Survey**
<http://www2.santarosa.edu/f/?nByTCRNV>
- II.C.39 RAP Student Survey Results**
<http://www2.santarosa.edu/f/?nCYvRIMW>
- II.C.40 iPod Tour Statistics**
<http://www2.santarosa.edu/f/?nCRINBLD>
- II.C.41 Online Information Competencies Help Web Page**
http://libguides.santarosa.edu/sb.php?subject_id=33541
- II.C.42 Library Guides**
<http://libguides.santarosa.edu/index.php?gid=2429>
- II.C.43 Libraries Research Help**
<http://libguides.santarosa.edu/cat.php?cid=24579>
- II.C.44 Library Skills Program**
<http://www.santarosa.edu/library/services/lsp.html>

- II.C.45 SRJC General Education Requirements**
http://www.santarosa.edu/for_students/student-services/articulation/pdf/AA-AS_2014-15.pdf
- II.C.46 Institutional Learning Outcomes Website**
<http://www.santarosa.edu/slo/institutional/>
- II.C.47 General Education Learning Outcomes Website**
<http://www.santarosa.edu/slo/general/>
- II.C.48 FacPack**
<http://libguides.santarosa.edu/facpack>
- II.C.49 Library Services for Faculty**
<http://www.santarosa.edu/library/servicesfaculty.html>
- II.C.50 Library Use Statistics**
<http://www2.santarosa.edu/f/?nAxvCBIJ>
- II.C.51 SLO Assessment Report for LIR10, Introduction to Information Literacy**
<http://www2.santarosa.edu/f/?nAHDGKVR>
- II.C.52 Library and Information Resources PRPP, 2014**
<http://goo.gl/n9F0jG>
- II.C.53 Minutes from Brown Bag and Instructional Services Committee**
<http://www2.santarosa.edu/f/?nDSBPCZv>
- II.C.54 Schedule of Classes, Library and Information Resources, Spring 2015 (Screenshot)**
<http://www2.santarosa.edu/f/?nBVGRzQC>
- II.C.55 Faculty Job Requirements, College Skills/Tutorial Department (Screenshot excerpt from NEOGOV Listings)**
<http://www2.santarosa.edu/f/?nENvMUJQ>
- II.C.56 Instructional Assistant, Sr. Job Description**
<http://www.santarosa.edu/hr/JobDesc-Classified/Instructional%20Assistant,%20Senior.pdf>
- II.C.57 IIC-58 New Tutor Application Form**
<http://www2.santarosa.edu/f/?nDAIXYww>
- II.C.58 Faculty Tutor Recommendation**
<http://www2.santarosa.edu/f/?nAJBQSWX>
- II.C.59 Volunteer Agreement**
<http://www2.santarosa.edu/f/?nDNXHMTD>
- II.C.60 Tutor Training Workshop Topics**
<http://www2.santarosa.edu/f/?nCPAyXS>
- II.C.61 Tips for Student Tutors**
<http://www2.santarosa.edu/f/?nEyTJRPz>
- II.C.62 Best Tutoring Practices**
<http://www2.santarosa.edu/f/?nCAHQRPm>
- II.C.63 Tutorial Mission Statement on Tutorial Centers Website (bottom of page)**
<http://online.santarosa.edu/presentation/page/?21591>
- II.C.64 Tutor/Tutee Bill of Rights**
<http://www2.santarosa.edu/f/?nC0yCOTJ>
- II.C.65 Student Ticket Request Web Page**
<https://www2.santarosa.edu/student-help/open.php>
- II.C.66 DRD Stations List**
<http://www2.santarosa.edu/f/?nCTwGKxv>

- II.C.67 Web Access to Library Online Chat**
<http://libanswers.santarosa.edu/>
- II.C.68 Media Production Statistics – 2013**
<http://www2.santarosa.edu/f/?nEODEZUP>
- II.C.69 Instructional Computing Open Computer Labs Web Page**
<http://www.santarosa.edu/it/labs>
- II.C.70 Library Access to Computers**
<http://www.santarosa.edu/library/services/computers.html>
- II.C.71 SRJC Santa Rosa Facilities Planning and Operations Website**
http://www.santarosa.edu/about_srjc/facilities-operations/
- II.C.72 Petaluma Facilities Planning and Operations Website**
<http://www.santarosa.edu/petaluma/facilities-operations>
- II.C.73 SRJC Safety Webpage**
<http://www.santarosa.edu/administration/college-safety/district-police/>
- II.C.74 Library Incident Report**
<http://goo.gl/wa5Ezo>
- II.C.75 Library Policies**
<http://www.santarosa.edu/library/about/policies.html>
- II.C.76 American Library Association (ALA) Code of Ethics**
<http://www.ala.org/advocacy/proethics/codeofethics/codeethics>
- II.C.77 SRJC Computer Use Policy**
<http://www.santarosa.edu/polman/6facilit/6.9P.pdf>
- II.C.78 EZProxy Webpage**
<http://oclc.org/ezproxy.en.html>
- II.C.79 ExLibris Webpage**
<http://www.exlibrisgroup.com/>
- II.C.80 Springshare Webpage**
<http://www.springshare.com/>
- II.C.81 Distance Education Monitoring Site**
http://online.santarosa.edu/cgi-bin/autocate/admin/status_console.pl
- II.C.82 Offsite Distance Education Monitoring Web Site**
<http://stonebooks.com/cate/>
- II.C.83 Online Computer Library Center (OCLC) Webpage**
<http://www.oclc.org/en-US/about.html>
- II.C.84 North Net Webpage**
<http://northnetlibs.org/about-nls/>
- II.C.85 Interlibrary Loan Chart**
<http://www2.santarosa.edu/f/?nBQUAGNK>
- II.C.86 Voyager Contract**
<http://www2.santarosa.edu/f/?nACQzvGS>
- II.C.87 Turnitin Link from Library Webpage**
<http://www.santarosa.edu/library/services/turnitin.html>
- II.C.88 Community College Consortium Webpage**
<http://www.ccleague.org/i4a/pages/index.cfm?pageid=3313>
- II.C.89 DECT Grant**
<http://www.canyons.edu/Offices/DistanceLearning/Captioning/Pages/default.aspx>
<http://accreditation.santarosa.edu/>

- II.C.90 California Community Colleges (CCC) Confer Webpage**
<http://www.cccconfer.org/>
- II.C.91 VAST Video Database**
<http://search.alexanderstreet.com/vast>
- II.C.92 Cares Plus/Tutorial Agreement**
<http://www2.santarosa.edu/f/?nBKJBGIU>
- II.C.93 High School Equivalency Program (HEP) Partnership**
<http://www2.santarosa.edu/f/?nEARVCvD>
- II.C.94 Lab Software Search**
<http://www.santarosa.edu/administration/administrative-services/information-technology/labs/search/>
- II.C.95 Turnitin Statistics**
<http://www2.santarosa.edu/f/?nCLXZvQX>
- II.C.96 SRJC Accreditation Student Survey, 2013/2014 (Library Section pages 17-19)**
<http://www2.santarosa.edu/f/?nDVxWUOE>
- II.C.97 Library Student Survey**
<http://www2.santarosa.edu/f/?nABzAlxU>
- II.C.98 Service Desks Student Survey**
<http://www2.santarosa.edu/f/?nDVSyBDY>
- II.C.99 Media Room Statistics**
<http://www2.santarosa.edu/f/?nCEGHSSR>
- II.C.100 Faculty Survey for Media Evaluation**
<http://www2.santarosa.edu/f/?nBEPyWJ>
- II.C.101 Tutorial Centers Survey**
<http://www2.santarosa.edu/f/?nEJTxlYF>
- II.C.102 SLO Assessment Report: CSKLS 770, Supervised Tutoring**
<http://www2.santarosa.edu/f/?nCLyXlzE>
- II.C.103 ASK Labs Student Satisfaction Survey**
<http://www2.santarosa.edu/f/?nAwKEDIE>
- II.C.104 English Writing Center Evaluation Form**
<http://www2.santarosa.edu/f/?nCARBzBD>
- II.C.105 Mathematics Online Survey**
<http://www.santarosa.edu/administration/administrative-services/information-technology/labs/math/feedback>
- II.C.106 Tutorial Center Comments from Student Survey**
<http://www2.santarosa.edu/f/?nAxDXyFK>
- II.C.107 SRJC Strategic Master Plan for Technology**
<http://goo.gl/UoRIkl>

Standard III Resources

Standard III.A Human Resources



SANTA ROSA JUNIOR COLLEGE



Our Values

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



SANTA ROSA JUNIOR COLLEGE



Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness. Accredited colleges in multi-college systems may be organized such that responsibility for resources, allocation of resources and planning rests with the system. In such cases, the system is responsible for meeting standards on behalf of the accredited colleges.

III.A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

III.A.1.

The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College aspires to be an inclusive, diverse, and sustainable learning community that engages the whole person. This statement, adopted as SRJC's vision in fall 2013 (III.A.1), applies not only to the student population, but to College personnel as well, and is reflected in the collaboratively developed Strategic Plan, Goal F (III.A.2):

- Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.
- Foster an environment focused on collegiality and mutual respect in regard to cultural and individual perspectives.
- Recruit and hire outstanding faculty and staff and implement an exemplary Professional

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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.

This goal, along with College policies and human resources practices, reflects the value that the College places on hiring well qualified personnel and supporting their growth and expertise within the institution.

Integration with Institutional Planning

Human resources planning is integrated with institutional planning through weekly discussions at the President's Cabinet meetings and with the Institutional Planning Council (IPC), the highest level coordinating bodies within the shared governance system. Priorities for staffing are identified through the Program and Resource Planning Process (PRPP) (III.A.3), the Strategic Plan, or, prior to 2014, the Institutional Master Plan (III.A.4).

Implementation of hiring processes and procedures are achieved through the Human Resources (HR) Department, which provides a comprehensive, fully integrated human resources function at the District level for all segments of the College (III.A.5). Human Resources management and staff are responsible for:

- Interpreting and implementing Board policies and procedures as well as federal and state regulations related to the recruitment, selection, and evaluation of all faculty and staff.
- Facilitating the administration and coordination of employee health and welfare benefits.
- Representing the District in employer/employee relations.
- Providing employees with professional development opportunities and training.
- Addressing regulatory and District compliance issues to ensure equal opportunity employment and equitable treatment for all employees.

The HR department works within the context of the District's comprehensive policies and procedures to ensure that the District employs qualified personnel at all levels to support student learning programs and services and improve institutional effectiveness.

Integrity of Hiring Policies and Practices

The District's hiring policies and procedures, covered mainly in Section 4, Human Resources, of the Board Policy Manual (III.A.6), are developed through the participatory governance process, as described in Standard IV.A.1. In addition to specific human resources policies, Policies 3.27, Faculty Professional

Development (III.A.7), and 8.2.1, Non-Discrimination (III.A.8) ensure equal access, equal employment opportunity, equal treatment and fairness, staff development and training opportunities, fair compensation, accountability and transparency.

Hiring committees consist of a combination of administrators, faculty, classified staff, students and Board of Trustees members, as appropriate to the position or pool. Individuals selected for each committee fully understand how the position relates to the integrity of the program. For example:

- The majority of the members of a hiring committee for a full-time faculty position are discipline faculty, including the department chair.
- Departments that are seeking faculty to teach Distance Education courses review the Special Expertise statements in their Article 16 statements to ensure that this criteria is included in the minimum qualifications (III.A.9).

HR staff clearly communicate hiring policies and procedures to screening committees through face-to-face orientations, which are required for all committee members. HR staff further assist screening committees by overseeing the recruitment process and serving as a resource during the development of hiring criteria (III.A.10).

The institution relies on and respects the expertise and experience of each hiring committee to develop the qualifications appropriate to the position and the program. These criteria must be agreed upon by all participants and accepted by the manager of HR.

Ongoing Support and Evaluation

The College recognizes that the faculty and staff are its most valuable resource, and this is demonstrated by the extensive training opportunities that are offered to employees on a continuing basis. There are systematic evaluation processes in place for all personnel that are addressed in Policy 4.1, Statements of Purposes (III.A.11), and in collective bargaining contracts negotiated with employee unions (III.A.12, III.A.13). These processes are described further below in III.A.1.b.

SELF EVALUATION

The College meets the Standard. SRJC relies on its mission, values, and goals, its comprehensive employment policies and procedures, its PRPP, the expertise and experience of its HR staff and leadership, and the integrity of its hiring committees to ensure that it hires and supports highly qualified personnel appropriate for their respective programs. A long history of careful review and planning has resulted in employees who maintain the integrity of the college and contribute to its improvement.

III.A.1.a.

Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty play a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

DESCRIPTIVE SUMMARY

Because every position has an essential role within the mission, the College has a rigorous and systematic employment process, supporting the Strategic Plan goal to “foster student learning by providing excellent instructional programs” (III.A.2). The connection between positions, programs, and institutional goals must be demonstrated in the PRPP. This connection is further ensured through the position request process, where the President’s Cabinet, Faculty Staffing Committee, and/or College president refer to the mission and goals when they give recommendations or approval to fill faculty and staff positions.

Communications about Job Qualifications and Applications

The recruitment and hiring process are shown in Illustration III.A.1. Job descriptions and qualifications are communicated clearly, publicly, and through multiple sources to reach as many qualified candidates as possible. Recruitments for all categories of employment are advertised through the Employment Opportunities page on the HR website (III.A.14), and through local publications, education focused groups, specialized electronic mailing lists, diversity focused sources, and standard industry sources such as Craigslist and other sites recommended by JobElephant.com, the agency that handles recruitment advertising for the District (III.A.15). Targeted sources, used to create a more diverse applicant pool, are used on an as-needed basis with the cost being covered by the HR advertising budget and by a hiring department’s budget if necessary. College representatives attend The Registry job fair(s) sponsored by the Chancellor’s Office, as well as other job fairs if financially feasible (III.A.16).

The Strategic Plan goals and objectives, as well as the

College Initiatives and component goals prior to Fall 2014 (III.A.17), reflect ongoing efforts to raise awareness of cultural competencies in order to increase the diversity of the applicant pools for all job openings at the College. Outreach efforts continue towards this effort to promote inclusiveness in applicant pools. The College has an Equal Employment Opportunity Advisory Committee (EEOAC), which is finalizing an Equal Employment Opportunity Plan that will include recommendations for increasing outreach efforts to diversify the faculty and staff.

In August 2014, the College converted to an online employment applicant tracking system, powered by NEOGOV/Governmentjobs. This conversion was implemented in order to streamline processes and increase sustainability efforts by reducing paper application materials. Only online applications are now accepted, and the system offers automatic notifications to candidates as well as online review of application materials by committee members. Through the Employment Opportunities link on the HR homepage, applicants have the ability to download the job announcements and apply online (III.A.14).

Using the NEOGOV system, job postings are organized by type of position (management, classified staff, regular faculty, and adjunct faculty). Detailed descriptions accurately reflect position duties, responsibilities, and authority and include both minimum and preferred qualifications. Minimum qualifications are defined by the California State Chancellor’s Office for faculty and educational administrator positions (III.A.18) and may be augmented with specific qualifications of the program, such as for specific Public

Safety positions (III.A.19). The initial review of minimum qualifications is completed by the hiring committee for faculty and most management positions and verified by HR for classified and educational administrator positions. Equivalency decisions for management positions are determined by the appropriate supervising administrator, the Vice President of Human Resources and the College president (III.A.20). Where degrees are required, the HR Department verifies that degrees are obtained from accredited institutions.

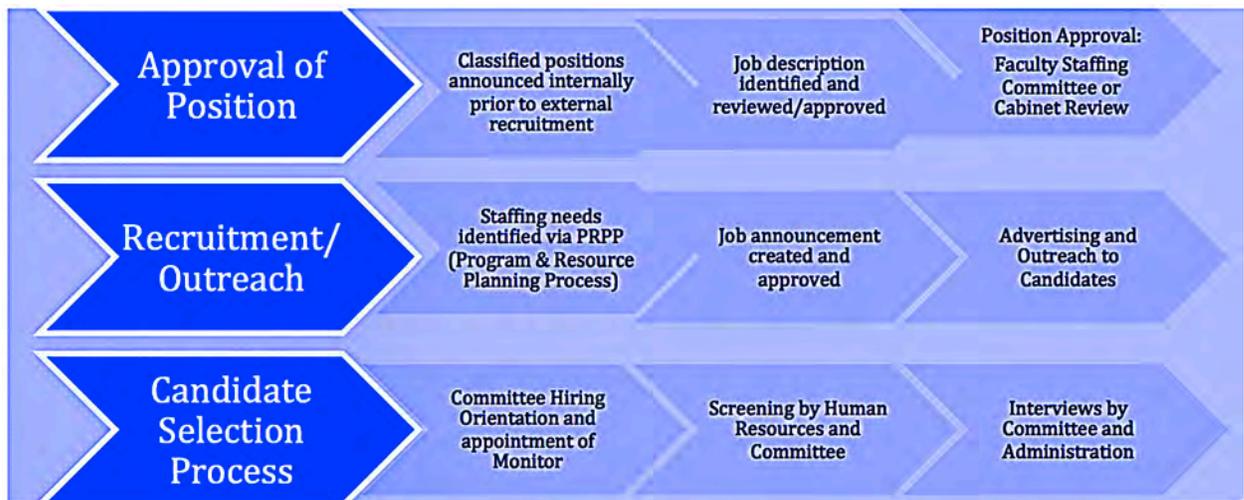
General Hiring Procedures

The initial hiring process for faculty, classified staff, and administrators is conducted by an appointed hiring committee, composed of representatives from all appropriate constituent groups, as described in III.A.1.

- Hiring committees for classified positions have a majority of classified representatives with a management team representative or department chair who serves as chair of the committee (III.A.21).
- Committee composition for management recruitments varies by the level of the position for which the committee is hiring (e.g., president, dean, director), but such committees require representation from all constituent groups (III.A.22).
- Hiring committees for faculty must include a majority of faculty members (III.A.23).

A representative from HR presents a comprehensive

**Illustration III.A.1
Overview of a Recruitment Process for Regular Positions**



mandatory orientation to the committee, coordinates the hiring process, conducts the recruitment, acts as a resource to the committee members, and serves as a liaison with the candidates.

HR provides hiring committees with standard forms to complete the screening of candidates' application materials (III.A.24). Candidates are selected for interview based on a numerical evaluation of application materials in relation to the criteria established by the hiring committee and based on the needs and goals of the program. Committee members evaluate applications individually, share and discuss their ratings, and recommend names of the highest rated candidates to HR to invite for interviews. To ensure fairness, HR suggests that committees seek a natural "break" between those candidates selected for interview and those who are not (III.A.10).

In preparation for interviews, HR and hiring committee chairs communicate to committee members effective types of questions and options for additional assessment tools for the interviews. These range from supplemental questions and submission of work samples (e.g., exams, syllabi) with the initial application to skills tests, inbox exercises, teaching demonstrations, and presentations during the interview itself. Such assessment exercises verify each candidate's job related skill level and ability to perform the functions of the position (III.A.25).

Criteria and Process for Selection of Faculty

While the hiring process for all positions share similar components, faculty, having the greatest responsibility for the academic program, undergo a particularly rigorous and standardized process. The Faculty Hiring Policy and

Procedure, 4.3.2 and 4.3.2P, provide detailed guidelines for all aspects of the hiring process, ensuring that faculty play a significant role in faculty selection (III.A.23). Faculty hiring committee membership must include no fewer than four faculty members, including faculty with discipline expertise (i.e., subject matter experts, and, as appropriate, those with Distance Education experience) and, if appropriate, faculty of a related discipline from outside of the department. Whenever possible, the policy recommends that the composition of the committee be diverse, including consideration of gender, ethnicity, age and background. A manager is required, as is a compliance officer or designee as a non-voting monitor. Additional members such as classified staff and/or a student may be invited as well.

Hiring committees carefully review the qualifications of each applicant. Consideration of candidates who do not meet minimum qualifications for a faculty position requires the candidate and the department chair to submit an equivalency application for review by the Academic Senate Equivalency Committee, which follows the guidelines in the College's Equivalency Procedures (III.A.26). The Equivalency Committee considers the overall qualifications of candidates including such criteria as degrees, certifications, experience, and eminence. Any recommendation for equivalency must be approved by the College president.

In terms of degree requirements, per the provisions of the All Faculty Association (AFA) contract, degrees that are conferred outside of the United States require degree evaluations from a recognized evaluation agency along with a letter from a University of California (UC) or California State University (CSU) verifying acceptance of the degree (III.A.27).

Effective teaching techniques, including those related to

**Illustration III.A.2
Degree Level of SRJC Full-time Faculty**

Current full-time faculty members are well qualified to significantly contribute to the institutional mission through a variety of professional abilities in addition to teaching.

| Type of Degree | Count of Highest Level Degree (full-time faculty only) |
|-----------------|--|
| Associates | 3 |
| Bachelors | 16 |
| Masters | 196 |
| Doctorate | 61 |
| Other Education | 3 |
| TOTAL | 279* |

**These numbers do not reflect temporary contracts, interim managers or pro-rata faculty.*

Distance Education, are defined and evaluated by the hiring committee and determined through several means. Initially, applications are screened using teaching experience and skills specific to the discipline and/or method of delivery as a main factor. During the interview process, many hiring committees for faculty require teaching demonstrations, the submission of teaching instruments, or sharing of instructional web pages. In some instances, actual students have been invited to participate as the “class” for a teaching demonstration and may even be asked for input about the candidate.

To assess candidates’ potential in contributing to the College’s mission, hiring committees review applicants’ recognition for excellence, scholarship (see Illustration III.A.2), and innovation, especially in areas such as student success, in sustainability efforts, pursuit of research or grants, and publications.

The top candidates are recommended, unranked, as semi-finalists to the Vice President of Academic Affairs and, when appropriate to the position, the Vice President of the Petaluma Campus and/or Vice President of Student Services, who get feedback from committee members regarding each candidate before conducting their own interviews and reference checks. Generally, the vice president(s) forward only one candidate to the College president for a final interview and, if appropriate, a recommendation to the Board to hire.

The quality and appropriateness of the newly hired faculty result from the combination of three main factors: a thorough, collegial, systematic hiring process; knowledgeable, well trained committee members; and final interviews by experienced, well informed administrators. The quality of SRJC’s faculty is reflected in the high percentage who achieve tenure after the rigorous, four-year tenure review process.

SELF EVALUATION

The College meets the Standard. The process of recruitment, screening and selection of applicants for all job categories is clearly outlined, consistent, carefully organized and well communicated. The hiring process for all employee groups complies with District policies and procedures, relevant laws, and the District’s goals and policies on equal employment opportunity. Moreover, faculty play a significant role in the selection of new faculty, based on a policy requiring a greater number of faculty than other college constituents to serve on the hiring committees for faculty positions.

III.A.1.b.

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

DESCRIPTIVE SUMMARY

Evaluation of Faculty and Staff

The College has written processes and procedures in place to systematically evaluate all categories of employees at stated intervals. Faculty, classified staff, and management evaluations follow clearly articulated processes defined by collective bargaining agreements and Board policies and procedures (III.A.12, 13, 28). To summarize, the goals of evaluation are to:

- Ensure that all employees are performing at satisfactory levels or above.
- Provide employees with the opportunities to improve their performance.
- Allow employees to receive direct constructive and often positive feedback from their supervisors.

Evaluation procedures and forms are developed through dialogue between management and employee unions. Criteria reflect careful consideration of the expectations of the position and undergo revision as needed. For instance, the faculty evaluation process, observation form, and final report form were significantly revised in 2011 to streamline the observation portion and to include responsibilities outside the classroom (III.A.29). After faculty feedback the form was finalized in 2013 (III.A.13). Also, a revised student evaluation form and a set of guidelines for evaluating instructors of Distance Education courses were approved by the District Tenure Review Committee and the Vice President of Academic Affairs in 2012 (III.A.30).

All employee evaluation processes referred to above have provisions for cases where an employee’s performance needs improvement and requires follow-up. The process includes a plan for remediation with the expected outcomes, timelines for review of progress, and consequences if, despite assistance from the supervisor, expectations are not met.

Illustration III.A.3
Completion Rates for Evaluations for Regular Faculty, Classified Staff, Management and Adjunct Faculty for the years 2010 – 2014.

Evaluation Completion Rates

| Year | Total | Not Received | Percent Completed |
|------------------------|-------|--------------|-------------------|
| Regular Faculty | | | |
| 2013/2014 | 113 | 3 | 97.35% |
| 2012/2013 | 120 | 2 | 98.33% |
| 2011/2012 | 130 | 4 | 96.92% |
| 2010/2011 | 106 | 2 | 98.10% |
| Classified | | | |
| 2013/2014 | 340 | 24 | 92.94% |
| 2012/2013 | 358 | 21 | 99.94% |
| 2011/2012 | 159* | 5 | 99.97% |
| 2010/2011 | 324 | 2 | 99.99% |
| Management | | | |
| 2013/2014 | 82 | 0 | 100.0% |
| 2012/2013 | 67 | 0 | 100.0% |
| 2011/2012 | 59 | 1 | 99.98% |
| 2010/2011 | 50 | 0 | 100.0% |
| Adjunct Faculty | | | |
| Spring 2014 | 272 | 67 | 75.37% |
| Fall 2013 | 258 | 71 | 72.48% |
| Spring 2013 | 212 | 80 | 62.30% |
| Fall 2012 | 183 | 61 | 66.70% |
| Spring 2012 | 249 | 71 | 71.50% |
| Fall 2011 | 264 | 51 | 80.60% |
| Spring 2011 | 251 | 60 | 76.10% |
| Fall 2010 | 172 | 40 | 76.70% |

**In 2011/2012 the College transitioned from classified evaluations being completed in March/April to completion on the employee's anniversary date (beginning in January 2012); therefore, there were no evaluations submitted from July through December of 2011.*

The College has tracking systems through HR and the offices of the deans responsible for faculty evaluations and maintains communications with classified staff, faculty, and supervising administrators to ensure that evaluations are completed in a timely manner. The College's completion rates for evaluations are especially high for all regular faculty, management and classified staff (see Illustration III.A.3). The lower rate of completion for adjunct faculty is related to the higher number of adjunct faculty and the fewer number of tenured faculty who are qualified contractually to conduct evaluations. This issue is currently being addressed by administration and faculty, and strategies such as using volunteer tenured faculty from other disciplines to conduct classroom observations of adjunct faculty were implemented in 2014 (III.A.31).

Overall, the evaluation process effectively maintains a high level of performance among personnel. Most departments, including those with newly hired faculty and staff, have submitted satisfactory evaluations, and evaluations requiring follow-up are relatively few.

SELF EVALUATION

The College meets the Standard. Clearly defined written evaluation process is in place for all employees. The evaluation processes, developed and evaluated by the District and employee unions, assess the effectiveness of personnel, including DE instructors, and encourage growth and improvement in performance.

III.A.1.c.

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

DESCRIPTIVE SUMMARY

Student learning outcomes (SLOs) are statements about the knowledge, skills, and abilities that students are expected to gain through college courses, programs, services, and their overall experience at SRJC (III.A.32). The College acknowledges the important role of faculty, staff, and managers in relation to students' achievement of SLOs and includes this relationship as a component of regular faculty, classified staff, and management evaluations.

SLOs as a Component of Regular Faculty Evaluations

Within the evaluation process for regular faculty, instructors demonstrate their involvement in the assessment of student learning in three ways.

- As part of their required District and Department Service, faculty participate in the assessment of student learning outcomes (III.A.33). Their participation is represented by the SLO assessment reports posted in the Project LEARN SLO Assessment SharePoint site. This expectation applies to DE instructors as well.
- The written self-assessment component of each faculty member's evaluation portfolio, whether they teach face-to-face or online classes, must include "reflection on any student learning outcomes assessments in which the evaluatee has participated over the three-year evaluation period" (III.A.34).
- The Instructional Observation Report used for classroom teaching evaluation lists nine criteria, including "Organized course, syllabus and presentation to correspond to the most current Title 5 course outline" (III.A.35). Also, syllabi are required at minimum to include a link to the Course Outline of Record (COR), which states course SLOs, or, as recommended by District Policy, state the SLOs directly in the document (III.A.36). This makes the connection between the course SLOs and the expectations for achievement. For DE instructors, the same expectations for course organization, syllabi, and online organization apply.

SLOs as a Component of Adjunct Faculty Evaluations

Adjunct faculty are evaluated once within the first two semesters in which they have a paid assignment (not including substituting for another instructor), and then every six semesters thereafter. Adjunct faculty are evaluated through the same classroom observation criteria as regular faculty, and are therefore accountable for designing the syllabus and organizing the course in accordance with the COR, which states course SLOs and the methods of evaluation utilized in that course.

At this time, while many adjunct faculty do participate in SLO assessment, they are not evaluated on this factor. The District and All Faculty Association (AFA, the faculty union) remain in dialogue about a requirement for a Self Assessment component that addresses participation in SLO assessment.

SLOs as a Component of Management Evaluations

The annual evaluation form for managers has two areas that ask evaluatees to comment on their relationship to student learning and achievement (III.A.37).

- The first is a performance factor regarding the manager's ability to fulfill the mission of the College, which is to promote learning, with emphasis on transfer, CTE, and Basic Skills programs. While all managers are rated on their contribution to student learning in the broad sense, this factor is particularly meaningful for those educational administrators who have a more direct role in student progress towards achieving learning outcomes.
- The second is a question intended for educational administrators: For Managers who are directly responsible for or directly support student learning: Identify how you have used the results of the assessment of learning outcomes to improve teaching and learning." Managers for whom this question applies are expected to respond in their evaluation.

SLOs as a Component of Classified Staff Evaluations

The College has approximately 450 classified staff who are evaluated annually using a standard Classified Evaluation Form developed between the District and SEIU, Local 1021, the exclusive representative of classified staff who work at the College (III.A.38).

- In this form, a section titled "Effective Working Relationships" includes a performance factor wherein staff are rated on their ability to "work cooperatively with students, co-workers, and the general public." This category is particularly applicable to instructional assistants, tutors, and learning facilitators.

- Classified staff are also rated in their ability to “demonstrate knowledge of District policies and procedures applicable to (their) job.” Similar to managers, the classified staff are expected to adhere to the College’s mission, particularly in support of student learning.
- Finally, the evaluation form includes a performance factor for Classified Staff who are directly responsible for or directly support student learning: *Identify how the employee has used the results of the assessment of learning outcomes to improve teaching and learning.* This allows the evaluator to provide feedback to instructional assistants and tutors regarding the effectiveness of their support for students’ achievement of SLOs specific to their area.

The College has supported the development of student learning outcomes by adopting a Resolution with the Academic Senate (III.A.39) and by encouraging faculty and staff in all departments to focus on SLO assessment. Standards II.A, II.B, and II.C describe faculty and staff involvement in SLO assessment and how results are used for departmental, program, and institutional discussion towards the improvement of learning.

SELF-EVALUATION

The College meets the Standard for regular faculty, management, and classified employees. Formal evaluation forms and processes address the employee’s effectiveness in producing learning outcomes. This includes full-time instructors who teach online.

The District and AFA are currently in discussion regarding a formal means of representing adjunct faculty involvement in the achievement of learning outcomes.

See Actionable Improvement Plan at the conclusion of Standard III.A.

III.A.1.d.

The institution upholds a written code of professional ethics for all its personnel.

DESCRIPTIVE SUMMARY

SRJC has a long tradition of upholding the highest standards of professional ethics for all individuals involved with the College, including faculty, administrators, classified staff, members of the Board of Trustees, and students. Besides the written policies listed below, the new mission and value statements refer to professional and personal ethics (italicized for emphasis here):

- Mission:** SRJC passionately cultivates learning through the creative, intellectual, physical, social, emotional, aesthetic, and *ethical* development of our diverse community.
- Values:** We value academic excellence that includes academic freedom balanced with academic responsibility, integrity, and *ethical* behavior.

These statements, collaboratively developed across all college personnel and students, reflect a community committed to upholding ethical behavior among all its members.

Board of Trustees

The Board created and adopted Policy 0.22, Code of Ethics for Board of Trustees, in 1995 (III.A.40). It has been reviewed and revised approximately every five years, most recently in 2012. In summary, the policy states that Board members will perform duties in accordance with their oath of office and commitment to serving the educational needs of the citizens of the College. Their primary responsibility is to provide an educational and employment environment in which no person is denied access or is unlawfully subject to discrimination or harassment. The Board’s specific responsibilities in relation to these general premises are listed within the policy.

The Board also abides by its Conflict of Interest Code, Policy 0.25 (III.A.41). The Board has a longstanding history of ethical behavior and integrity among its members with no breaches of either code.

Management

Professional ethics for managers are included in Board Policy 2.2, Management Guidelines and Procedures (III.A.42), which identifies 14 examples of exemplary ethical behavior to which managers are held accountable.

Faculty

In 2003, the Academic Senate approved a document titled Faculty Professional Ethics Statement and Procedures. The Senate also has a standing Professional Ethics Committee that studies issues referred to it by the Senate, recommends policies to the Senate on matters pertaining to ethical standards, and responds to colleagues when requested to resolve professional and ethical conflicts between faculty members. In 2009, the Academic Senate Ethics Code was adopted as Board Policy 2.6.2 (III.A.43), and in April 2014, substantive revisions to this policy were approved. The Academic Senate Professional Ethics Code is developed solely by the faculty in association with current Education Code, Title 5, and the recommendations of professional associations such as the American Association of University Professors (AAUP). As with all District policies and Academic Senate statements, these expectations for ethical behavior apply to instructors of DE courses as well.

Classified Staff

The Classified Senate has adopted the Professional Classified Employees Code of Ethics (III.A.44). This document states in its preamble that “Classified employees of the Sonoma County Junior College District shall adhere to the highest ethical standards. They shall exercise judgments that are fair, consistent, and equitable. They shall do everything they can to strive for excellence in education and to achieve the stated Mission of the College.”

Students

Policy and Procedure 3.11 and 3.11P, Academic Integrity, is published in the College Catalog and Schedule of Classes (III.A.45). The policy and procedures delineate the expected ethical behavior and responsibilities of students and faculty in the context of the college instructional setting and includes a recommendation that statements to this effect be included in course syllabi (III.A.38). This policy addresses issues of cheating, plagiarism, collusion and other academic misconduct.

The College publishes the Student Standards of Conduct (III.A.46) on the College website, in the Schedule of Classes, and in the College Catalog. These standards begin with the expectation that students will act “in a manner that reflects their awareness of common standards of decency and the rights of others,” and lists a number of behaviors that can trigger disciplinary action.

SELF EVALUATION

The College meets the Standard. The collaboratively created formal documents identified above demonstrate that the College upholds and expects the highest standards of professional ethics from the Board of Trustees, to all employees, and students in the learning and the working environment.

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III.A.2.

The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purposes.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College maintains a sufficient number of qualified full-time faculty, classified staff, and administrators to provide the necessary support to meet the institution’s mission and purposes. The Program and Resource Planning Process (PRPP) has greatly enhanced the College’s ability to assess and quantify staffing priorities. In Section 2 of the PRPP, each department is required to review their program’s effectiveness, efficiency, and staffing ratios to indicate the degree to which the department has the level of staffing to support the institution (III.A.47). This thoughtful look at current faculty, staff, and administration ratios, as well as a review of all vacant positions, ensures that the College is using its resources effectively. Through the PRPP, each department or unit prioritizes its needs for faculty and non-faculty positions. Staffing requests are then split into two processes: one for faculty and the other for classified staff and administrators. Both are submitted to and reviewed by the supervising administrator and vice presidents, as outlined below.

Faculty Staffing Process

As detailed in III.A.1.a, the College employs faculty who are qualified with appropriate education, training and experience to support student learning outcomes. Given state budgetary restrictions, determining what number of qualified full-time faculty is “sufficient” presents an annual challenge, and the College uses several criteria for determining how many full-time faculty are needed and financially feasible. At the forefront of the decision is the Faculty Obligation Number (FON), as determined by the Chancellor’s Office’s formula requiring 75% of instructional hours to be covered by full-time faculty (III.A.48).

The College also considers essential program needs. For instance, in the face of massive state budget cuts in 2009/2010, the College hired only one full-time faculty member in the Health Sciences to comply with state program requirements. In recent years, as many of the “baby-boomers” have been retiring, the College has defined “sufficient” as enough full-time faculty to maintain the status quo. Sometimes, in departments such as Math and English that are particularly impacted by increasing numbers of students, the District has added an extra position to provide greater stability to the program.

In several venues, especially the Academic Senate, faculty have requested increased hiring of full-time faculty because replacing full-time faculty with adjunct faculty, while less costly in the short term, destabilizes departments since there are fewer faculty to conduct evaluations, create curriculum, lead assessment work on SLOs, and participate in shared governance (III.A.49). While aware of these issues, both the former and current College president have been mindful of budget restrictions and have kept the number of new positions close to the FON.

The College uses a well-organized faculty staffing process, outlined in Illustration III.A.4, to select which departments are granted the new positions; it does not automatically replace retirees. The Faculty Staffing Committee (FSC), one of the President’s Advisory Committees, oversees the process for requesting full-time faculty (III.A.50). In an effort to better represent the faculty perspective, the committee revised the guidelines for its composition in 2013/2014 by appointing a faculty co-chair and adding another faculty representative. The Committee also updated the request process with specific guidelines for requests in order to assist department chairs, deans, and the Faculty Staffing Committee in making the best possible recommendations (III.A.51).

The process begins with department chairs requesting new faculty and justifying the need through program information and data in their PRPPs and faculty staffing narratives. It is at this level that a department would discuss needs for faculty to teach DE courses. Cluster chairs and their deans meet to prioritize their cluster’s requests, which the supervising administrator then submits to the FSC. The committee then deliberates over the requests in light of the Faculty Staffing Guiding Principles:

- Support of College Initiatives or Goals
- Program growth/enrollment, including DE
- Full-time/part-time faculty ratios
- Availability of qualified adjunct instructors
- Advisory committee recommendations for Career and Technical Education (CTE) departments
- Legal mandates from accrediting/licensing agencies

Committee recommendations are ranked and submitted for consideration and approval to the Vice President of Academic Affairs (VPAA) and the College president. The positions recommended for hiring are distributed to the college community by the VPAA. This usually occurs in the late fall of each year so that HR and the hiring departments can convene as soon as possible to conduct extensive outreach efforts to fill available positions (III.A.52).

Sufficient Number of Qualified Faculty

Full-time faculty are added judiciously, using the prioritized needs generated through the PRPP process. Illustration III.A.5 shows the College’s effort towards filling replacement positions in order to make progress towards the goal of restoring the number of full-time faculty.

The College requires each academic department to ensure that it has enough adjunct faculty in their pool to offer the number of scheduled classes each term. To maintain pools, departments are required to open their adjunct pools and conduct interviews every fall so that an adequate number of qualified instructors are available, especially for emergency situations when other instructors have taken on other assignments, relocated, or are on medical leave (III.A.53). Currently the College employs 281 regular faculty and 1,193 adjunct faculty.

Staffing for Classified Staff and Administrators

The College assesses its classified staffing levels annually through the PRPP with each department evaluating current staffing ratios, program effectiveness, and whether there are sufficient qualified personnel with the appropriate education, training, and experience to support student learning outcomes and the College’s mission.

In terms of classified staffing, the College is still recovering from the “re-engineering” process that occurred in 2010 in response to drastic budget cuts. This process, involving administration and SEIU representatives, reduced and combined percentages of classified staff time and eliminated most short-term, non-continuing (STNC) employees (III.A.54). Since then, many departments routinely list a need for

Illustration III.A.5 Positive Trend in Full-time Faculty Hiring

| Year (as of 8/31 of each year) | Full-time Faculty Hired | Total FT |
|---------------------------------------|--------------------------------|-----------------|
| 2010 | 1 | 292 |
| 2011 | 10 | 281 |
| 2012 | 23 | 279 |
| 2013 | 22 | 274 |
| 2014 | 23 | 281 |

more classified support staff in their PRPPs. Given that the College still faces financial limitations (see Standard III.D), most approved positions are replacements for staff who have retired or resigned. Few new classified or management positions have been initiated or expanded, except for positions supported by grants.

All requests for non-instructional positions (classified and management, including those related to Distance Education) undergo a thorough review process, as shown in Illustration III.A.6. New or replacement positions are initiated with a personnel requisition through the NEOGOV system (III.A.55). The request is closely linked to information from the department level PRPP, including the position's relevance to meeting College goals. These requests are prioritized first by the supervising administrators of their respective areas,

and then within each vice president's component area. In both the Academic Affairs Council (AAC) and Student Service Council (SSC), the positions are reviewed by the entire council and ranked using the same guiding principles as those used by the President's Cabinet, which makes the final decisions (III.A.56).

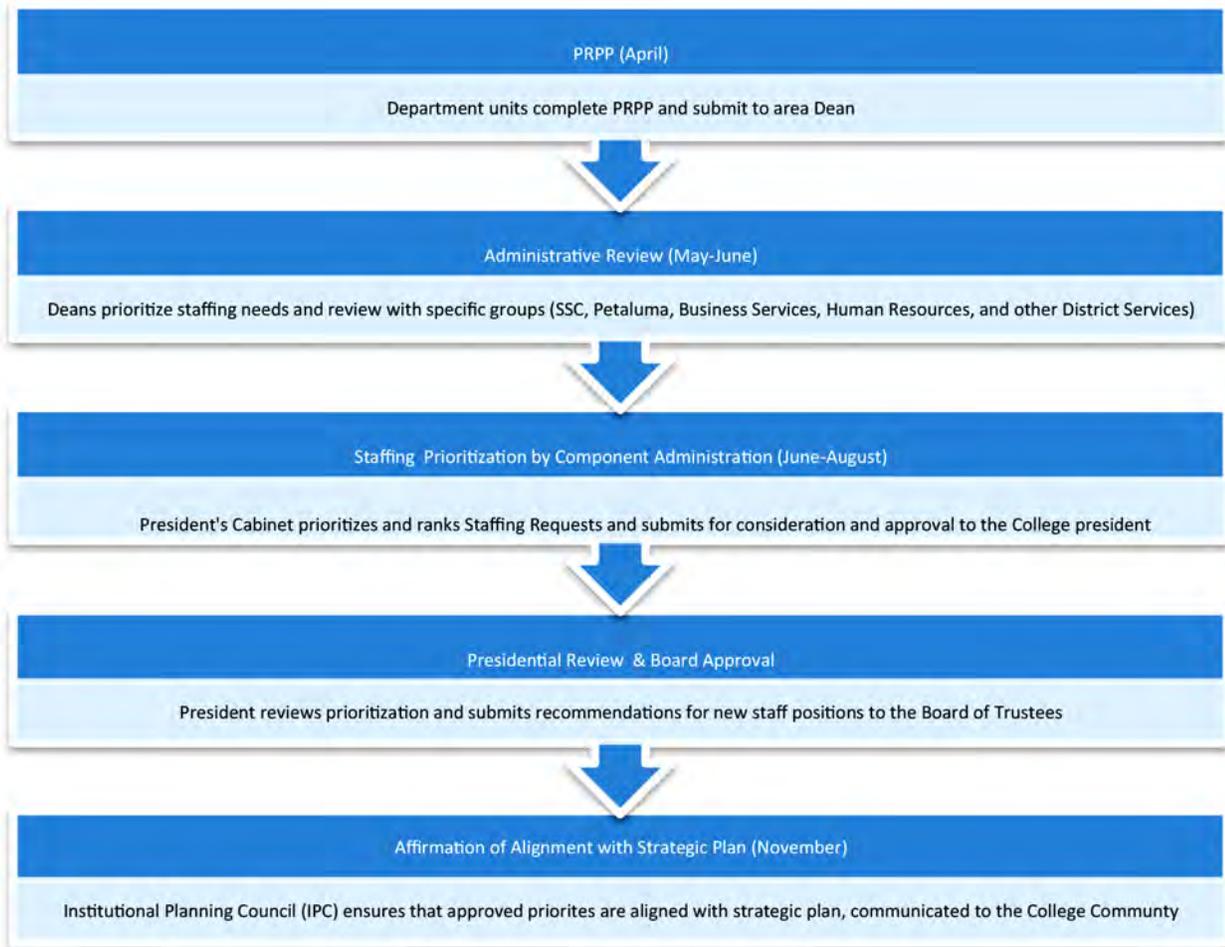
SELF EVALUATION

The College meets the Standard. Even with budget restrictions, the College continually strives to meet its staffing needs by hiring a sufficient number of qualified faculty, classified staff and administrators. The College uses systematic and collaborative processes and considers external factors, its budget, program requirements, and the Strategic Plan in prioritizing new and replacement positions.

Illustration III.A.4 SRJC Annual Faculty Staffing Request Process



Illustration III.A.6 SRJC Annual Non-Faculty Staffing Request Process



III.A.3

The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.

DESCRIPTIVE SUMMARY

The development and ongoing review of College policies and procedures is coordinated by the College's shared governance group, College Council (CC). Policies and procedures in Section 4, Human Resources, of the District Policy Manual are regularly reviewed and revised as needed according to the procedures described in Standard IV.A.

Availability of Policies and Procedures

The College relies on District policies to ensure that employees are treated consistently and in accordance with all state and federal laws and regulations (III.A.6). The District Policy Manual is available online through a direct link on the HR website (III.A.57) as well as the District Governance link under the Administrative menu on the SRJC homepage. These policies are introduced during the new employee orientation process for all regular employees and adjunct faculty, and new employees sign a form acknowledging that they have been informed of the College's policies and procedures and that they will read and follow them. This form, kept in each personnel file, documents every employee's awareness of the College's policies and procedures.

Equitably Administered Policies and Procedures

The HR department is responsible for enforcing all policies and procedures related to hiring and employment, including topics such as the commitment to equal employment opportunity (EEO), unlawful discrimination, sexual harassment, workplace violence, and the employee injury prevention program. HR ensures that applicants for jobs and employees are treated consistently and equitably. The number of EEOC charges, complaints, or employee-initiated lawsuits against the College has been minimal over the past several years, which confirms that these policies and procedures result in the fair treatment of candidates and employees.

Personnel policies and procedures are intended to result in the fair treatment of all personnel. In the event that an employee or candidate feels that an unfair or inappropriate action has occurred, the Vice President of HR is responsible to advise, investigate, resolve conflicts, and ensure fairness in areas of hiring, discipline, and resolution of complaints and grievances (III.A.58).

As described in III.A.1.a., regular faculty and management hiring committees must include a compliance officer—either an HR representative or a trained administrator—to monitor and guarantee that all steps of the hiring process, including the interview, are consistent, equitable and fair. The inclusion of a monitor is optional for classified staff and adjunct faculty hiring. (III.A.10).

SELF EVALUATION

The College meets the Standard. Current policies exist and are easily accessible to all employees. These policies and procedures are regularly reviewed, applied consistently and fairly, monitored by HR and, should concerns arise, adjudicated by the Vice President of Human Resources. The clarity and accessibility, and application of the policies and procedures have resulted in very few complaints over the years.

III.A.3.a

The institution establishes and adheres to written policies ensuring fairness in all employment procedures.

DESCRIPTIVE SUMMARY

The College adheres to written policies in the District Policy Manual to ensure fairness in all employment procedures. The HR department is currently finalizing the review process for all relevant policies and procedures, mostly in Section 4, with the revised procedures being vetted to the appropriate shared governance groups. Out of 90 policies and procedures under review, nearly 95% have been finalized. The review process for the remaining procedures will be completed by Spring 2015, concluding with approval and adoption by the Board of Trustees.

Hiring. Procedures for hiring faculty, adjunct faculty, management, and classified staff (III.A.21, 22, 23), are communicated to all hiring committees at an initial orientation meeting that emphasizes confidentiality, fairness, and inclusion. This information is posted on the HR website under "District Information." Equal Employment Opportunity (EEO) guidelines and federal and state laws prohibiting discrimination are also carefully followed. The presence of an EEO monitor on hiring committees ensures that all policies are adhered to in the process.

Non-discrimination. The College has a non-discrimination policy to ensure that discrimination is not a factor in decisions relating to admission, access, treatment and employment of students in College programs and activities, including student employment (III.A.59). Statements on non-discrimination policies apply to employees as well. Employee contracts (see below) also include statements on non-discrimination.

ADA/Accessibility. Since the incorporation of the District Compliance function into the component of Human Resources in 2010, the HR website now includes information for District Compliance and ADA/Accessibility issues, including related policies and procedures (III.A.60).

Equivalency. Among the policies reviewed and revised was the Faculty Equivalency Procedures (III.A.26). The new version clarifies the role of the Academic Senate Equivalency Committee and the College president in making equivalency determinations and provides a more detailed description of the equivalency review process and timelines. There are also more specific guidelines for determining equivalencies for vocational and instructional disciplines (III.A.61).

Contracts. Fairness in employment procedures is also supported by agreements with the collective bargaining units for three employee groups: Service Employees International Union (SEIU) Local 1021, for classified staff; the All Faculty Association (AFA) for faculty; and the California Federation of Teachers (CFT) for noncredit programs and services faculty (III.A.62, 63, 64). These agreements include procedures for employment practices and working conditions and are available online through the HR website under District Information and in printed form. Contracts are provided to new employees during their orientation. The rights of the Management Team are supported by the Management Team Liaison group (III.A.65).

Complaints and Grievances. The College also has a well-defined and publicized process for submitting complaints or grievances related to employment or hiring. These procedures are listed through links on the websites for each of the unions, on the HR website on the District Compliance page, and in Policy 4.14 (III.A.66).

SELF EVALUATION

The College meets the Standard. The College adheres to written policies in the District Policy Manual and in employee union agreements and contracts. These policies are regularly reviewed and consistently applied. The College communicates processes for submitting complaints or grievances related to employment or hiring. The Vice President of Human Resources is responsible for accepting, reviewing, and resolving such complaints. The College has a strong record of fair employment practices.

III.A.3.b.

The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

DESCRIPTIVE SUMMARY

Personnel records, including personnel files, Notice of Absence (NOA) forms, and other confidential personnel records are maintained in a securely locked room in the HR Department on the Santa Rosa Campus. Access to employment files is overseen by HR Department staff. Employees of the department enter the building with a standard key and pin code entry system. The building is alarmed during non-work hours, with the alarm monitored by District Police.

The collective bargaining agreements for all employees include procedures for maintenance of personnel records and access to these records, ensuring that security and confidentiality of records is maintained. (III.A.7, 8)

SELF EVALUATION

The College meets the Standard. Clear procedures and conscientious practices are in place to ensure the security and confidentiality of personnel records through strictly limiting access to personnel files. Employees have access to their personnel file in accordance with the provisions of their collective bargaining agreement and Education Code.

III.A.4.

The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College demonstrates a commitment to promoting diversity and acknowledging the significant role played by employees of diverse backgrounds. This commitment is affirmed by statements within the collaboratively developed Strategic Plan, as shown in Illustration III.A.7. In addition to these institutional statements, support for diversity is reflected in a number of Board policies and procedures. For instance, Policy 2.5P, Governance and Committee System, opens with:

The Sonoma County Junior College District recognizes the importance of broad inclusion of perspectives on district committees. Every effort will be made to reflect this commitment to diversity in committee membership varied by race and ethnicity, gender, disability status, belief, age, nationality, cultural background, life experiences, and other enriching characteristics. The responsibility for promoting broad inclusion is shared by all segments of the District community (III.A.67).

One way the College demonstrates its commitment to diversity is through its hiring process. Job announcements for recruitments, employment applications, and requirements for screening and interviewing criteria used to hire faculty, management, and classified staff reflect the College's respect for diversity. For instance, as a requirement on the employment application for all positions, applicants are required to address their "sensitivity to, and respect for, the diverse academic, socioeconomic, cultural, disability and ethnic backgrounds of community college students, faculty, and staff" (III.A.68). Screening committees award points to those applicants who demonstrate the highest levels of understanding of and experience with people from a variety of backgrounds and cultures.

The College's efforts to promote diversity within the workplace have been successful, as shown in Illustration III.A.8 (III.A.69, 70).

SELF EVALUATION

The College meets the Standard. Institutional statements, policies, and procedures in hiring reflect an understanding and concern for diversity. The College has recently reaffirmed this commitment through its vision, mission, values, and goals, all of which assert an appreciation of diversity and multi-cultural perspectives. Employee surveys show a positive trend in employee perception of the College's active pursuit of a diverse and equitable culture.

**Illustration III.A.7
Institutional Statements on Diversity**

During its 2012-2014 Strategic Planning Process, the SRJC community collaboratively developed its vision, mission, and values statements, along with the goals to support them. Diversity among all members of the College was a consistent theme.

Vision

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

Mission

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

- *We 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.*

Values: We value Diversity that supports:

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

Goal F: Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.

- Objective: Foster an environment focused on collegiality and mutual respect in regards to cultural and individual perspectives.

**Illustration III.A.8
Employee Trends Related to Diversity**

Statement in Employee Surveys (Survey was sent out college wide; response was voluntary.)

| AGREE OR STRONGLY AGREE | 2007 | 2013 |
|---|-------------|-------------|
| SRJC regularly assesses employment equity and diversity, consistent with its mission. | 45% | 61% |
| SRJC advocates for and demonstrates integrity in the treatment of all employees. | 68% | 76% |
| SRJC provides programs and practices that support its diverse personnel. | 62% | 70% |

III.A.4.a.

The institution creates and maintains appropriate programs, practices, and services that support its diverse personnel.

DESCRIPTIVE SUMMARY

The College provides a variety of resources, programs, and services to support its diverse employees, as shown in Illustration III.A.9. In addition, a wide range of Staff Development flex activities, including online sessions and DE related topics, are offered throughout each semester. Recent examples include workshops and trainings on Cultural Competency, Cultivating Respectful and Civil Conversations, Online Library Resources, and Preventing Sexual Harassment trainings, as well as those listed in Illustration III.A.10 (III.A.71).

SELF EVALUATION

The College meets the Standard. Appropriate programs, trainings and services are provided throughout the academic year to support its diverse personnel.

Illustration III.A.9 Examples of SRJC's Support for Diversity

- The Equal Employment Opportunity Advisory Committee (EEOAC) was established to advise the Vice President of Human Resources in non-discriminatory hiring practices. This committee is currently in the final stages of implementing an EEO Plan as required under Title 5, section 53003. See III.A.3.a.
- Every year the English Department chooses a Work of Literary Merit (WOLM) that is taught across multiple sections and promoted throughout the College through related activities such as guest speakers, related film or art, and class lectures and discussions, which are offered for flex credit for faculty. Books selected focus on issues related to diversity and a range of cultural perspectives. In 2014, *Passing* by Nella Larsen was chosen for this recognition, allowing all members of the college community to consider and discuss race and gender issues. (III.A.72)
- The SRJC Foundation annually provides Randolph Newman Cultural Enrichment Grants to support and sponsor cultural enrichment activities that benefit the general college community. Activities have included Cuban Film and Music Night, Basketry Traditions of Eritrea, Honoring Culturally Diverse Women, Sol Flamenco Dance Troupe, and many more. (III.A.73)
- SRJC celebrates Black History Month annually with various events and activities for the campus community. This has included panel discussions, films, and guest speakers. In February 2012, former mayor and Speaker of the California State Assembly Willie Brown visited the College by invitation of the College president and spoke to more than 450 community members, including many employees and students (III.A.74).
- This past year SRJC was recognized for a Disability Awareness award by Sonoma County Mayors' Committee on Employment of People with Disabilities (III.A.75).

III.A.4.b.

The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

DESCRIPTIVE SUMMARY

At least annually, and upon request, the College assesses its record regarding employment equity and diversity to ensure consistency with its mission. The College submits various reports to the California Community College Chancellor's Office, including the Equal Employment Opportunity (EEO) Plan, the Faculty and Staff Diversity Report, and the Integrated Postsecondary Education Data System (IPEDS) report wherein demographic data of the College's employees are reported and reviewed (III.A.76, 77). Illustration III.A.11 gives a breakdown of the ethnic make-up of SRJC employees.

While the College has established hiring procedures for selecting highly qualified faculty and staff who are responsive to the needs of diverse students, the diversity of the SRJC faculty and staff does not yet match the demographics of the students or the community.

For example, according to the Office of Institutional Research, in spring 2014, Latino/as constitute almost 31% of SRJC's student body, with Asians and African Americans constituting

4% and 2% respectively. In contrast, the faculty and staff who identify as Latino/a are 7%, and the percentage of faculty and staff who identify as Asians and African Americans are 3.3% and 3.4%, respectively (III.A.78). However, the percentage of employees who reported themselves as non-white in 2009 was 15.96%, while in 2013 the percentage of employees who reported themselves as non-white was 17.13%, representing a positive trend over the past four years.

In keeping with its mission and goals, the College was designated as a Hispanic Serving Institution (HSI) in 2014 (III.A.79). The College received a \$2.6 million Federal Title V grant, which will enhance efforts towards appropriately diverse staffing to serve Latino/a students.

SELF EVALUATION

The College meets the Standard. The College regularly assesses its record in employment equity and diversity and is well aware of its goals to diversify its employee population. An analysis of the data recording the number of actual employees hired during the past five years does reflect a minimal increase in the percentage of the employees who identify themselves as "non-white," and the College continues to apply procedures and practices to support this trend.

Illustration III.A.10 Screen Shot from Staff Resource Center Menu of Activities, Fall 2014



Illustration III.A.11 SRJC Employee Ethnicity Data

The table below illustrates the self-reported ethnicity of SRJC employees from the years 2009-2013 and includes classified staff, management, regular and adjunct faculty, student employees, and short-term non-continuing (STNC) employees.

| ETHNIC CATEGORY | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------------------------|--------------|--------------|--------------|--------------|--------------|
| Asian, Combined | 93 | 82 | 88 | 96 | 111 |
| African American/Black (B) | 98 | 103 | 104 | 102 | 113 |
| Filipino (F) | 33 | 26 | 30 | 24 | 25 |
| Hispanic (H) | 258 | 238 | 218 | 211 | 241 |
| American Indian/Alaskan (N) | 40 | 33 | 32 | 28 | 33 |
| Pacific Islanders, Combined | 11 | 17 | 11 | 12 | 13 |
| Other Non-white (O) | 31 | 49 | 40 | 28 | 26 |
| White (W) | 2581 | 2508 | 2377 | 2266 | 2366 |
| Unknown/Decline to State * | 389 | 357 | 354 | 352 | 352 |
| % Unknown/Decline to State * | 11.01 | 10.46 | 10.88 | 11.29 | 10.73 |
| % Non-white | 15.96 | 16.06 | 16.07 | 16.06 | 17.13 |
| Total Non-white Employees | 564 | 548 | 523 | 501 | 562 |
| Total Employees | 3534 | 3413 | 3254 | 3119 | 3280 |

* These totals could affect the actual number of non-white employees

III.A.4.c.

The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

DESCRIPTIVE SUMMARY

The College maintains and follows policies regarding the equal treatment of all personnel and of students (listed in Illustration III.A.12). Board Policy 8.2.1 (III.A.8) states that the College “does not discriminate on the basis of race, religious creed, color, national origin, ancestry, ethnic group identification, physical disability, mental disability, medical condition, genetic condition, marital status, sex, gender, gender identity, gender expression, genetic information or sexual orientation in any of its policies, procedures or practices; nor does the District discriminate against any employees or applicants for employment on the basis of their age.”

As described in Standard III.A.3.a, to ensure fairness in its employment practices and working conditions, the College

has written contracts with three collective bargaining units. These contracts are available for review online as well as in the HR Department. Copies are also provided to all new employees and their supervisors (III.A.62, 63, 64).

Students’ rights and responsibilities are described in Policy 8.2 and its subsections. The main policies are also listed in the College Catalog, the Schedule of Classes, and the “rights and responsibilities” website (III.A.46). Included are the Equal Opportunity Statement, Unlawful Discrimination Policy, Sexual Harassment Policy, and Academic Freedom Policy. Additionally, the pages include a summary of those policies in Spanish. (See Standard II.B for more detail about policies and complaint processes.)

The College has a strong record of integrity in its relations with both students and employees.

Recent verification occurred in both 2013 and 2014 when employees participated in an in-depth survey measuring job satisfaction and perceptions of how they were treated in the workplace (III.A.80, 81). Based on responses to this survey, The Chronicle of Higher Education, in its July 2013 and 2014 editions, recognized SRJC among the top 97 colleges nationally in its “Great Places to Work For” articles. SRJC was the only California community college chosen for this honor. See Illustration III.A.13.

Illustration III.A.12 SRJC Policies Regarding Fair and Equal Treatment

- 2.7 and 2.7P, Unlawful Discrimination and Sexual Harassment
- 4.14, Guide to Complaint and Grievance Processes
- 4.20, Reasonable Accommodations for Employees
- 8.2.1, Non-Discrimination

Illustration III.A.13 Recognition for Integrity in the Workplace

SRJC Recognition Categories for Chronicle of Higher Education Survey

| CATEGORY | 2013 | 2014 |
|---|------|------|
| Collaborative Governance | ■ | ■ |
| Compensation and Benefits | | ■ |
| Confidence in Senior Leadership | ■ | ■ |
| Job Satisfaction | | ■ |
| Professional/Career-Development Programs | ■ | ■ |
| Respect and Appreciation | ■ | ■ |
| Supervisor/Department Chair Relationships | ■ | ■ |
| Teaching Environment | ■ | ■ |
| Work/Life Balance | ■ | |

SELF EVALUATION

The College meets the Standard. Policies for fairness and integrity in the treatment of employees and students are well established in policies and College practices. Employees’ perceptions of a high level of respect and appreciation, as well as other components of job satisfaction, reflect a culture of integrity.

III.A.5.

The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

DESCRIPTIVE SUMMARY

The College is strongly committed to professional development and training, and provides a variety of programs and professional opportunities for faculty, classified staff, and managers. Ongoing professional development is a recognized priority in the Strategic Plan (see Illustration III.A.14).

To support the professional development of all employees, the College has a fully functioning Staff Resource Center within the Office of Professional Development, which was recently assigned to operate as a unit within the HR Department. This restructure was intended to broaden opportunities for all employees of the College and to increase the amount of support for this function. Enhancements brought about through this restructuring include:

- An expanded two-part, required orientation for all newly hired classified and management staff that provides a monthly orientation on benefits and safety and a quarterly campus orientation, which includes department overviews and a campus tour.
- A collaboration with the city of Santa Rosa to provide joint training opportunities in leadership and diversity training for faculty, classified, and management employees.

The Staff Resource Center office is overseen by a full-time Professional Development Coordinator who works in concert with three faculty who each have 10-20 percent reassigned time for programs specific to the Santa Rosa Campus, Petaluma Campus, and new faculty, respectively.

Overcoming Budget Challenges

In the last several years, the College has not received professional development funds from the State, but despite these cutbacks, through general funds and departmental funding, SRJC employees have been offered a regular calendar of professional development events, workshops, and trainings. The District also uses general funds to support additional professional development such as safety training, the faculty sabbatical leave and professional growth increment (PGI) programs, two Professional Development Activity (PDA) days, New Employee Orientation Programs, and New Faculty Workshops.

Illustration III.A.14 Supporting Professional Growth

SRJC's Strategic Plan supports the professional and personal growth of all employees.

Mission:

We promote personal and professional growth and cultivate joy and work and in lifelong learning.

Values:

We value Beauty that includes joy in learning and work.

Goal F: Cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality.

Objective: Recruit and hire outstanding faculty and staff and implement an exemplary Professional Development Program for all employees.

Illustration III.A.15 A Place for Faculty Innovation

To represent the value of ongoing faculty training and innovation, in 2013 the College renamed a spacious, media-supported room in the Santa Rosa library as the Center for Excellence in Teaching and Learning. This location provides a venue for faculty interaction and innovation through thematic workshops or discussion groups. For instance, Reading Apprenticeship, a cross-discipline approach to strengthening students' college level reading abilities, has been offered as a six-session series in 2014/2015 (III.A.82).

While the lack of state funds has limited the extent to which faculty and staff attend conferences and workshops outside of the College, the College does provide a full scholarship to a faculty member selected by a committee of their peers to attend the annual National Institute of Staff and Organizational Development (NISOD) conference each year. Also, budgets of some shared governance and faculty groups, such as the Academic Senate, Basic Skills Committee, Faculty Fund for Advanced Studies, and Project LEARN, support participation in statewide and national conferences so that key members stay abreast of current issues and learn strategies to share with their colleagues.

In terms of professional development for Distance Education (DE) faculty, PDA and flex workshops related to online instruction have been consistently offered. Despite budget restrictions, the Professional Development Office has coordinated alternatives through Information Technology employees, Computer Studies faculty, and online programs through licenses such as Lynda.com. Also, the Staff Resource Center offers many online and podcast options for DE faculty who want to earn flex credit or extend their learning without physically coming to the college.

To further meet the professional development and training needs of personnel, in spring 2014 the College launched a tuition reimbursement program for employees taking SRJC courses that are reasonably related to their jobs or increase their professional development. Employees may have up to six units reimbursed per semester, with appropriate approval. The College also provide venues for faculty and staff discourse and innovation, as shown in Illustration III.A.15.

SELF EVALUATION

The College meets the Standard. SRJC explicitly states the importance of ongoing professional development for all employees and supports this with a robust and organized program of workshops, presentations, and online sessions that extends throughout the year. Despite state budget restrictions, the Office of Professional Development and College groups have managed to sustain the program and offer multiple venues for training and professional education.

III.A.5.a.

The institution plans professional development activities to meet the needs of its personnel.

DESCRIPTIVE SUMMARY

Professional development activities are presented through the formal PDA days (one each semester) and through an ongoing program of trainings and workshops throughout the year. The needs of employees are determined by the Professional Development Committee (PDC) and the Professional Development Coordinator. Based on their assessments, programs are created and implemented.

In accordance with Chancellor's Office requirements, Academic Senate recommendations, and the faculty contract, faculty have specific professional development obligations based on their full-time or adjunct status (III.A.13). The Professional Development Office is instrumental in communicating and tracking flex credit hours so that faculty meet their obligation through optimal programs, workshops, and media offerings. Thus, the majority of offerings relate to instructional programs. However, all employee interests and needs are considered in planning and offering professional development opportunities.

Professional Development Activities (PDA) Days

The College plans professional development activities through the PDC, which is a shared governance body of faculty, classified staff, and managers (III.A.83). The PDC is charged with developing, programming, and coordinating workshops and trainings for the two PDA days each academic year. Planning begins the semester prior to the PDA day, and the PDC and Professional Development Coordinator put out an all-college message soliciting workshops and trainings. This results in direct input from faculty and staff regarding perceived needs and interests of their colleagues.

The PDC reviews the proposals and approves a variety of workshops that will address the needs and feedback from various employee group representatives including the Academic Senate, Classified Senate, and the administration leadership, as well as the results of the previous PDA day survey feedback, the Needs Assessment survey (see III.A.5.b in this standard), the established professional development learning pathways (III.A.84), and College goals. Recent examples are listed in Illustration III.A.6.

Ongoing Professional Development Activities

Beyond PDA days, training needs that are identified by individual employees or departments are brought to the Professional Development department for consideration. Requests and proposals often result in workshops available for flex credit for all employees, with the Professional Development Office assisting in the logistics and communication of workshops. The Professional Development coordinators also review all individual and group flex credit proposals so that faculty, staff, and departments can get flex credit for trainings in their specific areas.

Professional development workshops and trainings are offered throughout the year on the Santa Rosa and Petaluma campuses, as well as online and through podcasts. Instructional topics include instructional strategies,

integrating technology, pedagogy for basic skills students, assessment of student learning outcomes, and integrating environmental education across disciplines. Ongoing trainings provided by the Environmental Health & Safety Department, of particular interest to many classified staff, include:

- New Employee Back Injury Prevention
- CPR Training
- First Aid Training
- Disaster Safety Leader Training
- Hazard Communication.
- Wellness workshops

Illustration III.A.16

Excerpt from PDA Workshop Schedule, 2014

Andy Lopez Community Forum: SRJC Teach-In (Presenters: Alicia Sanchez, Ann Gray-Byrd, Efren Carrillo, Elbert Howard, Arnie Barragan, Jill Ravitch, Robert West Edmunds)

Mark your calendars to attend this significant “campus dialogue” about gun violence and accountability. On October 22nd, a tragedy occurred in the Santa Rosa community. You are cordially invited to attend an open conversation about this incident with community organizers and public officials as part of an SRJC “Teach-In.”

Pursuing and Finding Happiness

(Presenter: Dr. Celestino Fernandez)

Del Monte Lecture (co-sponsored with Student Affairs)

Dr. Fernandez explores recent research which shows how social factors influence happiness. The answers offer insight into our pursuit and finding of happiness as individuals as well as guideposts for fostering greater happiness for society as a whole. Celestino Fernandez is a University Distinguished Outreach Professor and Director of Undergraduate Studies in the School of Sociology at the University of Arizona. He conducts research on various issues pertaining to culture, Mexican immigration, ethnic diversity, and education.

Turnitin: Getting Started

(Presenter: Jennifer Royal)

At this workshop, faculty will learn to use Turnitin.com’s originality checker, and assessment and peer response tools. The emphasis in part 1 will be on GradeMark, a tool that allows instructors to provide students with in-depth written or voice comments, speed scores via rubrics, and drag-and-drop comments from a customized “QuickMark” library. In part 2, the focus is on using the originality checker and PeerMark, a sophisticated peer review tool to improve student collaboration on writing assignments.

Professional development opportunities are also enriched by the Arts and Lectures Program, Environmental Forums, Women's History Month events, and the Work of Literary Merit lectures, which are all included on the Staff Resource Center website, under "Menu of Activities" for flex credit (III.A.71). Weekly college wide emails inform and remind personnel about current professional development opportunities available on-site, online, or via podcast. The Staff Resource Center also has a library of materials and DVDs of previously recorded workshops or events available for employees to check out.

Workshops to assist staff and faculty with incorporating current technology in the workplace and the classroom or to enhance DE or hybrid classes are provided on a year-round basis through the Distance Education Office.

In addition to the orientations for new classified and management employees mentioned earlier, the College offers orientations and informational workshops for adjunct faculty as part of the flex program (III.A.85). A comprehensive new dean and manager training and orientation series was offered for the first time in Fall 2013 (III.A.86). For new tenure track faculty, the College requires attendance at monthly New Faculty workshops and related activities during the first two years of employment (III.A.87).

SELF EVALUATION

The College meets the Standard. The College uses a variety of approaches to determine the professional development needs of its personnel. The PDC and Professional Development Office work together to provide PDA day formats, workshops and events addressing institutional, department, group and individual needs, goals and interests.

Illustration III.A.17 Responding to Employee Feedback About PDA Programs

In keeping with its Strategic Plan and in response to employee feedback in PDA evaluations, SRJC has adopted the practice of closing the College for business for the first half of each PDA day. This allows all employees to participate the program, thereby increasing inclusivity and opportunities for sharing perspectives. The PDC has also expanded PDA programming to include more workshops to meet the needs and interests of classified staff and management, as well as faculty (III.A.91).

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

III.A.5.b.

With the assistance of the participants, the institution systematically evaluates professional development programs and uses results of these evaluations as the basis for improvement.

DESCRIPTIVE SUMMARY

The College routinely evaluates its professional development activities in multiple ways and uses this feedback for the improvement and the development of future programs.

Following each PDA day, the PDC conducts a Needs Assessment Survey of all employees to evaluate the workshops or trainings offered during the PDA Day (III.A.88). The committee uses this feedback to help develop a theme and programming for the next PDA day. Feedback is also provided to workshop presenters and used to plan workshops held throughout the year (III.A.89). The Classified Staff Development Committee and the President's Cabinet regularly evaluate and respond to these evaluations as well, as shown in Illustration III.A.17.

Up until mid-2014, flex workshops collected paper evaluation forms to provide presenters and the Professional Development Office with feedback about presentations and workshops. In 2014, the College switched to an entirely online flex verification system, which includes a field for providing feedback about the workshop, presentation, or online experience. Feedback is still incorporated in planning.

Survey Results

According to the 2013 Professional Development Needs Assessment Survey, 85% of respondents indicated that they felt the current professional development offerings at SRJC were fair, good, or excellent. In response to the spring 2014 PDA day program, when asked, "Did the program provide workshops to meet your interests?" 96% of respondents said "yes" or "somewhat," and only 4% said "no" (III.A.88).

Results from the new faculty and new staff orientations show consistently high scores for planning and content (III.A.90). Survey results from the "Great Colleges to Work For" (see Illustration III.A.13) indicated that at least 80 percent of all respondents felt that there were sufficient professional development opportunities available.

SELF EVALUATION

The College meets the Standard. Programs are tailored to match the teaching and learning requirements of each group of employees and are constantly being updated, revised, and improved upon to satisfy the dynamic needs of instructors, management, and classified staff. Feedback from post-event forms and surveys are evaluated by the PDC, Classified Staff Development Committee, and President's Cabinet to identify needs and areas of improvement.

III.A.6.

Human resources planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

As documented in section III.A.2, the Program and Resource Planning Process (PRPP) integrates human resource and institutional planning by considering staffing requests as a part of the college wide resource allocation process. The PRPP leads to planning and prioritization through the Institutional Planning Council (IPC), which is described in detail in Standard I.

All regular staffing requests start at the departmental level in the PRPP (III.A.2). The prompts and guidelines for staffing in section 2 of the PRPP require statements about department need, supporting data (e.g., enrollment levels, faculty ratios), the relationship of the position to institutional goals, and any external factors (such as licensing requirements). In the event of a sudden departure of an individual filling a classified position, requests are made via a requisition that

includes PRPP planning information. Positions are never filled automatically. All positions go through a systematic review process that assesses the effectiveness of that particular position in light of college priorities, budget restraints, and long term goals.

Planning for Faculty Positions

The information regarding faculty position requests is generated through the PRPP into a separate report, which is incorporated into the Faculty Staffing request process (see section IIIA.2) and accompanied by a narrative summary and ultimately, presentation of the request to the Faculty Staffing Committee (FSC). The FSC uses this report as part of the faculty prioritizing process for requesting new or replacement positions. The committee also refers to data from the recently adopted Enrollment Management System (EMS), which helps determine how many FTES will be served by specific positions (III.A.92). All positions are reviewed and ranked by the FSC in light of the goals and priorities set by the IPC and are then forwarded to the College president to affirm or change ranked priorities.

Planning for Non-Instructional Positions

As with faculty position requests, all non-instructional (i.e., classified staff and management positions) are included in the PRPP, where they are ranked by the supervising administrators and forwarded to the respective vice presidents, who compile their highest priorities within their own component area. Those priorities are reviewed by the IPC, which considers rationale, data analysis, compliance issues (e.g., licensing, health and safety) and urgency. Priorities that are deemed critical 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. All position requests are connected back to the PRPP through the personnel requisition in the NEOGOV system (III.A.55). The source of funding must be identified and documented in order for each new position to be approved. Illustration III.A.18 summarizes the kind of considerations involved at the IPC level.

In 2014, the Strategic Plan was integrated into the staffing planning process. This allows the College to evaluate its staffing levels and provide the necessary support to meet the College's mission and purposes (III.A.2).

Illustration III.A.18 Excerpt from 2012-2013 IPC Report—Staffing

From the PRPP review by Component Administrators (i.e., vice presidents) to the linkage from planning through the PRPP process, review by the IPC is evident (III.A.93):

Component Administrators compiled what they considered to be the highest priorities for 2012-13 within their component area. Those priorities were reviewed by the Institutional Planning Council (IPC) during September 2012 and subsequently posted to the SRJC Planning website. Priorities judged to meet the urgency or compliance criteria were funded through a reallocation of existing internal resources within a given component area either during budget development or after the beginning of the 2012-13 fiscal year. The vast majority of priorities, however, remained unfunded because no new funds were available for distribution. In looking towards 2013-14, the District anticipates no improvement in the State's fiscal condition and that funding for community colleges will continue to be meager.

SELF EVALUATION

The College meets the Standard. Through the PRPP and IPC review processes, the College regularly assesses its human resources needs and priorities. The PRPP and several levels of dialogue and review ensure that all instructional and non-instructional staffing is firmly connected to institutional goals and budget considerations. The PRPP has been instrumental in the decision making process, providing a data-based, goal linked system for institutional decision making to help determine whether the College contracts during an economic downturn or expands in response to restored funding.

Standard III.A Human Resources

Actionable Improvement Plan

| Standard | Plan | Responsibility | Implementation Date |
|----------|--|---|---------------------|
| IIIA.1.b | Student learning outcomes assessment will be incorporated into the adjunct faculty evaluation process. | Negotiating teams for the All Faculty Association (AFA) and the District. | Fall 2017 |

Evidence:

Standard IIIA Human Resources Evidence

| | | | |
|----------|--|----------|--|
| III.A.1 | Board Policy 1.0, Vision, Mission Statement, Values http://www.santarosa.edu/polman/1mission/1.1.pdf | III.A.19 | Public Safety Minimum Qualifications (Screenshot from NEOGOV) http://www2.santarosa.edu/f/?nDzxYzJW |
| III.A.2 | Sonoma County Junior College District (SCJCD) Strategic Plan, 2014-2019 http://www.santarosa.edu/administration/planning/pdfs/strategic-plan-2014-4-22.pdf | III.A.20 | Board Policy and Procedure 4.3.11/4.3.11P: Management Equivalency http://www.santarosa.edu/polman/4person/4.3.11.pdf http://www.santarosa.edu/polman/4person/4.3.11P.pdf |
| III.A.3 | Program and Resource Planning Process (PRPP) Website http://goo.gl/n9F0jG | III.A.21 | Board Procedure 4.3.9P, Classified Hiring http://www.santarosa.edu/polman/4person/4.3.9P.pdf |
| III.A.4 | Institutional Master Plan http://www.santarosa.edu/administration/planning/college-initiatives.php | III.A.22 | Management Team Hiring 4.3.1P http://www.santarosa.edu/polman/4person/4.3.10P.pdf |
| III.A.5 | Human Resources Homepage http://www.santarosa.edu/hr/ | III.A.23 | Faculty Hiring, Regular and Adjunct 4.3.2P http://www.santarosa.edu/polman/4person/4.3.2P.pdf |
| III.A.6 | Board Policy Manual, Section 4, Human Resources http://www.santarosa.edu/polman/4person/index.php | III.A.24 | Candidate Screening Form, Faculty (Example) http://www2.santarosa.edu/f/?nAvGiwZv |
| III.A.7 | Board Policy 3.27, Faculty Professional Development http://www.santarosa.edu/polman/3acadpro/3.27.pdf | III.A.25 | Interview Request Form and Interview Record Sheet http://www.santarosa.edu/hr/forms-linked/InterviewInfoForm%20-%202012.pdf http://www2.santarosa.edu/f/?nCTFHlyV |
| III.A.8 | Board Policy 8.2.1, Non-Discrimination http://www.santarosa.edu/polman/8stuser/8.2.1.pdf | III.A.26 | Board Procedure 4.3.2bP, Equivalency of Faculty Qualifications http://www.santarosa.edu/polman/4person/4.3.2bP.pdf |
| III.A.9 | All Faculty Association (AFA)/District Contract, Article 16, Hourly Assignments, 16.04.A.3, "Special Expertise and Experience" http://www.santarosa.edu/afa/Contract/Articles/art16.pdf | III.A.27 | AFA/District Contract 2014-2019, Article 27, Salary Placement, Section 27.01.C.2, Equivalency Evaluation http://www.santarosa.edu/afa/Contract/Articles/art27.pdf |
| III.A.10 | Hiring Process Overview http://www.santarosa.edu/hr/PDFs/HiringProcedureOverview.pdf | III.A.28 | Board Procedure 2.2P, Management Guidelines and Procedures, Section VII A, Evaluation http://www.santarosa.edu/polman/2govern/2.2P.pdf |
| III.A.11 | Board Policy 4.1, Statement of Purposes http://www.santarosa.edu/polman/4person/4.1.pdf | III.A.29 | Memo of Understanding (MOU): Faculty Evaluation Pilot http://www.santarosa.edu/afa/Contract/MOU/mou_14_pilot_fa11-su12.pdf |
| III.A.12 | Service Employees International Union (SEIU) Local 1021/District Contract, Article 4, Evaluations and Personnel Files http://www.santarosa.edu/seiu/pdf/13_14_contract/index.html | III.A.30 | Distance Education Guidelines for Evaluation http://www.santarosa.edu/afa/Misc/guide_for_evaluating_online_instruction.pdf |
| III.A.13 | AFA/District Contract 2014-2019, Articles: Article 14A, Regular Faculty Evaluation; Article 14B, Adjunct Faculty Evaluation; Article 30, Tenure Review http://www.santarosa.edu/afa/articles.shtml | III.A.31 | Approved District Tenure Review and Evaluation Committee (DTREC) Recommendation, February 5, 2013 http://www2.santarosa.edu/f/?nCQPPLfI |
| III.A.14 | Human Resources Website: Employment Opportunities (Screenshot) http://www2.santarosa.edu/f/?nEwDJSMI III.A.15 JobElephant.com http://jobrelephant.com/ | III.A.32 | Student Learning Outcomes (SLO) Website http://www.santarosa.edu/slo/ |
| III.A.16 | The Registry https://www.cccregistry.org/recruit_events/eventDetails.aspx?eventID=70 | III.A.33 | AFA/District Contract, Article 17, Job Descriptions, Section 17.02 http://www.santarosa.edu/afa/Contract/Articles/art17.pdf |
| III.A.17 | College Initiatives and Component Goals 2013/2014 http://goo.gl/VKGGZU | III.A.34 | AFA/District Contract, Article 14.A, Regular Faculty Evaluations, Section 14.A.10.b.1 http://www.santarosa.edu/afa/Contract/Articles/art14A.pdf |
| III.A.18 | Minimum Qualifications for Faculty and Administrators in Community Colleges http://goo.gl/TRo1QN | III.A.35 | Observation Report, Instructional http://www2.santarosa.edu/f/?nDNGCjKA |

| | | |
|----------|---|---|
| III.A.36 | Board Procedure 3.9.1P, Course Syllabi http://www.santarosa.edu/polman/3acadpro/3.9.1P.pdf | for NEOGOV's Online Hiring Center, pages 2-7 http://www2.santarosa.edu/f/?nDz0vwPU |
| III.A.37 | Management Team Performance Appraisal, Supervisor Summary http://www2.santarosa.edu/f/?nAyHKMHW | III.A.56 2012/2013 Component Administrators' PRPP Review http://www2.santarosa.edu/f/?nDSUFUVU |
| III.A.38 | Classified Evaluation Form http://www2.santarosa.edu/f/?nDBwCBJP | III.A.57 SRJC Web Access to Board Policy Manual through Human Resources Website (Screenshot and link) http://www2.santarosa.edu/f/?nBAEIOME http://www.santarosa.edu/polman/4person/index.php |
| III.A.39 | Academic Senate Resolution, Student Learning Outcomes, September 18, 2013 http://www.santarosa.edu/slo/assets/SLO-Assessment-Resolution-F2013.pdf | III.A.58 Job Description, Vice President of Human Resources http://goo.gl/li6HhM |
| III.A.40 | Board Policy 0.22. Code of Ethics for Board Trustees http://www.santarosa.edu/polman/0bylaws/0.22.pdf | III.A.59 Board Policy 8.2.1, Non-Discrimination http://www.santarosa.edu/polman/8stuserv/8.2.1.pdf |
| III.A.41 | Board Policy 0.25, Conflict of Interest Code http://www.santarosa.edu/polman/0bylaws/0.25.pdf | III.A.60 ADA (Americans with Disabilities Act) and Accessibility Website http://www.santarosa.edu/hr/ADA/index.shtml |
| III.A.42 | Board Procedures 2.2P, Management Guidelines and Procedures http://www.santarosa.edu/polman/2govern/2.2P.pdf | III.A.61 Equivalency Review Sheet http://www.santarosa.edu/hr/forms-linked/EquivReviewSheet%20-%20BD.pdf |
| III.A.43 | Board Policy 2.6.2, Academic Senate Professional Ethics Code http://www.santarosa.edu/polman/2govern/2.6.2.pdf | III.A.62 SEIU/District Contract http://www.santarosa.edu/seiu/pdf/12_13_contract/index.html |
| III.A.44 | Classified Employees Code of Ethics http://www2.santarosa.edu/f/?nASxRyzN | III.A.63 AFA Contract http://www.santarosa.edu/afa/articles.shtml |
| III.A.45 | Board Policy and Procedure 3.11/3.11P, Academic Integrity http://www.santarosa.edu/polman/3acadpro/3.11.pdf http://www.santarosa.edu/polman/3acadpro/3.11P.pdf | III.A.64 California Federation of Teachers Contract http://www.santarosa.edu/hr/PDFs/CFTUnitBContract.pdf |
| III.A.46 | Student Standards of Conduct http://www.santarosa.edu/for_students/rules-regulations/scs/section1.shtml | III.A.65 Board Procedure 2.2P, Management Guidelines and Procedures, Section II, Management Team Liaison Group http://www.santarosa.edu/polman/2govern/2.2P.pdf |
| III.A.47 | PRPP Writer's Guide, Section 2, Resources (highlighted areas in document) http://www2.santarosa.edu/f/?nBLyJSID | III.A.66 Board Policy 4.14, Guide to Complaint and Grievance Processes http://www.santarosa.edu/polman/4person/4.14.pdf |
| III.A.48 | Faculty Obligation Number (FON), California Community Colleges Chancellor's Office http://goo.gl/ikFqyZ | III.A.67 Board Policy and Procedures 2.5/2.5P, Governance and the Committee System http://www.santarosa.edu/polman/2govern/2.5.pdf http://www.santarosa.edu/polman/2govern/2.5P.pdf |
| III.A.49 | SRJC Academic Senate Resolution, Full-Time Faculty, October 19, 2011 http://www2.santarosa.edu/f/?nDKPIYHR | III.A.68 NEOGOV Application Requirements (Screenshot, Consumer and Family Studies) http://www2.santarosa.edu/f/?nCwUWZB |
| III.A.50 | Faculty Staffing Committee https://bussharepoint.santarosa.edu/committees/faculty-staffing/ | III.A.69 Accreditation Employee Survey 2007 http://goo.gl/TvAz79 |
| III.A.51 | Faculty Staffing Committee Guidelines and Timelines for Faculty Staffing Request Process http://www2.santarosa.edu/f/?nDEBUFBw | III.A.70 Accreditation Employee Survey 2013 http://goo.gl/ywUh8n |
| III.A.52 | Regular Faculty Recruitment Planning Guide http://www2.santarosa.edu/f/?nAMJUVSP | III.A.71 Staff Resource Center Website, Menu of Activities http://www.santarosa.edu/src/menuOfActivities_current.html |
| III.A.53 | Fall 2014 Adjunct Pool Recruitment, Human Resources Department Email, August 20, 2014 (Screenshot) http://www2.santarosa.edu/f/?nBGQBOZS | III.A.72 English Department Work of Literary Merit, Spring 2014: The Brief Wondrous Life of Oscar Wao http://www.santarosa.edu/media/wolm/2014-spring-wolm.html |
| III.A.54 | Re-engineering Website (Institutional Planning Archives) http://www.santarosa.edu/administration/planning/re-engineering-sjcd.php | III.A.73 SRJC Arts and Lectures Website http://www.santarosa.edu/communityeducation/arts-and-lectures/ |
| III.A.55 | NEOGOV Requisition Description, Training Guide http://accreditation.santarosa.edu/ | III.A.74 SRJC Black History Month Speaker, Willie Brown https://www.youtube.com/watch?v=kZYu9JbNcLU |
| | | III.A.75 Disability Awareness award by Sonoma |

- County Mayors' Committee on Employment of People with Disabilities**
<http://sonomacountymayorscommittee.com/recognition/>
- III.A.76 **Equal Employment Opportunity Plan (Draft), 2014**
<http://www2.santarosa.edu/f/?nBKNNWFD>
- III.A.77 **Integrated Postsecondary Education Data System (IPEDS)**
<http://goo.gl/Y87etx>
- III.A.78 **2013 SRJC Fact Book, Employee Demographics**
http://www.santarosa.edu/research/pdfs/FB%202013%203_26.pdf
- III.A.79 **SRJC Insider (Online Newsletter)**
<http://www.santarosa.edu/insider/d/?INSIDER.SEPT15-30.2014.pdf>
- III.A.80 **Chronicle of Higher Education, July 22, 2013**
<http://chronicle.com/article/great-colleges/140369#id=big-table>
- III.A.81 **Chronicle of Higher Education, July 21, 2014**
<http://chronicle.com/article/Great-Colleges-To-Work-For/147387/#id=big-table>
- III.A.82 **Reading Apprenticeship Announcement, Fall 2014**
<http://www2.santarosa.edu/f/?nARMRYAZ>
- III.A.83 **Professional Development Committee**
<https://bussharepoint.santarosa.edu/committees/pdc/SitePages/Committee%20Home%20Page.aspx>
- III.A.84 **Professional Development Learning Pathways**
<http://www.santarosa.edu/src/pathways.html>
- III.A.85 **Orientation programs for New Employees** <http://www.santarosa.edu/src/orientation.html>
- III.A.86 **Academic Affairs Training Series**
<http://www2.santarosa.edu/f/?nCGFJNXZ>
- III.A.87 **New Faculty Orientation and Workshop Schedule, August 2014**
<http://www2.santarosa.edu/f/?nDALRzKv>
- III.A.88 **Staff Development Needs Assessment Survey (with results)**
<http://www2.santarosa.edu/f/?nAGUNKZz>
- III.A.89 **Workshop Evaluation Form**
<http://www2.santarosa.edu/f/?nCEPOvXN>
- III.A.90 **2013 Orientation (Faculty and Classified) Evaluation Results**
 Adjunct Faculty: <http://www2.santarosa.edu/f/?nCKyCXPg>
 New Full-time Faculty: <http://www2.santarosa.edu/f/?nENzYEFp>
 Classified: <http://www2.santarosa.edu/f/?nBWylRPv>
- III.A.91 **Spring 2014 PDA Day Summary**
<http://www2.santarosa.edu/f/?nEEUyTXL>
- III.A.92 **Enrollment Management System (EMS) Guide, 2014**
<http://www2.santarosa.edu/f/?nEKxyJEA>
- III.A.93 **President's Cabinet Rankings of Faculty Positions** Link does not work
<http://online.santarosa.edu/presentation/schedule/?6145>

Standard III Resources

Standard III.B Physical Resources



SANTA ROSA JUNIOR COLLEGE



Our Values

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 *Beauty* that includes:

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



SANTA ROSA JUNIOR COLLEGE



III.B Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

III.B.1.

The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

DESCRIPTIVE SUMMARY

SRJC’s Strategic Plan recognizes the importance of the physical environment in setting the stage for educational success.

Vision:

- *We value Sustainability that includes: Incorporating ecological values and practices in the District’s operations.*
- *We value Beauty that includes: Well maintained and aesthetically pleasing facilities and grounds.*

The effective operation and improvement of physical resources are specifically addressed in 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

Upon the foundation of these goals and objectives, SRJC systematically maintains, acquires, and/or builds facilities that support all aspects of the educational processes and outcomes of the College. This involves multiple sites and vast amounts of equipment and labor within a relatively restricted budget. The District dedicates Section 6 in the Policy Manual to Facilities Planning and uses those policies and procedures consistently to meet the needs of students and employees, regardless of location or means of delivery, through safe and sufficient physical resources (III.B.1).

Illustration III.B.1 Sonoma County Junior College District Facilities

| SITES | TYPE | LOCATION |
|--|---|-------------|
| Santa Rosa Campus | Campus | Santa Rosa |
| Petaluma Campus | Campus | Petaluma |
| Public Safety Training Center | Center | Windsor |
| SRJC Robert Shone Farm Agricultural Center | Center | Forestville |
| Southwest Santa Rosa Center | leased | Santa Rosa |
| 12-acre land parcel, former Navy base | undeveloped | Santa Rosa |
| OFF SITE LOCATIONS (APPROX. 40) | Not District owned, courses offered through use agreements | |
| Various: | Pepperwood Preserve (3120 acres); K-12 school campuses; community centers; public properties, etc. | |
| TOTAL PHYSICAL SPACE FACTS | | |
| • 549 acres | | |
| • 1.7 million gross square feet | | |
| • 66 buildings | | |
| • 2,000 classrooms, laboratories, offices, libraries, media services, and other support spaces | | |

Illustration III.B.2 Sonoma County Junior College District Equipment

The District’s facilities are equipped with a wide variety of fixed (Group 1), durable (Group 2), and expendable (Group 3) equipment.* This table indicates the types of equipment and the party responsible for the purchasing, maintenance and repair/replacement.

| Equipment Type | Examples | Responsible Department (Purchasing, Maintenance and Repair/Replacement) |
|---|--|--|
| Fixed/Built-In (Group 1) | Fixed seating, built in appliances | Facilities Planning and Operations |
| Durable /Non-Instructional/General Use (Group 2) | Office furniture, fleet vehicles | Facilities Planning and Operations, and some Categorically Funded Departments (i.e. grant furniture) |
| Durable /Non-Instructional/Specialized (Group 2) | Lawn mowers, staff refrigerators | Academic or Non-Academic Department |
| Durable /Instructional (Group 2) | Analysis instruments, microscopes | Academic Department |
| Computers/Software/Network Infrastructure (Group 2) | Computers, routers, switches, software | Information Technology |
| Media Devices/Media Infrastructure (Group 2) | Projectors, media players, lecture hall camera systems | Media Services |
| Expendable (Group 3) | Laboratory glassware, staplers, printers, phones | Academic or Non-Academic Department |

*Group 1 equipment is typically identified and acquired during a new capital project or a major remodel, and maintenance, repair/replacement is typically under the purview of the Facilities Operations and Planning Department. Group 2 equipment is identified for purchase or replacement using the District’s Program and Resource Planning Process (PRPP), and maintenance and repair is typically under the purview of the responsible department. Group 3 equipment is typically purchased or replaced out of the designated funds of the responsible department.

Illustration III.B.3 Physical Resources Sections in the PRPP

| PRPP SECTION | SECTION DESCRIPTION | OUTPUT MODALITY |
|--------------|--|-----------------|
| 2.4a | Desktop Technology Equipment Requests | Online |
| 2.4b | Rational for Instructional and Non-instructional Equipment, Technology, and Software | Text |
| 2.4c | Instructional Equipment Requests | Spreadsheet |
| 2.4d | Non-instructional Equipment and Technology Requests | Spreadsheet |
| 2.4e | Safety, Utility, and ADA Impacts | Text |
| 2.5a | Minor Facilities Requests | Spread sheet |
| 2.5b | Analysis of Existing Facilities | Text |

Physical Resource Integrated Planning

Physical resource planning and budget allocation occur through the institutional planning process that begins with the annual Program and Resource Planning Process (PRPP), which is conducted by all departments and units. The process culminates with the Institutional Planning Council (IPC), which is the College's central coordinating body responsible for the integration of planning activities and pursuit of institutional effectiveness (III.B.2). Departments are directed to go through their PRPP and identify areas that need improvement as well as goals and directions for the future. Administrators can see the relationship between the context and environmental scan, and the future plans for the department, allowing for informed decisions regarding support and resource allocations. To obtain these improvements, goals and directions, the departments are reminded to include any equipment and facilities request in the appropriate area of the PRPP.

The functions of the PRPP and IPC are described further in Standard I, but pertinent to this Standard are the PRPP sections related to physical resources, listed in Illustration III.B.3. It is in these sections that each department, program, or unit provides specific information about its facilities, including those related to off-campus sites or Distance Education (DE). The PRPP asks departments to address:

- Data regarding facilities usage and efficiency of usage by students and employees.
- Safety concerns, with supporting evidence, as well as progress in areas previously addressed by the college.
- Sufficiency of space in terms of classrooms, labs, offices, and other facilities.
- For Career and Technical Education (CTE) programs, whether equipment meets industry standards.
- Ways the department/unit has used facilities more effectively and employed sustainable practices.
- Rationale and requests for facilities improvements or building upgrades.
- Areas that need to address accessibility issues for disabled students and employees.

Departments, programs, and units submit PRPP documents each spring. Resultant information, including the documented needs, supporting evidence, and estimated costs for physical resources, are analyzed and prioritized by cluster deans, appropriate committees, and the President's Cabinet, as shown in Illustration III.B.4. Data and other information from the PRPP sections on Physical Resources inform several annual and future planning processes:

- Information Technology Request Prioritization
- Instructional Equipment and Library Materials (IELM) prioritization
- Facilities Request Prioritization
- Annual Five-Year Scheduled Maintenance Program Submittal
- Annual Five-Year Capital Outlay Plan Submittal
- Next Facilities Master Plan

The College president, vice presidents, and other members of the President's Cabinet discuss and finalize priorities and, through the budget development process, outline allocations for physical resources that are based on level of need in relation to Strategic Plan goals (and, prior to 2014, College Initiatives) (III.B.2). IPC reviews the prioritized information and recommendations to affirm alignment with the College's vision, mission and goals, and objectives (III.B.3).

Information Technology Request Prioritization and Planning

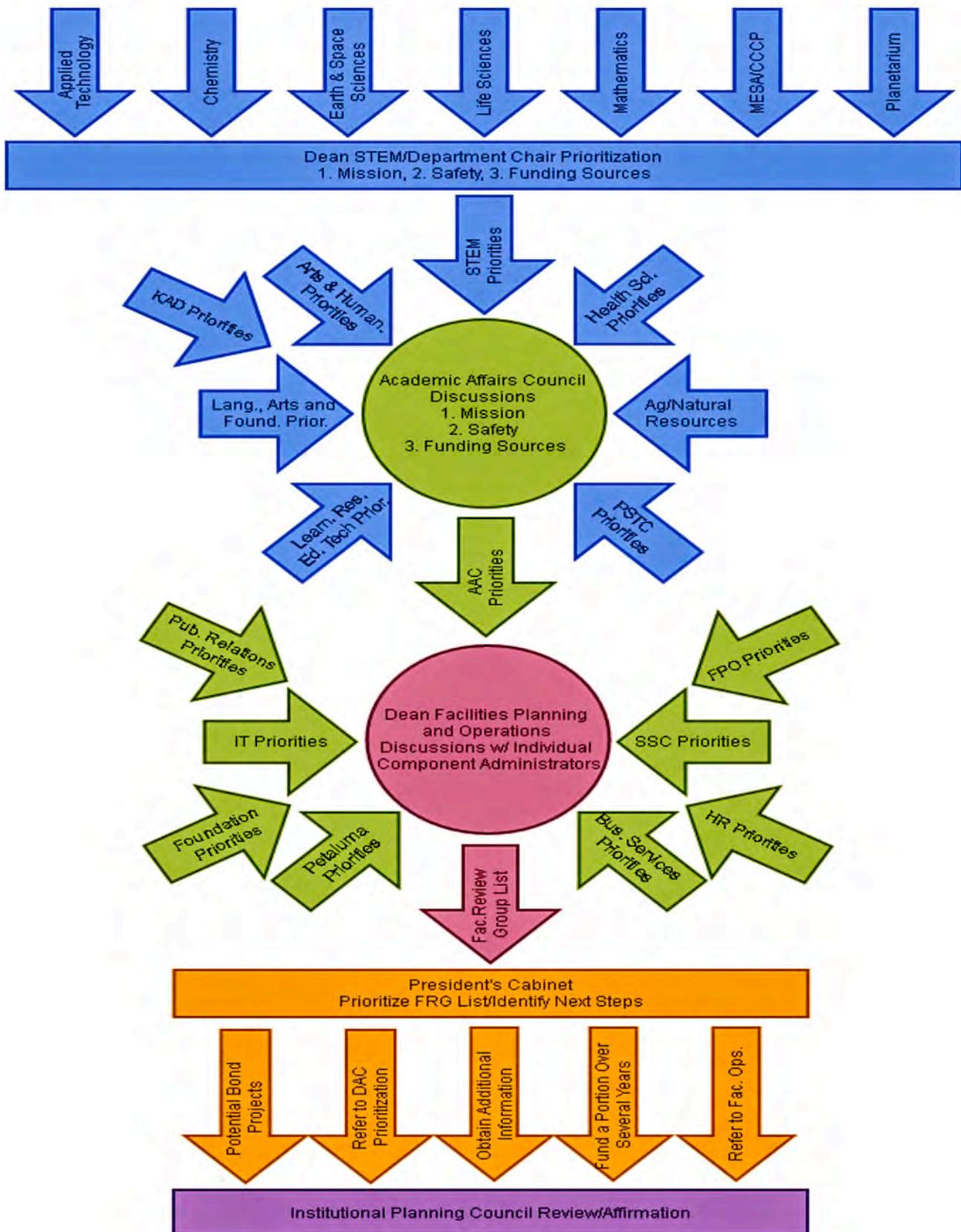
Information technology requests, which include computers, servers, software, and media devices, along with their respective infrastructure requirements, are divided into non-instructional and instructional categories. Both categories are reviewed and prioritized by the Institutional Technology Group (ITG), which is a President's Advisory Committee (III.B.4). Using the Technology Master Plan, the ITG makes recommendations regarding information technology in relation to the Strategic Plan, institutional goals, coordination, policy development, acquisitions, and implementation (III.B.5). The Director of Information Technology is a co-chair of the ITG and also a member of the President's Cabinet, strengthening the connection between institutional planning and information technology requests.

Instructional Equipment and Library Materials (IELM) covers a broad category of equipment that directly supports students or instruction and is identified via the PRPP and prioritized by the Instructional Equipment and Library Materials (IELM) group. These items are considered separately from non-instructional equipment requests because they are eligible for state funding. The District has to provide a one to three match to receive the state funding.

The IELM Work Group is composed of the Dean of Learning Resources and Educational Technology and the vice presidents of Academic Affairs, Student Services, and the Petaluma Campus. The Dean of Learning Resources is also the other co-chair of the ITG, completing the link between the IELM and ITG for information technology requests. Using data from the PRPP, the IELM Work Group also asks

Illustration III.B.4 Facilities Request from PRPP to Final Approval for Budget Allocation

(STEM Cluster Used as Example Starting Point)



that cluster deans (e.g., Science, Technology, Engineering and Mathematics cluster) work with their departments to prioritize their top five items. This information is collected and tabulated by the IELM Work Group, and this is the list used for allocating available funding (III.B.6). For the 2013-2014 funding cycle, the IELM Work Group used the following criteria in their deliberations:

1. Enabling and ensuring student completion and success in their chosen area of study. Under this overarching consideration, there are two sub-factors that also need to be taken into consideration:
 - Program viability-survival and sustainability of program depends on funding
 - Health and safety of students, faculty and staff in the program
2. To help achieve the highest benefit for the greatest number of students.
3. Fairness and equity across locations and components by seeking to fund top ranked item(s) in each cluster, for every location and in every eligible Component.

The IELM Work Group reviews the list of items from the cluster deans and prioritizes it in relation to the need for library materials reported in the PRPPs covering the Doyle and Mahoney Libraries. The final prioritized list is provided as a recommendation to the College president and his Cabinet. The IPC also reviews the recommendations to affirm alignment with the District's vision, mission and strategic plan goals and objectives.

Non-instructional equipment and technology requests are downloaded from PRPP Section 2.4d. These items are reviewed and prioritized first by the cluster chairs and their respective deans for Academic Affairs or managers in Student Services and other areas, and the lists are then forwarded to the President's Cabinet for final decision making.

Facilities Request Prioritization

The College uses the same integrated planning process to ensure that adequate facilities support its programs. Departments identify and prioritize minor facilities requests in PRPP Section 2.5a. The appropriate supervising administrator works with each department chair or manager to further clarify and prioritize the department's requests and then, in dialogue with all reporting department heads, develops a final prioritized list for their area. These requests are further reviewed and prioritized by the supervising administrators and the vice president for the particular component (Academic Affairs, Student Services, Human Resources, Business Services, Petaluma Campus, Information Technology, Public Relations and the Foundation).

The Dean of Facilities Planning and Operations holds separate meetings with each vice president or component director. The result of these discussions leads to the development of

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

the Facilities Review Group (FRG) list, which is submitted to the President's Cabinet for recommendations on further action.

Over the past five years, the lack of state funding for maintenance and capital projects and the District's diminishing bond funds have limited resources to fund facilities projects other than necessary or emergency repair. Because of this reality, the president and the Cabinet slot the items on the FRG List into various categories.

- Some items are sent to other committees with their own funding and prioritization processes. For example, requests for Americans with Disability Act facilities improvements are sent to the District Accessibility Committee for prioritization and potential funding out of their designated annual allocation of \$60,000.
- Other items are identified as needing more research, such as better cost estimates, detailed specifications, or preliminary engineering estimates, and are not addressed until all data is submitted.
- Some items are designated as part of a major capital project and are delayed until funding is acquired.
- Sometimes funding is allocated for only a part of the project. For example, a department may request that the carpet be replaced in five classrooms, but the dean and department may be asked to prioritize one room per year.
- Finally, some items are identified as minor repair tasks that will be handled by the Facilities Operations Department through their routine maintenance and repair operations.

Once the President's Cabinet has made decisions about facilities according to their priorities, IPC reviews the final list to affirm alignment with the District's vision, mission and strategic plan goals and objectives. Throughout this entire process, prioritizations are based on safety concerns, potential funding sources, and alignment with the College's vision, mission and Strategic Plan goals and objectives. Illustration III.B.5 shows decision-making process applied to a department's specific requests.

Annual Five-Year Scheduled Maintenance Plan Submittal

Along with IPC approval regarding physical resources priorities and budget allocations, the College is accountable to the Board of Trustees and the Chancellor's Office of California Community Colleges. This further strengthens the institution's planning and implementation of facility improvement. The Board Facilities Committee (BFC) is a sub-committee of the Board of Trustees that reviews facilities items the week prior to the monthly meeting of the full Board (see Illustration III.B.6). The main function of this committee is to keep the Board apprised of a range of facilities projects that typically may have broad institutional impact and will

likely involve review and approval by the full Board at a later date (III.B.7).

The College also relies on recommendations from the District Facilities Planning Committee (III.B.8), as stated in Policy 6.1 (III.B.9). This cross-constituent committee assures that dialogue from a range of perspectives occurs during the facilities planning process (see Illustration III.B.7). This committee meets monthly and reviews reports of proposed, ongoing, and completed projects (III.B.10)

The College must also submit an annually updated five-year scheduled maintenance plan to the Chancellor's Office in order to be eligible for state funding of deferred maintenance. This process comprises SRJC Board Policy 6.2.3, Scheduled Maintenance Program, which lists the

criteria and categories for projects in the plan and requires Board of Trustees' approval of the plan prior to submission to the Chancellor's Office (III.B.11). The specifics of the implementation of this policy are described in section III.B.2 of this standard.

Annual Five-Year Capital Outlay Plan Submittal/Facilities Master Plan

In addition to the above, the California Education Code, Title 3, Sections 81820-81823 requires the District to submit an annually updated five-year capital outlay plan to the Chancellor's Office. District Policy 6.2 requires that this plan be submitted to the Board of Trustees for approval prior to submission to the Chancellor's Office (III.B.12).

The annual five-year capital outlay plan submittal is data driven and requires the District to reference the following:

1. Plans for future academic and student services programs.
2. Enrollment projections expressed in terms of weekly student contact hours (WSCH).
3. Current enrollment in terms of WSCH.
4. District office, library and supporting facilities capacities.
5. Annual inventory of all facilities and land.
6. An estimate of the District funds which shall be made available for capital outlay matching purposes.

The submittal tells both the state and the District where its space needs (including deficits and overages) are, and in a general planning sense, helps project District eligibility for new or modernized space by campus location.

Illustration III.B.5 Chemistry Department Facilities Request Process

A. Criteria required for justification in PRPP: safety concerns, potential funding sources, and alignment with the College's vision, mission and strategic plan goals and objectives.

B. Chemistry Department prioritizes and submits four minor facilities requests in 2013-14 PRPP.

1. Repair or replace the broken cooling system for the flammable liquids storage room.
2. Air condition the remaining classes, labs and offices in the building.
3. Replace corroding exhaust ducting for flammable liquids storage room.
4. Install a vacuum system to replace the use of water aspirators.

Justification: Safety and improvement to support mission. Chemistry program is a requirement in many transfer and CTE degree programs and facility needs are a high institutional priority.

C. Dean of the Science, Technology, Engineering and Mathematics (STEM) cluster downloads all facilities reviews from STEM department PRPPs. Department heads and dean review and prioritize requests.

D. Dean brings prioritized STEM list into discussions at the Academic Affairs Council. Chemistry Department requests 2, 3, and 4 (above) redirected to new STEM building project (awaiting funds). Request #1 sent forward.

E. Dean of Facilities Planning and Operations and the VPAA review AAC list. Chemistry Department request #1 approved. As potential safety hazard, work begins immediately.

Illustration III.B.6 The Board Facilities Committee

Function: Review facilities items one week prior to Board meeting and report on facilities project developments and long term plans

Membership:

- Three Board appointed Board members
- College President
- Dean of Facilities Planning and Operations
- Director of Facilities Operations
- Vice Presidents of Business Services, Student Services, Petaluma Campus, Academic Affairs

The overall direction of the annual five-year capital outlay plan is provided by the District's Facilities Master Plan. District Policy 6.1 indicates that it is the intent of the Board to have an accurate and current facilities master plan (III.B.13). The entire college community was involved in the 2005 and 2007 master plans (III.B.14, 15), and the 2015 master plan, currently in development, follows this tradition.

Offsite and Distance Education (DE)

The College provides courses at nearly 40 offsite locations (III.B.16). The decision to hold a course at an offsite location is made in support of the District's vision, mission and Strategic Plan goals and objectives. The District Safety and Health Committee is currently reviewing a Non-District Site Review Checklist to make sure that offsite locations have adequate educational resources, as well as adequate provisions for access and safety (III.B.17).

The physical resources associated with the provision of DE primarily revolve around the information technology required to deliver the courses and any necessary facilities for housing that infrastructure. All of these resources are identified and allocated through the PRPP and the subsequent processes described above for technology and facilities. While the College has many computers in its libraries and its computer labs (see Standard III.C), it does not have technology or facilities dedicated exclusively to its DE programs, so no special request processes are involved.

SELF EVALUATION

The College meets the Standard. The institution provides safe and sufficient physical resources regardless of location or means of delivery. The College has a systematic process for evaluating the safety and sufficiency of facilities at all sites. The PRPP ensures that data analysis, dialogue, clear criteria for prioritization, and alignment with the mission and College goals occur at all levels. The College also maintains accountability to the Board of Trustees and the Chancellor's Office and integrates its compliance with its planning.

Illustration III.B.7 District Facilities Planning Committee

Function: Provide insightful advice to the administration and the Institutional Planning Council for the need, rationale and functions of either new construction, rehabilitation or remodeling of District facilities.

Membership:

- Dean of Facilities Planning and Operations
- Director of Facilities Operations
- Manager, Building and Equipment Maintenance
- Business Services Administrator
- Student Services Administrator
- Manager, Environmental Health & Safety (ex-officio)
- 3 faculty
- 2 classified staff
- 1 student

III.B.1.a

The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

DESCRIPTIVE SUMMARY

As described above, the College relies primarily on the PRPP to collect and evaluate the needs of the various departments, programs and services of the District. It is this “grass roots” process that ensures that information about the utilization and quality of existing resources is conveyed from the bottom to the top of the organization. Requests for building, upgrading, or replacing physical resources go through a rigorous process of review before being approved. At all levels, the effectiveness of utilization and the quality of physical resources of any department or program is considered in the context of the College as a whole.

Significant planning and building have taken place over the past six years using the PRPP and recommendations from IPC in combination with the remaining 2002 bond funds, which are allocated through a Citizens Bond Oversight Committee (III.B.18, 19). New facilities that have directly impacted the most students are described in Illustration III.B.7.

The College continually seeks ways to be more efficient in its use of physical resources. In fall 2013, the College implemented a new program called the Enrollment Management System (EMS) that allows deans and department chairs to base future enrollment on historical Student Information System (SIS) data (III.B.20). Information from this tool is used during

the scheduling process to determine the number of sections to offer in each department and to better manage the distribution of classrooms at all sites.

Sustainability

Finally, in terms of effective utilization, the College states Sustainability as one of its values and strives to meet the related goals in its use, maintenance, acquisition, and building of its facilities. (III.B.21)

At the same time, based on the PRPP, the College has determined that existing state funding cannot address the physical resource needs for several programs. The Facilities Planning Department has a very long list of high priority areas requiring new building, upgrading, or replacing. To this end, the District proposed a bond (Measure H) to Sonoma County voters in November 2014. (III.B.22)

SELF EVALUATION

The College meets the Standard. The institution uses the PRPP, which leads to recommendations through IPC, to ensure that departments and programs are effectively using physical resources of appropriate quality. At the same time, this process allows departments and programs to identify buildings and equipment that require improvement or replacement. The College prioritizes these needs based on the mission and Strategic Plan goals, including sustainability, but carefully assesses and monitors funding options before moving forward with plans.

Illustration III.B.7 From Plans to Places: SRJC Buildings Enhance Learning

Phase II, Petaluma Campus: Funded by Measure A and matching funds from the State of California, SRJC’s Petaluma Campus Phase II completed in 2010 fulfilled a 20-year dream to transform a cluster of temporary buildings at the Petaluma Fairgrounds into a full-service community college campus.

Lawrence A. Bertolini Student Center, Santa Rosa Campus: The 2010 three-level Bertolini Center encloses the main quadrangle and is the heart of student activities on the Santa Rosa Campus. The Center serves a student population of over 35,000 as well as the community and actualizes College goals of enhanced collegiality, cultural awareness, and student support through its formal and casual gathering spaces, dining options, meeting facilities, student lounges, smart classrooms, counseling offices, conference rooms, and administrative offices. The attractive exterior grounds provide a venue for student interaction and relaxation as well as events and performances.

R. Robert Burdo Culinary Arts Center, Santa Rosa Campus: The 2012 design of Culinary Arts Center reinterprets the heritage brick buildings on the Santa Rosa Campus while providing the latest developments in educational training. The complex includes three teaching kitchens, a teaching bakery with specialized chocolate making room, a barbecue pavilion and patio, wine storage, a retail bakery, a restaurant and two multi-purpose divisible smart-classrooms that also serve as dining overflow and special event spaces. The building reflects the College’s commitment to CTE programs that are relevant to the region it serves.

III.B.1.b

The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning environment.

DESCRIPTIVE SUMMARY

The importance of safety, security, and health for the college community is recognized within Strategic Plan F., Cultivate a Healthy Organization:

- Establish robust District-wide programs to improved the health and wellness of employees and students
- Build the District’s culture of safety and overall emergency preparedness

The efforts to meet these goals apply to the physical resources, employees, and students at each campus, center, and off-site location.

Illustration III.B.8 Facility Operations Units and Responsibilities

| | | | |
|--------------------------|--|---|--|
| Unit and Purpose | Maintenance Operations Maintain all building systems on all properties | Grounds and Recycling Operations Maintain the appearance, functionality and safety of the exterior hard and soft landscapes | Custodial Services Maintain and provide a clean, safe, appealing interior workspaces |
| Ongoing responsibilities | Heating, ventilation, air conditioning plumbing, electrical, structural, carpentry security locking systems, and swimming pools. | Landscaping, athletic fields, parking areas and walkways Irrigation systems, parking garage, football stadium six acres of multi-use artificial sports fields tennis courts | Interiors of all buildings on the Santa Rosa Campus, Petaluma Campus, Public Safety Training Center, and Shone Farm Work is accomplished on a Monday through Friday schedule with two shifts, morning and evening. |
| Specialized duties | Painting, signage, general and preventative maintenance institutional safety maintenance of 132 District vehicles | Tree maintenance valley oak nursery tree safety program that includes over 150 “Heritage” sized oak trees District wide recycling program. This program has maintained a 75% diversion rate over the past few years as reported to the state’s Cal Recycle program. (III.B.22) Maintains over 182 acres of grounds at both campuses, all centers. | Set up, planning, and clean up for a variety of cultural, ceremonial, and athletic events, including commencement General cleaning, disinfecting, trash removal minor repairs to buildings, reporting larger maintenance issues coordinating and moving furniture for space reassignments |

Safety and Security

The safety of the College's physical resources, as well as the personal safety of students, employees, and visitors, is ensured through a coordinated system of departments, programs, policies, and procedures.

The Facilities Planning and Operations Office is responsible for the overall planning of district facilities to meet the needs of the mission of the District (III.B.23). This includes ensuring that the District's capital projects are well planned within the context of the College and designed and constructed to comply with all applicable codes and regulations. Capital projects are approved through the Department of State Architecture and are fully inspected before final payment is made.

The Facilities Planning and Operations Office oversees two units, Facilities Operations and Environmental Health and Safety.

Facilities Operations, a District wide function, consists of three district service responsibilities: Maintenance Operations, Grounds and Recycling Operations, and Custodial Services. Together they maintain all of the District's facilities and property, as shown in Illustration III.B.8.

The Environmental Health and Safety Department (EHS) coordinates a District wide health, safety and environmental protection program with the objective of providing a safe learning and working environment (III.B.24). EHS provides leadership in developing and supporting policies, procedures, programs, and training opportunities. Additionally, EHS provides legal and regulatory compliance research, hazard assessment, advice and assistance to enable students, faculty, staff, and visitors to protect themselves from potential hazards. EHS promotes health and safety among employees and students. In 2014 EHS accomplished the following

- Upgraded EHS web pages and now includes important forms for reporting safety, incidents, and on campus injuries
- Developed an improved aerial lift training program
- Implemented an Automated External Defibrillator program for all College locations
- Collaborated with the Human Resources Department to make an employee safety orientation a part of the HR Department's monthly new employee orientation process.
- Trained a core group of Chemistry and Life Science Department classified employees in laboratory safety.

The District Injury and Illness Prevention Program implements the California Occupational Health and Safety Administration (Cal/OSHA) and State regulation mandating that each business have an effective Injury and Illness Prevention Program (IIPP) (III.B.25). In 2012-2013 the District

conducted a major review and revision of its IIPP, which forms District Policy 6.8.2 and Procedure 6.8.2P (III.26). The IIPP has eight required elements, but three are particularly pertinent to this Standard: 1) communication, 2) hazard assessment, and 3) accident/injury/exposure investigations.

The District Safety and Health Committee (DSHC) fulfills the communication requirement for the IIPP (III.B.27). The functions and composition of this labor/management safety committee, which meets monthly, are clearly posted on its website. The hazard assessment requirement for the IIPP is addressed by both the DSHC and through EHS working with various departments to review new and existing hazardous situations (see Illustration III.B.9). The accident/injury/exposure investigations requirement for the IIPP is addressed by procedures in the District's IIPP for reporting all injuries, illnesses, near misses, and property damage. Last year, the DSHC formed a sub-committee with representatives of the DSHC, EHS, Student Health Services, District Police, and Business Services to revise the District's Incident Report Form to include not just reporting of injuries and illnesses, but also near misses and property damage. The new online form is posted on the EHS website (III.B.28).

Emergency preparedness is a College priority. In 2011, the Board of Trustees approved District Initiative IX: Emergency and Disaster Preparedness and is making steady progress towards completing those goals (III.B.31). The College follows the State's Standardized Emergency Management System as it updates its Emergency Operations Plan and Emergency

Illustration III.B.9 Examples of Hazard Assessment

- The College identifies potential hazards through the curriculum proposal process. Whenever a new course is proposed, the department must determine any potential potential exposures to hazardous chemicals, blood borne pathogens, and/or hazardous machinery and submit an EHS form describing the situations. This allows EHS an opportunity to review the hazards with the proposing department prior to acquiring equipment, or exposing employees and students to new hazards (III.B.29).
- The Cal/OSHA Laboratory Standard requires laboratories to have in place standard operating procedures (SOPs) relevant to safety and health considerations to be followed when laboratory work involves the use of hazardous chemicals (III.B.30). EHS works with the various departments affected to analyze the hazards, and create the SOPs as necessary.

Preparedness Handbook and outfits the District's Emergency Operations Center (EOC). The District has also established a Department Operations Center (DOC) at each of its campuses and centers. On a departmental level, the District has developed its Building and Area Safety Coordinator Program and Building Emergency Plans to provide immediate information and assistance to those in a building at the moment an emergency or disaster strikes. All of this has been accompanied by increased training opportunities for employees (see Illustration III.B.10).

The District Police Department maintains the security and safety of its employees, students, visitors, and facilities. SRJC has its own Peace Officer Standards and Training (POST) certified police department with coverage 24 hours a day, seven days a week, with a main office on the Santa Rosa Campus, a smaller office on the Petaluma Campus, and Central Dispatch. The department includes 13 sworn police officers, 6 police dispatchers, 12 non-sworn community services officers, and 15 to 30 student cadets (varies by semester), and was accredited in 1988 by the Commission on Peace Officer Standards and Training (III.B.32). The District Police Department continually upgrades its services to meet College needs. Recent improvements include:

- Updating the website to provide more links and safety information.
- Linking with the local NIXLE communication system to help students and staff get quick answers and updates via cellphone and email on local or College emergency situations and events.

Illustration III.B.10 Emergency Preparedness at SRJC

In keeping with external regulations, District policies and procedures, and conscientious safety practices, the College, through EHS, has enhanced its emergency preparedness program. Actions include:

- Contracting with a vendor to provide a monthly course on First Aid, Cardiopulmonary Resuscitation, and Automated External Defibrillation.
- Launching an emergency preparedness training program that offers workshops on a monthly basis on topics such as Building and Area Safety Coordinator Training, Fire Extinguisher Training, and Evacuation Chair Training.
- Implementing the AlertU on-campus text message service, and the NetSupport Notify, a District computer pop-up emergency messaging, to help notify students, faculty, and staff to various emergencies occurring on campus (III.B.26).

The District Police Department also handles the reporting requirements of the Jeanne Clery Act in disclosing certain timely and annual information about campus crime and security policies (III.B.33). This information is available on the SRJC website.

Third party inspections, including those by local fire departments, waste water inspectors, and state mandated agencies (III.B.34), maintain safety at the College. The District maintains a good working relationship with all city, county, and state departments, and any problems are typically minor and dealt with immediately by EHS and any involved College departments.

Illustration III.B.11 The District Accessibility Committee (DAC)

The DAC has most recently focused on the three major tasks:

1. In collaboration with the Human Resources Department, completing a self-evaluation of the District's policies, programs, and facilities for compliance with the ADA, and creating a transition plan including recommendations for ensuring accessibility (III.B.36).
2. In collaboration with the Information Technology Department moving the facilities assessment data into a user friendly searchable database for tracking progress toward elimination of existing physical barriers.
3. In collaboration with the Facilities Operations Department, identifying barrier elimination projects to be addressed with the annual \$60,000 allocation to the DAC for this task. The priority has been to address immediate needs, and then to focus from the outside of campus to the inside. Recent completed barrier elimination actions include:
 - Added truncated domes to the pathways most frequented by people with disabilities and contracted with an engineering company to review remaining paths of travel throughout the District for the necessity of truncated domes.
 - Purchased and installed high performance (single person operation) evacuation chairs at the top story of all multi-story building in the District to supplement the older evacuation chairs located on each floor.
 - Added automatic door openers at several locations throughout the District.

Access

The College has a multi-faceted approach to accessibility involving several departments and coordinated by the District Accessibility Committee (DAC), whose members include representatives from of Human Resources, Disability Resources, Purchasing, Facilities Operations, Environmental Health and Safety, Information Technology, Media Services and District Police, as well as appointed faculty, staff, and student positions to further obtain a breadth of College representation. The DAC assists the District in the interpretation of and compliance with Section 504 and 508 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and other related laws and regulations, DAC's specific responsibilities and accomplishments are posted on its website and listed in Illustration III.B.11 (III.B.35).

The Disability Resources Department focuses primarily on students to provide people with disabilities equal access to a community college education through specialized instruction, disability related support services, and advocacy activities (III.B.37).

The Human Resources Department is where employees turn for help with any accessibility issues in the workplace. HR maintains a website with the District's ADA compliance policies and contact information (III.B.38).

The District Online Committee (DOC), composed of a broad membership from the College's instructional community, develops and recommends District policy and procedures in the area of online learning, including providing guidance to the instructional community on accessibility issues related to distance education courses (III.B.39). The committee sets policies and best practices for delivering DE courses that are compliant with ADA guidelines and posts them on a dedicated website (III.B.40). The College also has a designated employee who reviews all online classes for ADA compliance and works with instructors to resolve any issues and prepare the course for ADA approval (III.B.41).

Facility Operations, in addition to working with the DAC to eliminate physical barriers, also maintains access through a routine program of eliminating pathway hazards by grinding or re-paving, and re-paving and re-striping parking lots to assure adequate disabled parking and pathway guidance. In addition, Facilities staff respond to safety reports and service requests for assess hazards.

Healthful Environment

The College strives to provide healthful educational and working environments. Through EHS, the Facilities Operations Department, and DSHC, the College addresses potentially hazardous or harmful situations. For instance:

- The District adopted a smoke-free environment policy in 1989 and added a procedure in 2005. The policy and procedure are updated frequently, most recently in 2013 to clarify that the use of electronic cigarettes is included in the list of banned activities. (III.B.42)
- Issues such as indoor air quality, mold, asbestos (older buildings) and vector issues are typically communicated to EHS or Facilities Operations, who act upon the situation promptly. When necessary, the College hires outside contractors to perform air quality monitoring, mold and asbestos testing and remediation, and vector abatement.
- EHS has a well established program of providing ergonomic assessments, training, and ergonomic solutions and provides that training in the District's New Employee Safety Orientation as well. EHS also works closely with the District's Human Resources Analyst and workman's compensation insurance carrier to address ergonomic and other workplace health issues and to analyze the trends of claims. Based on an analysis provided by the District's workman's compensation insurance carrier, the District had the second lowest experience modification rate (Ex Mod) of the 26 Districts the carrier represents. Since 2011, the District's Ex Mod has been trending down (III.B.43).

SELF EVALUATION

The College meets the Standard. The District has established policies, procedures, systems, staff, and trainings to ensure that physical resources at all locations are safe, accessible, and secure and continue to seek ways to improve those services. Specific departments and committees coordinate with College departments, site managers, staff, faculty, and students to create healthful learning environments at every site.

III.B.2

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

DESCRIPTIVE SUMMARY

As described in the previous section, the College relies primarily on the annual PRPP to plan and evaluate its facilities and equipment on a regular basis. This evaluation has its basis in each department or unit's analysis of core data in relation to program goals, resources, and needs to meet educational goals.

The College incorporates relevant data into its planning processes through data and analysis from the Office of Institutional Research (OIR), whose mission is to provide information to SRJC administrators, faculty, and staff involved in the planning process, policy formation, decision making, and accountability. OIR also collects or develops information from external sources (III.B.44) for instance. Internal and external information was compiled for the Environmental Scan and Data Gathering Work Group as part of the development of the Strategic Plan (III.B.45).

In terms of an "on the ground" evaluation, the College assesses the conditions of its facilities and equipment on a regular basis as it complies with Title 3 requirements with an annually updated five-year scheduled maintenance plan for the Chancellor's Office in order to be eligible for state funding (III.B.46). The District must provide a one-to-one match and expend at least 0.5 percent of its current operating budget for ongoing maintenance to receive the state funding. District Policy 6.2.3, Scheduled Maintenance Program, lists the criteria and categories for projects in the plan and requires Board of Trustees' approval of the plan prior to submission to the Chancellor's Office (III.B.11).

A variety of information is used to develop the plan for scheduled maintenance items.

1. The Facilities Operation's Maintenance Department has preventative maintenance and operational inspection intervals for key building components such as heating, ventilation and air conditioning systems, boilers, electrical systems, emergency lights, and roofs. Preventative maintenance and operational inspections take place on both campuses, the Public Safety Training Center, and Shone Farm. (The Southwest Santa Rosa Center is a leased facility, and the maintenance is provided as part of the lease.)
2. Information from these inspections, including problems, are relayed to the Director of Facilities Operations.
3. The Dean of Facilities Planning and the Director of Facilities Operations review the annual five-year scheduled maintenance plan with the DFPC, IPC, and BFC prior to submitting it to the Board of Trustees for approval in December.
4. Upon Board approval, the information is submitted to the state using the Facilities Utilization, Space Inventory Options Net (FUSION) system. The FUSION system is a database maintained by the Foundation for California Community Colleges that tracks of over 75 million square feet of facilities condition assessments and develops cost modeling for maintenance projects, enabling colleges to plan budgets and help facilitate the passing of much-needed bond measures.
5. The Director of Facilities Operations also identifies the College's scheduled maintenance plans in the Facilities Operation's Maintenance Department's PRPP. The managers at each center also address scheduled maintenance issues specific to their sites in their PRPPs.

In June of 2013, the District underwent a multi-day technical site visit by representatives of the FUSION system to verify the accuracy of the District's FUSION data. This site visit looked at the District's space inventory, and assessed the status of the District's building and major building systems. The accuracy of the District's submittals was confirmed, and the inspector complimented the Facilities Operations Department on their ability to keep up the facilities in spite of their age (III.B.47).

SELF EVALUATION

The College meets the Standard. Using the annual PRPP, review, discussion, prioritization, decision making, and planning all take place through a prescribed sequence that eventually leads to recommendations for budget allocation. Final decisions consider physical resource acquisitions, construction, and improvements in the context of the program's effectiveness and the College's mission and Strategic Plan.

III.B.2.a

Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

DESCRIPTIVE SUMMARY

The District's long-range capital planning is driven by the PRPP and the facilities master planning process. The affirmation of the outcomes by the IPC and the Board serve to ensure that the plans support institutional improvement goals, as stated in the Strategic Plan goals and objectives. The College has documentation of plans for facilities and equipment but waits to implement those plans until the appropriate funding is available (III.B.48).

Projecting the Total Cost of Ownership

The District recognizes that projecting total cost of ownership (TCO) involves acknowledging the costs beyond the initial expense of the project or the purchase of a piece of equipment. TCO considerations for a new facility at SRJC include:

- operational costs (e.g. energy and utilities, routine maintenance, minor repairs, preventative maintenance, custodial services, grounds keeping, regulatory compliance and insurance)
- renewal costs (e.g. upgrading technological infrastructure, remodeling, and replacement of major building systems)
- de-commissioning or demolition costs

Likewise, the TCO of a new piece of equipment may have additional costs associated with facilities modifications, training, operating, maintenance, and insurance as well as replacement and possibly disposal costs. The District incorporates the concept of TCO by including it in the District Planning and Budget Framework document (III.B.49). This document was developed to serve as a guide to the broader aspects of the planning and budget process and establishes certain planning parameters within which the budget is to be developed. The entire document speaks to recognizing the funding constraints and obligations faced by the District, but the specific mention of TCO is, "The District will budget sufficient funds to afford the total cost of ownership for all District facilities and sites." To this end the District is anticipating the development of a life cycle cost assessment that covers all District facilities and sites. This assessment provides hard data for future budget discussions.

In practical terms, the Facilities Operations and Planning Department routinely helps the District address the TCO of its facilities by seeking ways to reduce operational costs.

- Since energy consumption is typically one of the higher operational costs, the District has incorporated solar panels and innovative heating and cooling systems in many of its new facilities and remodels. This also addresses College sustainability goals.
- The District uses utility service provider incentive programs to update existing equipment (e.g. ultra low flow or waterless urinals).
- The District contracted with a company to replace and maintain the obsolete Cogeneration Center, with a new, more efficient and larger system at no cost to the District. They guarantee a minimum amount of generation, which the District will purchase at a reduced market electrical rate, and the excess processed heat is free.
- Most recently, the District is using the availability of Proposition 39 (2012) funding to increase energy efficiency, such as replacing high pressure sodium lighting with LED lighting in the Zumwalt Parking Pavilion and replacing single speed circulation pumps for the swimming pools with variable speed pumps that can be slowed down when the pool is not in use.

Sustainability

The examples above show not only how the District reduces its operational costs, but also how it has put its sustainability goals into practice by reducing its water usage and lowering its use of electricity produced by fossil fuels. Goal E of the Strategic Plan speaks to achieving sustainability with regard to environmental stewardship, economic vitality, and social equity, and the college community has increasingly incorporated this goal in its practices.

The Integrated Environmental Planning Committee (IEPC), a President's Advisory committee, serves as the key shared governance group reviewing issues pertaining to sustainability (see Illustration III.B.12). The IEPC is currently creating a framework for strategies, objectives, metrics, and measurable reportable outcomes for Goal E (III.B.50).

Illustration III.B.8 listed the College's recycling program that is managed by Grounds and Recycling Operations. This program has been responsible for diverting significant quantities of recyclable materials from landfills and represents an ongoing example of environmental stewardship. Another example took place in fall 2014 when the Associated Students Sustainability Committee funded the installation of the College's first water bottle filling station on the Santa Rosa Campus. In addition to filling reusable water bottles, users can monitor the digital use meter to see how many plastic bottles are being diverted from landfill. The College is auditing use and plans to install a second station on the Petaluma Campus in spring 2015.

There are many other examples of sustainable practices that students, employees, and the District as a whole are undertaking as part of the quest to be a “Sustainable SRJC!” The College’s Sustainable SRJC website covers the institution’s “green” efforts as well as ideas that span beyond those associated with the District’s physical resources (III.B.51).

SELF EVALUATION

The College meets the standard. The PRPP and approval process from the President’s Cabinet, the IPC, and the Board ensure that long-range capital plans support institutional improvement goals. The District Planning and Budget Framework addresses the TCO for new facilities and equipment, thus making budgeting considerations realistic and visible during the planning process. Furthermore, the District is implementing plans to reach its goals relating to sustainability, not only in its buildings but in its everyday practices.

Illustration III.B.12 The Integrated Environmental Planning Committee

Function: The IEPC will strengthen Sonoma County Junior College District’s commitment to the development of a comprehensive environmental plan.

Membership:

- Dean of Facilities Planning and Operations
- Dean of Career & Technical Education & Economic Development
- Appointed Facilities Administrator
- Appointed Student Services Administrator
- Appointed Faculty
 - 1-Institute for Environmental Education (IEE),
 - 1-Career & Technical Education (CTE) and
 - 2-Additional (IEE/CTE Preferred)
- Appointed Classified (2)
- Appointed Students (2)

III.B.2.b

Physical resource planning is integrated with the institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

Physical resource planning continues to be directly linked to institutional planning, mainly through the PRPP. With the completion of the District’s Strategic Plan in spring 2014, the PRPP, the Facilities Master Plan, the Master Plan for Technology, and other specific plans are now aligned with SRJC’s vision, mission, goals, and objectives as they had been previously with College Initiatives (III.B.50 and III.B.51). In fall 2014, the first planning documents based on PRPP requests and the Strategic Plan were reviewed by the President’s Cabinet and IPC.

Systematic Assessment of Physical Resources

As detailed in section III.B.1, of this standard, the District’s annual PRPP acts as a systematic assessment of each unit’s needs, plans, goals, and objectives. This analysis includes the current status of each unit’s physical resources and the need for additional, replacement or modified resources. Priorities are listed and communicated to the College through the Institutional Planning website and annual PRPP launch messages (III.B.52). The PRPP is the mechanism used to move the information up through levels of review into the broader context of the Strategic Plan goals and objectives, as well as overall District budget and physical space realities. Improvement of facilities, equipment, and technology to support learning is a prevailing theme, as stated in Goal G:

Continuously improve our institutional effectiveness in support of our students, staff, and communities.

SELF EVALUATION

The College meets the Standard. Physical resource planning is integrated with the institutional planning through the PRPP. Based on PRPP information, the District is able to systematically assess the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

Actionable Improvement Plan

None

Evidence:

Standard III.B, Physical Resources

- III.B.1 **Board Policy Manual, Section 6, Facilities Planning**
<http://www.santarosa.edu/polman/6facilit/index.php>
- III.B.2 **Program and Resource Planning Process Website**
<http://goo.gl/n9F0jG>
- III.B.3 **Institutional Planning Council Homepage**
<https://bussharepoint.santarosa.edu/committees/institutional-planning-council/SitePages/Committee%20Home%20Page.aspx>
- III.B.4 **Institutional Technology Group (ITG)**
<https://bussharepoint.santarosa.edu/committees/institutional-technology/SitePages/Committee%20Home%20Page.aspx>
- III.B.5 **Strategic Master Plan for Technology, 2015 and Beyond**
<http://goo.gl/UoRkl>
- III.B.6 **Instructional Equipment and Library Materials (IELM) Funding Considerations and Recommendations**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.B.7 **Board Facilities Committee (BFC) Homepage**
<https://santarosa.edu/committees/board-facilities/.aspx>
- III.B.8 **District Facilities Planning Committee (DFPC) Homepage**
<https://bussharepoint.santarosa.edu/committees/board-facilities/SitePages/Committee%20Home%20Page.aspx>
- III.B.9 **Board Policy 6.1, Facilities: Planning**
<http://www.santarosa.edu/polman/6facilit/6.1.pdf>
- III.B.10 **DFPC Minutes, October 21, 2014**
<http://goo.gl/PbWDvs>
- III.B.11 **Five-Year Schedule Maintenance Plan, 2014**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.B.12 **Board Policy 6.2.3, Scheduled Maintenance Program**
<http://www.santarosa.edu/polman/6facilit/6.2.3.pdf>
- III.B.13 **Board Policy 6.2, Facilities: Capital Outlay Programming**
<http://www.santarosa.edu/polman/6facilit/6.2.pdf>
- III.B.14 **Space Allocation and Improvement Sequencing Report (2005)**
http://www.santarosa.edu/administration/planning/pdfs/2615-SRJC_Master_Plan_April_2007%5B1%5D.pdf
- III.B.15 **Santa Rosa Master Space Allocation Plan and Facilities Plan (2007)**
http://www.santarosa.edu/administration/planning/pdfs/2615-SRJC_Master_Plan_April_2007%5B1%5D.pdf
- III.B.16 **Schedule of Classes, SRJC Offsite Locations, Fall 2014**
<http://www.santarosa.edu/schedules/pdf/S15-web-offcampus.pdf>
- III.B.17 **Minutes District Health and Safety Committee, Non-District Site Review**
- III.B.18 **2002 Bond Measure A**
<http://goo.gl/gyY22l>
- III.B.19 **Board Policy 0.29, General Obligation Bond Measures and Independent Citizens' Oversight Committee**
<http://www.santarosa.edu/polman/0bylaws/0.29.pdf>

- III.B.20 Enrollment Management System**
<https://ems.santarosa.edu/>
- III.B.21 Sustainable Facilities Website**
<http://www.santarosa.edu/sustainability/facilities/>
- III.B.22 Measure H Bond Approval, Press Release, November 2014**
<http://goo.gl/rzkSnY>
- III.B.23 Facilities Planning and Operations Office Website** http://www.santarosa.edu/about_srjc/facilities-operations/
- III.B.24 Environmental Health and Safety (EH&S) Website**
<http://www.santarosa.edu/ehs/>
- III.B.25 CalOSHA Requirements, California Code of Regulations, Title 8, Section 3203**
<http://www.dir.ca.gov/title8/3203.html>
- III.B.26 Board Policy and Procedure 6.8.2/6.8.2P, Illness and Injury Prevention Program**
<http://www.santarosa.edu/polman/6facilit/6.8.2.pdf> <http://www.santarosa.edu/polman/6facilit/6.8.2P.pdf>
- III.B.27 District Health and Safety Committee (DHSC) Homepage**
<http://goo.gl/scHRDS>
- III.B.28 District Safety Report**
<http://www.santarosa.edu/ehs/safety-report/>
- III.B.29 Curriculum Form: New Course Proposal**
<http://online.santarosa.edu/presentation/schedule/?793>
- III.B.30 EH&S Website, Page: Hazard Communication Plan**
<http://www.santarosa.edu/ehs/hazard-communication-plan/>
- III.B.31 SRJC College Initiatives 2013/2014, Initiative IX, Emergency and Disaster Preparedness**
<http://goo.gl/VKGGZU>
- III.B.32 District Police Department Website**
<http://www.santarosa.edu/administration/college-safety/district-police/>
- III.B.33 Campus Security Report, 2012**
<http://goo.gl/glxpT6>
- III.B.34 Campus Security Report and Fire Safety Report, 2011-2013**
<http://goo.gl/X8S5pt>
- III.B.35 District Accessibility Committee**
<http://goo.gl/KVjdCP>
- III.B.36 SCJCD ADA Self-Evaluation and Transition Plan**
<http://goo.gl/tQCst5>
- III.B.37 Disability Resources Department Website**
<http://online.santarosa.edu/presentation/?4928>
- III.B.38 Americans with Disabilities Act (ADA) Website (accessible from Human Resources Website)**
<http://www.santarosa.edu/hr/ADA/index.shtml>

- III.B.39 District Online Committee (DOC)**
<https://santarosa.edu/committees/district-online>
- III.B.40 SRJC Web Accessibility Compliance Website**
<http://online.santarosa.edu/presentation/page/?67744>
- III.B.41 Accessibility Compliance Website, Page: Assistance**
<http://online.santarosa.edu/presentation/page/?67096>
- III.B.42 Board Policy and Procedure 6.8.6/6.8.6P, District Smoke-free Environment Policy and Procedural Guidelines**
<http://www.santarosa.edu/polman/6facilit/6.8.6.pdf>
<http://www.santarosa.edu/polman/6facilit/6.8.6P.pdf>
- III.B.43 SRJC Experience Modification Rate Report**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.B.44 Office of Institutional Resources Website**
<http://www.santarosa.edu/research/external-data-sources.php>
- III.B.45 Strategic Plan Task Force, Environmental Scan and Data Gathering Work Group Web Page**
<http://libguides.santarosa.edu/strategicplanning/environmentalscan>
- III.B.46 Scheduled Maintenance Plan**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.B.47 FUSION Evaluation and Report, June 2013**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.B.48 SCJCD Adopted Budget, 2014/2015**
<http://goo.gl/RRwBE5>
- III.B.49 SCJCD Planning and Budget Framework**
<http://goo.gl/jXtUlj>
- III.B.50 Integrated Environmental Planning Committee (IEPC) Homepage**
<http://goo.gl/ApHzhP>
- III.B.51 Sustainable SRJC Website**
<http://www.santarosa.edu/sustainability/>
- III.B.52 2014 Program and Resource Planning (PRPP) Summary All-District Email Message, December 11, 2014**
<http://www2.santarosa.edu/f/?nDEGLEwz>

Standard III Resources

Standard III.C Technology Resources



SANTA ROSA JUNIOR COLLEGE



Our Values **We value *Innovation* that includes:**

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



SANTA ROSA JUNIOR COLLEGE



III.C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College directly addresses technology in its Strategic Plan. Technology is considered as essential as physical facilities in supporting quality instruction and efficient operations of the institution. Goal D, Improve Facilities and Technology (below right), reflects the College's intention to embrace the benefits of technology to promote educational programs, institutional communications, and fully functioning facilities and to ensure that all members of the college community can access and use technological tools and processes. Below is an overview of the technology components at SRJC, which will be described in depth in later sections with references to evidence.

Technology that supports learning programs includes:

- Computer labs at all sites
- Distance Education courses as well as online certificate and major programs
- The Student Information System (SIS), which provides students and faculty with portals for communications relating to both specific courses and institutional processes
- Online library and research functions and resources
- Assistive technology for students with disabilities
- Email systems for student and faculty communications
- Websites for faculty (both DE and on-site), academic departments, certificate and degree programs, Student Services offices, Associated Students, libraries, and many other learning support sites

Institutional effectiveness is addressed through technology in multiple ways as well. Among the most commonly used are:

- The Curriculum Database (through SIS)
- A SharePoint system representing College committees and their documentation
- A redesigned Institutional Planning website with links to data, institutional reports, assessment results, Strategic Planning accountability, and other essential records
- The online Program and Resource Planning Process (PRPP) template and departmental and unit data

- Communication systems for faculty, classified staff, and managers—primarily email, but also shared drives, portals, and technology request systems
- Websites and a SharePoint site for student learning outcome (SLO) assessment information and reports
- Institutional web pages representing all College programs and services

The College supports its goals and objectives for technology by integrating planning for technology in its institutional planning processes. This is carried out through:

- Technology requests in the PRPP
- The Institutional Planning Council (IPC), which ensures that all technology requests and technology processes are consistently reviewed for alignment with the Strategic Plan
- The Institutional Technology Group (ITG), a multi-constituent Presidential Advisory committee
- The Director of Institutional Technology as a member of the President's Cabinet (initiated when the current president took office)
- The Dean of Learning Resources and Educational Technology as the head of Distance Education
- The District Online Committee (DOC), a multi-constituent group that assesses online instructional needs and recommends best practices, policies, and procedures regarding Distance Education

Strategic Plan GOAL D. I 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

SELF EVALUATION

The College meets the Standard. In keeping with College goals in the Strategic Plan, all technology resources and services are used to support student learning programs and services and to maintain and improve institutional effectiveness. The PRPP, specific College committees, the President's Cabinet, and specific policies ensure that the acquisition and implementation of technology receives appropriate budget allocations and are aligned with College goals.

III.C.1.

The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college-wide communications, research, and operational systems.

Descriptive Summary

SRJC continually maintains and improves its technology support for the changing needs of the college. The College uses several methods to determine the needs for learning, teaching, college-wide communications, and research and has a system in place to determine technology priorities, appropriate budget allocations, and effectiveness of those resources.

Determining Needs

The primary means for communicating the various types of technology needs is through specific sections of the Program and Resource Planning Process (PRPP) that require units to state their technology needs and how they align with to program goals and broader College goals, as shown in Illustration III.C.1 (III.C.1). For academic and Student Services departments, these goals directly involve teaching and learning. Other units, while indirectly supporting teaching and learning, usually focus on communications, research, and operations. The PRPP works as an evaluative mechanism as well since departments and units are asked to explain how well existing technology is serving its purposes and to describe the extent to which the department accomplished its goals, which may relate to implementation of or need for new technology.

Most technology equipment requests also go through a review and approval process by the Institutional Technology Group (ITG) to assure that needs are met according to College priorities, budgeting, and goals (III.C.2). Sometimes additional input is requested of related departments. For instance, Instructional Computing staff also review PRPP requests for computer lab equipment and provide feedback to the ITG.

In addition, the Help Desk evaluates technology service and support needs by generating a ticket database that provides useful feedback for the ITG. Analysis of the data helps ITG pinpoint areas of particular need and how to follow up with appropriate support and services, as shown in Illustrations III.C.2 and 3.

Finally, to evaluate the effectiveness of its technology in meeting its range of needs, the Information Technology (IT) department conducts periodic surveys that address technology needs of all user groups (staff, faculty, management, and students) (III.C.3). The results of the surveys are analyzed and forwarded to ITG as input to the Strategic Master Plan for Technology (Tech Master Plan),

updated to every three to five years (III.C.4). For instance, Illustration III.C.4 represents survey results indicating that email, student portals, and texting are the main ways students prefer to hear from the College, demonstrating that

the greatest support should focus on email, SIS portals, and functions relating to mobile devices. One specific action the College has taken in response is converting its websites to be fully accessible through mobile devices.

Illustration III.C.1 PRPP Sections Related to Technology

| | |
|-------|---|
| 2.1.a | Budget Needs (narrative aligning requests with mission and goals) |
| 2.1.b | Budget Requests (prioritized spreadsheet) |
| 2.4.a | Desktop Technology Requests (link to request form) |
| 2.4.b | Rationale for Instructional and Non-Instructional Equipment (narrative) |
| 2.4.c | Instructional Equipment Requests (prioritized spreadsheet) |
| 2.4.d | Non-Instructional Equipment Requests (spreadsheet) |

Illustration III.C.2 How the Help Desk Increases Its Help

- Problem:** In 2013, the ticket database revealed that the average response time for the Help Desk was two weeks.

- Analysis:** ITG identified a need for software training (e.g., how to use Microsoft Office tools, access Citrix, access ESCAPE)

- Solution:** (1) Extra Help Desk technician added to shorten the response time. (2) PDA Day and flex workshops were targeted to address the most frequent service requests.

- Example:** A series of workshops on “Tips and Tricks—How to Use SRJC IT Tools” was offered with topics based on ticket data. Workshops were well attended and received by the campus community.

Illustration III.C.3 Help Desk Tickets

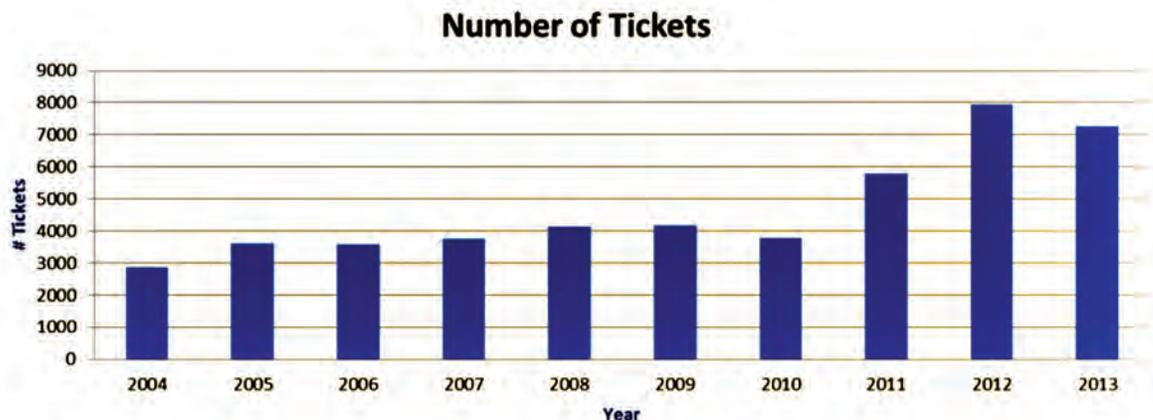
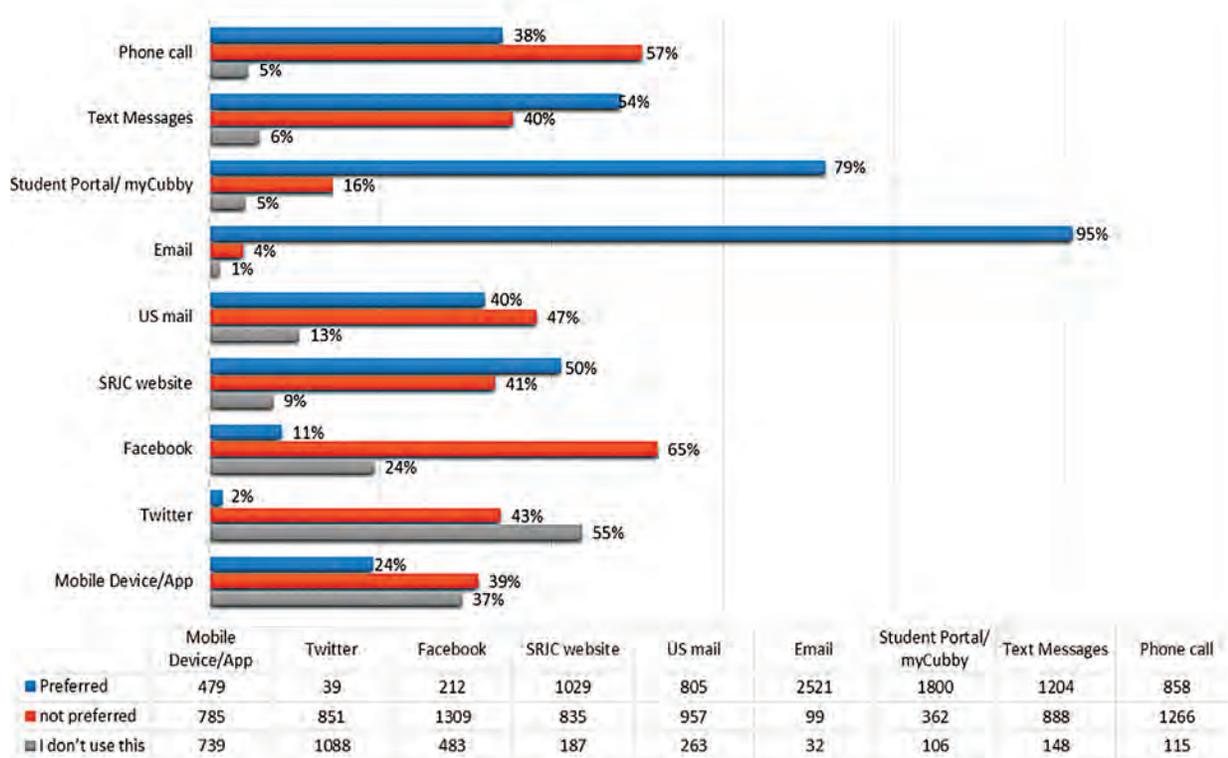


Illustration III.C.4 2013 Student Survey Results: Student Contact Preferences



Budget allocations are made according to needs that relate to teaching and learning, communications, research, and operations. The District currently has an annual operating budget of approximately two million dollars and maintains over 100 servers and 4,000 PC and Apple computers. The allocated budget from Fiscal Year 2013-2014, as represented in Illustration III.C.5, shows the scope of the technology needs within the District (III.C.5).

Learning and Teaching

When technology support needs have been identified and resources and services to meet those needs have been approved, IT designates the appropriate area to supply those support services. For teaching and learning, those services are provided by Instructional Computing, Media Services, the Office of Distance Education (DE), and the Disability Resources Department (DRD).

Instructional Computing manages computer labs on the Petaluma and Santa Rosa campuses, the Public Training Safety Center, and the Southwest Santa Rosa Center (SWC). (See Illustration III.C.6.) Instructional Computing also provides support for faculty, staff, and students through online software applications, on-site visits, and phone help.

Media Services is responsible for media equipment and services used to transmit multi-media content to groups of users (III.C.6). This includes managing and servicing classroom computerized multimedia stations, overseeing and maintaining a recorded media content collection, and supporting District-wide video conferencing equipment in five locations. This service is described further in Standard II.C.

Illustration III.C.5 2012/2014 Technology Budget

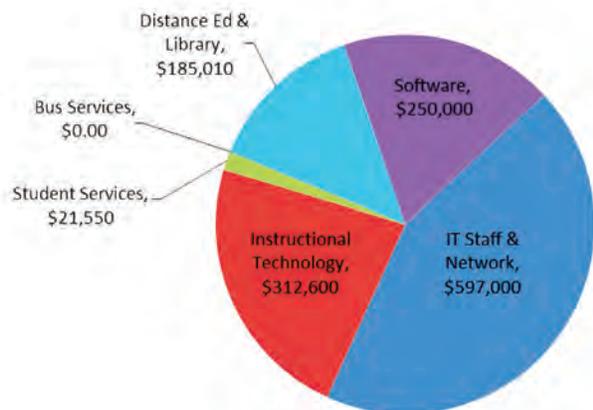


Illustration III.C.6 SRJC Computer Labs List

| Campus | Building | Lab name | PC | Mac | Total |
|------------|-------------------------|--|----|-----|-------|
| Petaluma | Kathleen Doyle Hall | Digital Media Lab | | 33 | 33 |
| Petaluma | Kathleen Doyle Hall | Petaluma College Skills ASK Lab | | 38 | 38 |
| Petaluma | Mahoney Library | Petaluma Mahoney Library Public Access areas | 30 | | 30 |
| Petaluma | Mahoney Library | Petaluma Mahoney Library Teaching Lab | 28 | | 28 |
| Petaluma | Richard W Call Building | Petaluma General Use Lecture Lab | | 34 | 34 |
| Petaluma | Richard W Call Building | Petaluma Open Computer Lab | 25 | 25 | 50 |
| Petaluma | Richard W Call Building | Petaluma Help Desk Lab | 31 | | 31 |
| Petaluma | Richard W Call Building | Petaluma Macintosh Lab | | 39 | 39 |
| Petaluma | Richard W Call Building | Petaluma Networking Lab | 26 | | 26 |
| Petaluma | Richard W Call Building | Petaluma Mobile Laptop Lab | 32 | | 32 |
| PSTC | Need | General PSTC Lab | 25 | | 25 |
| PSTC | Need | General PSTC Lab | 25 | | 25 |
| PSTC | Need | AJ/Fire Lab | 25 | | 25 |
| Santa Rosa | Analy Village | College Skills ASK Lab | 24 | 8 | 32 |
| Santa Rosa | Analy Village | College Skills Math Labs | 48 | | 48 |
| Santa Rosa | Barnett Hall | Multi-curricular Computer Classroom/Lab | 31 | | 31 |
| Santa Rosa | Emeritus Hall | Modern and Classical Languages Lab | 38 | | 38 |
| Santa Rosa | Emeritus Hall | English Writing Center Lab | | 26 | 26 |
| Santa Rosa | Emeritus Hall | English Mac Classroom/Lab | | 30 | 30 |
| Santa Rosa | Emeritus Hall | English Reading Lab | | 28 | 28 |
| Santa Rosa | Frank P Doyle Library | Library Teaching Classroom/Lab | 30 | | 30 |
| Santa Rosa | Maggini Hall | Business Computer Lab | 33 | | 33 |
| Santa Rosa | Maggini Hall | Business Computer Lab | 31 | | 31 |
| Santa Rosa | Maggini Hall | Business Computer Lab | 33 | | 33 |
| Santa Rosa | Maggini Hall | Computer and Info Sci Lab | 1 | 32 | 33 |
| Santa Rosa | Maggini Hall | Computer and Info Sci Lab | 1 | 30 | 31 |
| Santa Rosa | Plover Hall | Assessment Lab | 50 | | 50 |
| Santa Rosa | Bussman Hall | Math Laptop Lab | | 35 | 35 |
| Santa Rosa | Shuhaw Hall | Math Computer Lab | 1 | 26 | 27 |
| Santa Rosa | Shuhaw Hall | Applied Technologies/CAD Lab | 25 | | 25 |
| Santa Rosa | Shuhaw Hall | Manual Drafting Lab | 26 | | 26 |
| Santa Rosa | Shuhaw Hall | Applied Technologies/Graphics Integrated Lab | 25 | 5 | 30 |
| Santa Rosa | William B Race Building | Health Science Lab | 32 | | 32 |
| SWC | Southwest Center | ESL – Southwest Center | 36 | | 36 |
| SWC | Southwest Center | ESL - Mobile Laptop Cart Lab | 25 | | 25 |

The Office of Distance Education (DE), supervised by the Dean of Learning Resources and Educational Technology, is responsible for the functioning of SRJC's DE programs (III.C.7). These responsibilities include:

- Hosting SRJC's online classes as well as web-based materials created for face-to-face classes by SRJC faculty.
- Assisting faculty with creating and maintaining online classes and web-based instructional materials.
- Providing training, information, and resources for SRJC faculty and students who participate in web-based teaching and learning.

Assisted by the IT department, DE currently employs two systems for hosting online content. The original system is Computer-Assisted Teaching Environment (CATE), developed by the College and in use since 1996. The newer system is Moodle, an open-source Learning Management System adopted by the College in 2011 (III.C.8). The two systems had been running parallel, but the College is currently migrating all existing courses hosted in CATE to Moodle. The DE Office offers support for faculty during this process through workshops, one-on-one consultation, and training (III.C.9).

The Disability Resources Department (DRD) provides students with disabilities equal access via the Assistive Technology Center (ATC) on the Santa Rosa Campus (III.C.10). The ATC is supervised by a full-time faculty member and houses eight fully accessible computer workstations with assistive software installed. The center also provides students with training in specialized hardware and software allowing them access to written documents, word processing, computer programs, the Internet, and a variety of applications. DRD also coordinates accessible workstations and software that are installed in other computer labs and offers consultation and training for lab staff and faculty (III.C.11).

Supporting Research Functions

IT supports research involved in teaching and learning. Working in collaboration with IT, SRJC libraries provide research support for students and faculty in multiple ways, including the innovative search function on its website, individualized LibGuides for courses, workshops on software such as NoodleBib and Turnitin, and the popular online "Ask a Librarian" feature (see Standard II.C for further details). The Doyle Library also houses the Center for Excellence in Teaching and Learning, a facility devoted to hosting faculty professional development, including the effective use of media and technology (III.C.12). The specific technology support required by librarians follows the same path towards review and approval as other departments' technology requests.

The College also addresses the technology needs of the Office of Institutional Research (OIR) (III.C.13). The increasing

demands for data collection, analysis, and representation has raised the priority of OIR's support and staffing needs, and OIR and the College have successfully identified several options for addressing those needs. As with every other department, OIR requests are documented in the PRPP and go through the same levels of review and approval. While specific software implementation, such as Tableau, is conducted within OIR, the Director of Institutional Research works closely with IT to access data necessary for internal research.

College-wide Communications

The technology needs for college-wide communications continue to evolve as technology improves and student and staff expectations and abilities grow. Within this constantly changing environment, the Infrastructure and Network staff in IT design, purchase, install, and support a responsive institutional infrastructure for college-wide communication. In addition to the College email system, which was recently transitioned to the more effective Office 365 system for all employees, the team has expanded wireless access to a number of retro-fitted buildings and deployed VoIP to replace an outdated phone system at both Santa Rosa and Petaluma campuses (III.C.14). The Infrastructure and Network group also maintains SharePoint sites, which allow essential information about the College to be accessible to the college community and often to the public. These sites include:

- Agendas, minutes, and documents for all standing committees, President's Advisory Committees, and other groups related to shared governance and College functions (III.C.15)
- Records of SLO assessments for courses, certificates, majors, and student services programs (III.C.16)
- Strategic Planning Task Force archives (III.C.17)

IT also supports the Student Information System (SIS), which has portal functions allowing for instructor-student communications and institutional communications (such as reminders of College deadlines or registration priorities).

In addition, the IT Blog keeps the campus community informed of scheduled maintenance, upgrades, and security advisories (III.C.18).

Operational Systems

To improve its operational systems in response to the needs articulated by IT, Admissions and Records, Business Services, Human Resources, and other units, the College has invested in two major technology changes:

- In November 2009, the District embarked on a major Student Information System (SIS) conversion that was done primarily by the IT staff. The COBOL system was retired in 2009. The new SIS has provided students

with more access and automation in applying to the College and registering for classes via the student portal, and the faculty portal provides faculty more online automation in regards to their class rosters and submitting their grades. Current work focuses on enhancing SIS functions such as record-keeping and report generation for Admission and Records.

- In 2010, after a comprehensive review and assessment, SRJC migrated from the CECC Financial 2000 system to Escape Technology for the subsystems: budget development and management, general ledger processing, accounts payable processing, payroll processing, STRS and PERS retirement systems processing, purchasing, fixed assets tracking, stores inventory management, and Human Resources management.

The College continues to determine the most efficient and cost-effective ways to support its operations through technology. A list of current projects and updates related to operational systems is available to the public via the interface of the web-based IT project tracking system (III.C.19).

SELF-EVALUATION

The College meets the Standard. SRJC uses various and systematic means to assess technology needs and evaluate technology-related implementation in all institutional functions, including teaching and learning, research (both academic and institutional), communications, and operations. Requests for equipment, support, and services go through an integrated review and planning process, so allocations to meet these needs are clearly based on their alignment with institutional goals, urgency, and cost.

III.C.1.a.

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

DESCRIPTIVE SUMMARY

As discussed above, the PRPP, ITG, and approval processes through IPC and the President's Cabinet ensure that all technology equipment, labor, and software is focused on enhancing and supporting the College's operations and effectiveness in helping students achieve learning outcomes.

Technology services provided by the District include programming support, technology procurement support, Help Desk support, and checkout of loaner technology equipment, such as iPads, laptops, projectors, and conference phones (see Illustration III.C.7). Technology features in many facilities as well, including:

- "smart" classrooms (i.e., wired, networked, with functional computers, document cameras, and other technological tools)
- student computer labs
- smart building technology for HVAC and security (door access and video monitoring).

Hardware and software includes: the network infrastructure; fire wall security software; enterprise software (e.g., Finance, HR, Student Information Systems); and applications software (e.g., Microsoft Office, Turnitin, Adobe, AutoDesk).

The justification for every component of technology—that is, its relationship to institutional needs, goals, and effectiveness—is clearly represented in all stages of the request, as shown in Illustration III.C.8 (III.C.20). The College also tracks use of IT support in order to guide the decision making process.

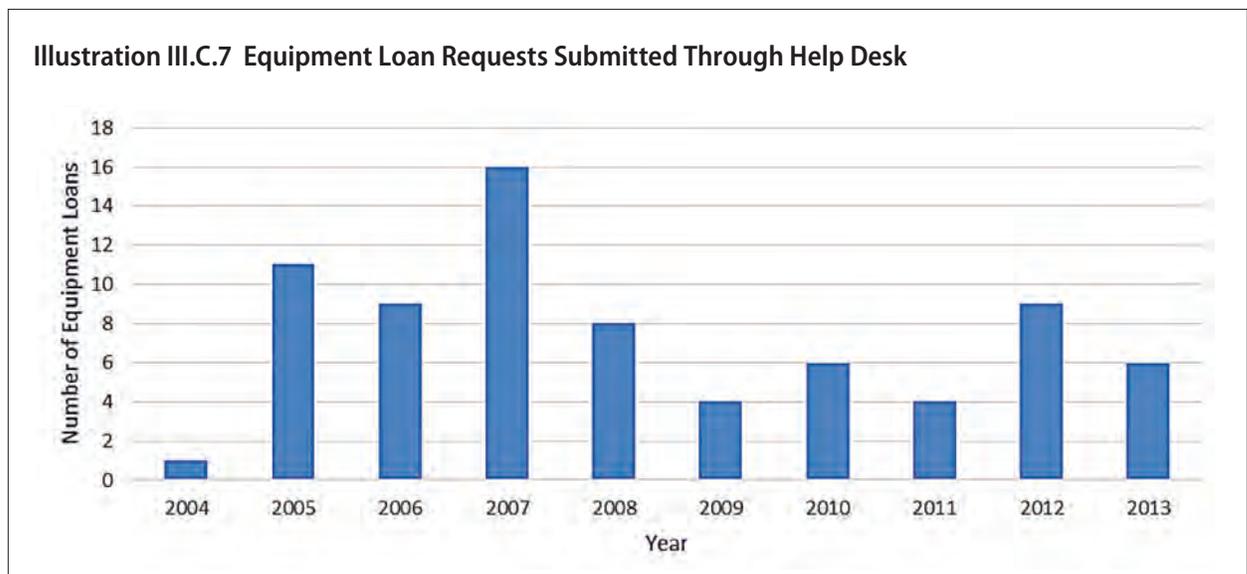
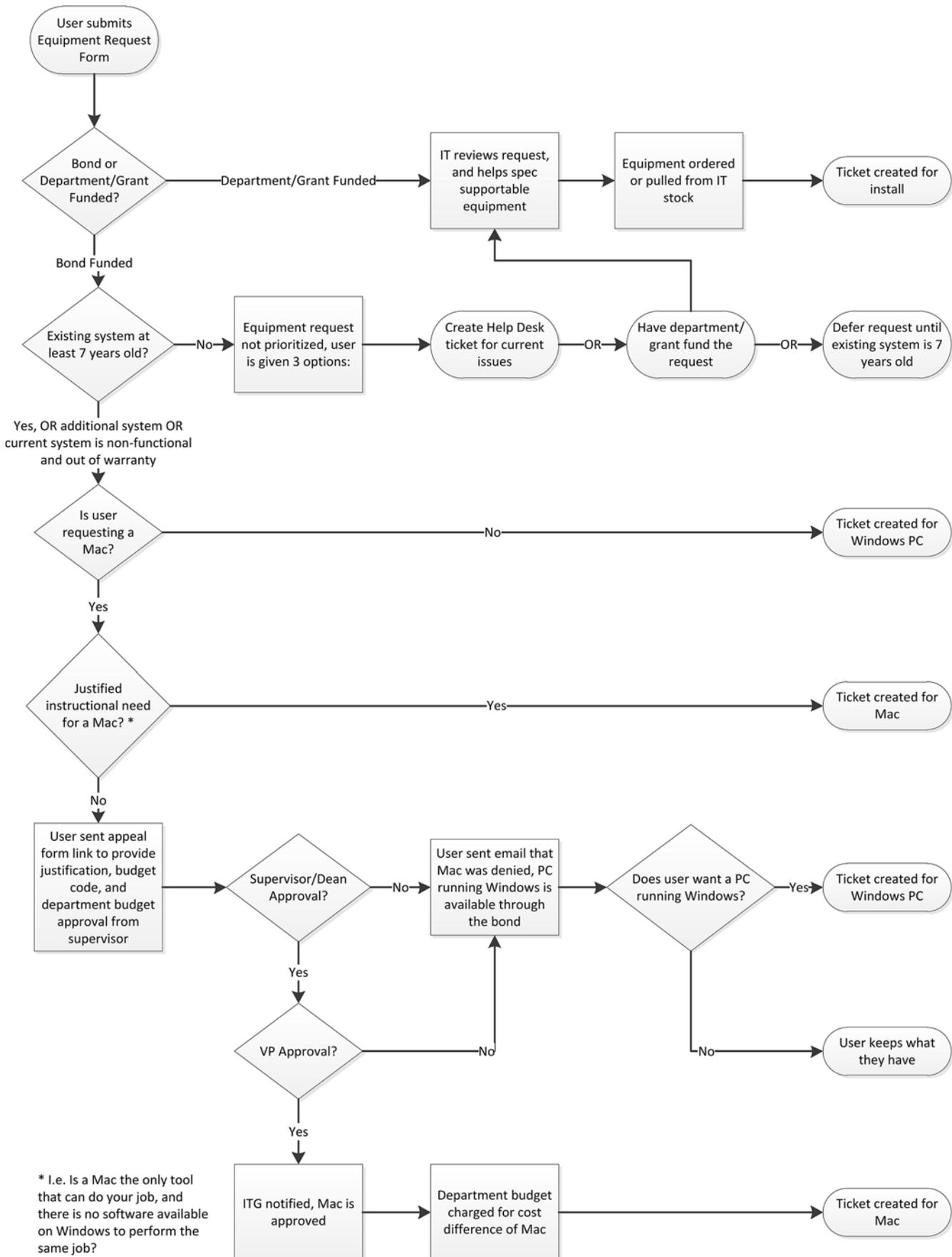


Illustration III.C.8 IT Equipment Request Workflow



To accommodate the College's curricular commitments for distance learning programs and courses, the ITG has decided to host its own technology infrastructure for the Distance Ed program. For example, to accommodate the redundancy requirement for distance education programs, the College used ITG money to fund a new higher capacity virtualized server cluster. The DE cluster now located in the IT central server room has its own independent power supply and backup. During regional power outages, the DE servers were not impacted because of these improved backup measures.

In terms of data security and privacy, the College's use of technology is compliant with Family Educational Rights and Privacy Act (FERPA) and the Health Information Portability and Accountability Act (HIPPA) (III.C.21). The College also regularly conducts security audits of its software and hardware for credit card transaction so that it complies with Payment Card Industry (PCI) Data Security Standards. There are multiple layers of data protection throughout the College systems. For example, the business system is run on a network isolated from the education systems, thereby separating confidential student information (such as grades and Social Security numbers) from the Course Management System, reducing the chance of a security breach targeting sensitive student information.

SELF-EVALUATION

The College meets the Standard. Through careful and systematic review and planning processes, the College meets its operational needs as effectively as possible with the resources allocated to technology.

III.C.1.b.

The institution provides quality training in the effective application of its information technology to students and personnel.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College provides quality training in the use of technology through several academic support services units: the Information Technology department, the Distance Education office, the Staff Resource Center, the SRJC libraries, the Disability Resources Department, and the computer labs. Often, the focus areas of trainings for faculty and staff are prompted by the College's implementation of new systems of software programs (for example, the launch of the NEOGOV online hiring system adopted by Human Resources in August 2014). Many other trainings are offered as well, usually initiated by survey results, the Help Desk ticket database, PRPP requests, and analysis of feedback sent to the Staff Resource Center. Examples of the College's response to training needs include:

- Based on the requests submitted through the Help Desk, the District increased the number of Lynda.com licenses for software training for employees three times in the past three years (see Illustration III.C.9)
- Based on the employee feedback from the IT department, the District has purchased e-learning services provided through SkillSoft to address the training needs for IT professionals (III.C.22)

Trainings that take place through Staff Resource Center ask for evaluative feedback so that the effectiveness of the training can be assessed and improved, if needed. Training offered on a more informal basis through IT and DE consultations are evaluated as a component of periodic IT satisfaction surveys and the evaluation mechanisms for IT staff and management.

For students, trainings in institutional systems (online registration, student portal functions, career research programs, research engines) often occur through an on-site, just-in-time format in the Admissions and Records office, computer labs, and libraries, but the Counseling, Learning Resources, College Skills, and several Career and Technical Education (CTE) departments also provide specific trainings within classes or for DE.

Training and Support from the Information Technology Department

The IT Department provides technology support and training for all staff, faculty, and administrators through the Help Desk services, PDA presentations, online training through Lynda.com, and various flex-credit workshops offered throughout the year (III.C.23). IT's personnel consists of staff with expertise in varied areas, such as network, computer repair, server-system administration, student information systems and microcomputer support and services. The Help Desk is the initial step for both immediate questions and longer term requests for information or training (III.C.24). The Help Desk provides face-to-face, phone, and email support to the campus community, which includes all administration, faculty, and staff. The number of yearly help desk requests is shown in Illustration III.C.10.

Training Related to Distance Education

Distance Education (DE) is supervised by the Dean of Learning Resources and Educational Technology and is staffed by a webmaster, a specialist in accessibility compliance, a faculty member to provide trainings and consultation in DE instruction, and a systems administrator. Periodically the DE staff conducts a needs assessment survey to determine faculty needs for training in DE course development and implementation (III.C.25). Based on the results of the survey and developing trends in education and technology, the DE office provides face-to-face and online training and activities about the most effective design and instructional practices for DE courses.

The DE website provides a wealth of information for both students and faculty (III.C.26). Faculty can access step-by-step guidance about creating and maintaining online classes, links to descriptions of best practices and web-based instructional materials, and the procedures for submitting courses for DE approval by the Curriculum Review Committee (CRC). Students also have detailed descriptions on how to be successful in the online environment; resources such as an online readiness quiz; and a link to online student services. Students may also take a six-week credit course, "How to Take an Online Class," which is offered several times each semester and recommended on the DE student web pages and the homepage of many courses (III.C.27). Instructors preparing to teach online courses are invited to enroll in or shadow the course as well.

Faculty who want to teach DE courses must demonstrate that they have had adequate training and, if possible, experience in online instruction. The specific requirements vary somewhat across departments but are described in detail in the Special Expertise statement of departments that offer online courses. This statement is part of the approved departmental procedures for making course assignments (III.C.28).

Training for faculty is conducted by the DE office faculty or staff and is also available through online modules. Options include:

- Face-to-face consultation with the DE faculty member
- Resources and best practices information for DE through the SRJC Online Learning website (III.C.29)
- Online workshops using the DE website, CATE, Moodle, or Lynda.com. (Note: there is fund reimbursement for faculty and staff taking Lynda.com trainings.)
- Podcast on Accessible Issues for Online Materials (III.C.30)
- In-person group trainings offered during PDA Day or as flex credit workshop.
- A series of workshops that offer faculty a Completion Certificate for online instruction

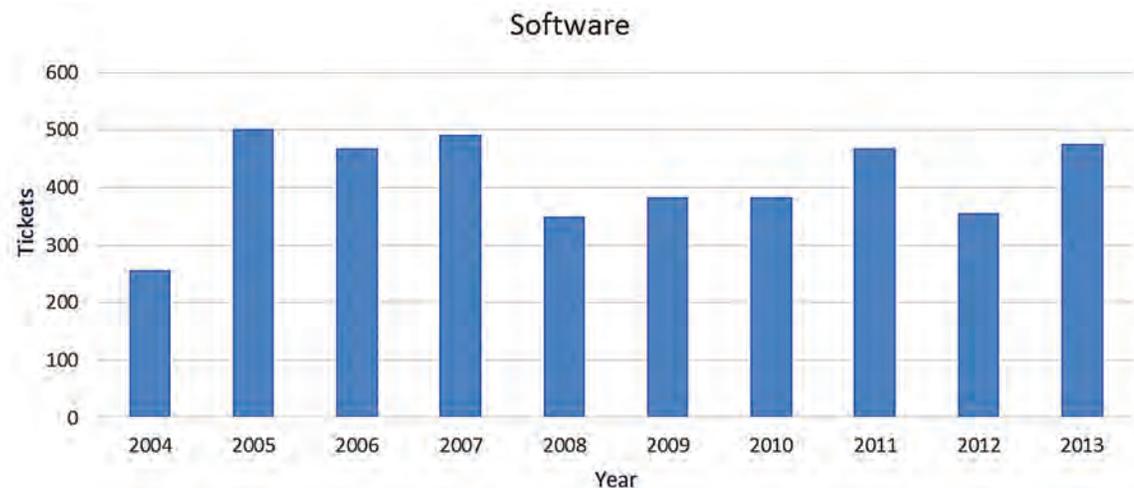
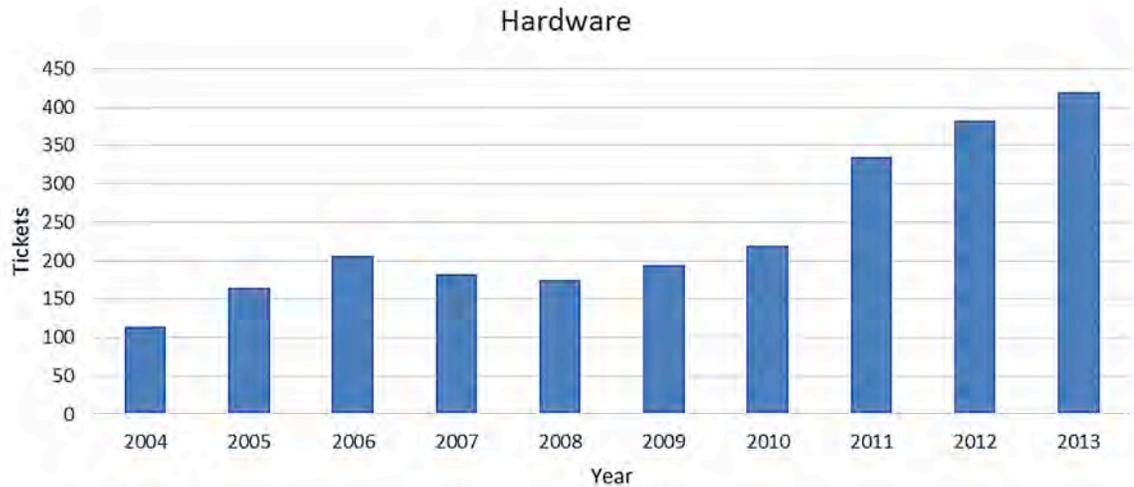
Santa Rosa Junior College has implemented several grants for the Online College Project, which leads to the development of online curriculum for the College (III.C.31). The Online College Project offers support for instructors through consultations and trainings. Any instructor qualified to teach a course created through the Online College Project is allowed to use that curriculum through cloning and, if possible, consultation with other instructors of that same online course, but additional training is usually recommended.

Every newly created online class must be reviewed through a meeting with the department chair of the course discipline, the cluster dean, and the DE webmaster. Feedback is given to the instructor, who must make any required changes before the course can be approved for scheduling. This process not only ensures that a course meets criteria for effective DE practices, but allows the DE webmaster to evaluate the extent of instructors' application of skills from DE trainings and determine areas where specific types of training may be appropriate.

Illustration III.C.9 Providing Technology Training through Lynda.com (Usage statistics of Lynda.com licenses in 2013)

| | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | YTD Avg |
|----------------------------------|-----|-----|-----|-----|-----|-----|------|-----|------|-----|------|-----|---------|
| #Users In Account | 0 | 0 | 5 | 7 | 15 | 15 | 25 | 31 | 37 | 44 | 45 | 47 | 27.1 |
| #Active Licenses | 0 | 0 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4.0 |
| #Users That Logged In | 0 | 0 | 4 | 0 | 3 | 1 | 9 | 6 | 3 | 6 | 7 | 2 | 4.1 |
| % Active Licenses That Logged In | 0 | 0 | 100 | 0 | 75 | 25 | 225 | 150 | 75 | 150 | 175 | 50 | 113.9 |
| Distinct Courses Viewed | 0 | 0 | 3 | 0 | 6 | 4 | 12 | 10 | 2 | 13 | 7 | 3 | 6.7 |
| Distinct Movies Viewed | 0 | 0 | 11 | 0 | 62 | 14 | 175 | 65 | 114 | 88 | 184 | 9 | 80.0 |
| Total Movie Views | 0 | 0 | 15 | 0 | 78 | 14 | 253 | 79 | 130 | 91 | 263 | 10 | 93.3 |
| Hours Viewed | 0.0 | 0.0 | 1.0 | 0.0 | 7.1 | 0.9 | 21.4 | 6.5 | 10.0 | 4.4 | 22.7 | 0.4 | 7.4 |
| #Logins | 0 | 0 | 7 | 0 | 7 | 2 | 39 | 19 | 13 | 13 | 15 | 3 | 11.8 |
| Average Movie Views Per User | 0 | 0 | 4 | 0 | 26 | 14 | 28 | 13 | 43 | 15 | 38 | 5 | 20.7 |
| Average Hours Viewed Per Login | 0.0 | 0.0 | 0.2 | 0.0 | 1.0 | 0.4 | 0.6 | 0.3 | 0.8 | 0.3 | 1.5 | 0.1 | 0.6 |

Illustration III.C.10 Help Desk Ticket Requests, Software and Hardware



Staff Development Technology Workshops

The Staff Resources Center coordinates flex workshops, New Faculty Development Programs, trainings for classified staff, and PDA presentations on a variety of technology-related topics. Many of these trainings are in concert with IT staff and DE personnel, but the College extended its offerings by purchasing four site licenses for Lynda.com, an online resource that provides 24/7 on-demand training video clips on the use of over 2,000 software and hardware applications (III.C.32).

The Menu of Activities listed on the Staff Resource Center website uses icons to indicate each workshop's relation to one or more of the Professional Development Pathways, so it is easy for faculty and staff to identify online and face-to-face programs, such as those in Illustration III.C.11, that are part of the Technology Pathway (III.C.33). As with all flex and PDA workshops and presentations offered through Staff Development, participants are asked to submit evaluative feedback, which is reviewed by the Staff Development staff and faculty, summarized, and sent to presenters. This information is used to determine areas requiring more or different trainings in technology.

Library Technology Training

The SRJC libraries support students, faculty, and staff with access to a variety of technology resources (III.C.34). Computers on all floors are provided to support learning, including distance learning, on both campuses. Students conduct research for classwork, prepare and print class assignments, access class web pages and discussion forums, email instructors, and use tools such as Turnitin and NoodleBib. Library staff are available for immediate support, but in-depth training in online research tools is available through tutorials on the library web site for both on-site and DE students (III.C.35). The Learning Resources (Library) Department also offers an introductory course in research techniques and information literacy skills, which is required for A.A. and A.S. degrees (III.C.36). Further information about technology training through the libraries is in Standard II.C.

Disability Resources Department Trainings

The Disability Resources Department (DRD) is responsible for training both personnel and students in the use of technology that supports learning for students with disabilities. DRD holds a comprehensive orientation for its front desk staff prior to the start of the semester. During this orientation, staff are trained in computer programs that book appointments, examinations, and other services available to students. Once trained, staff assist students using computers for these and other functions.

DRD specialists offer staff and faculty from other departments trainings and in-person consultation on software and hardware that support DRD students (e.g., modified computers, digital text readers, and speech recognition software).

As described in III.c.1, the Assistive Technology Center (ATC) provides instruction in the use of assistive technology for eligible students with disabilities on both the Santa Rosa and Petaluma campuses. Students with physical, visual, learning, and other disabilities are able to benefit from training in the ATC (III.C.9).

Individualized Support in Computer Labs

Santa Rosa Junior College owns and operates over 2,000 instructional computers in 95 labs in support of the educational programs of the College. SRJC instructional computing systems provide access to outside networks, both public and private, which furnish electronic mail, information services, bulletin boards, conferences, and other tools and resources. The labs are operated by twelve full-time staff with at least ten trained student assistants providing additional support across various locations as shown in Illustration III.C.12 (III.C.37).

Since the functions of the labs may vary—some are drop-in labs for all students and some, like the English Writing Center,

Illustration III.C.11 Recent and Typical Technology Workshops

- Accessible Issues for Online Materials
- Technology in the Classroom
- New Technologies in the Classroom: Problems and Possibilities
- Library Resources: Using Technology and Research to support curriculum and student success
- Understanding Computer-Based Enrollment Management Systems
- Guide on the Side: Online learning resources and interfaces
- Moodle Training
- Excel
- PowerPoint Tricks
- CCC Confer Webinar: 3C Media Solutions

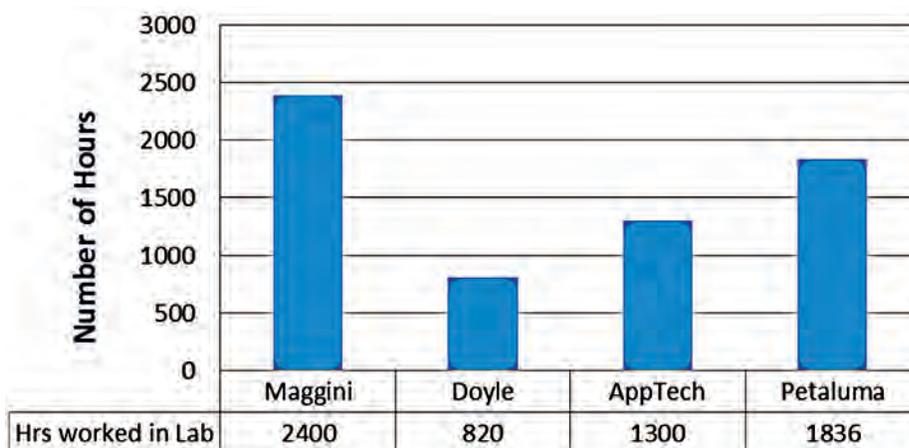
have a more focused purpose—the training for faculty, staff, student assistants, and students is usually provided by the lab supervisor, lab faculty, instructional assistants, or student assistants within the context of the individual's task. For instance, the English Writing Lab staff train student writing consultants to provide instruction in online writing applications (III.C.38). In a typical drop-in lab, instructors, classified staff, or trained student assistants help students navigate the various software related to their classes, from web-design applications to Excel.

The usage of computer labs and support for students is tracked through TimeKeeper, which is based on College ID numbers that students use when they log into a lab. This data helps departments determine the need for staff to help support and train students.

SELF-EVALUATION

The College meets the Standard. SRJC provides trainings and support in the applications of information technology for personnel and students that are accessible, ongoing, responsive to short-term and long-term needs, and available through a variety of means. The College uses workshop evaluations, surveys, feedback to Staff Development, PRPPs, and data collected through IT, the library, and departments with computer labs to ensure that training options meet the needs of the faculty, staff, and students. Even when faced with budget restrictions, the College has sought ways to offer trainings through comprehensive online programs, podcasts, and online instruction.

Illustration III.C.12 Student Lab Assistant Hours by Location, 2013/2014



III.C.1.c

The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

DESCRIPTIVE SUMMARY

The District has two primary processes for technology infrastructure and equipment planning, acquisition and maintenance. The first is the PRPP, the institution wide review and planning process, as described in III.C.1. Every unit submits its own PRPP requests to its cluster dean or area manager, and the ITG reviews cluster/area requests and sets a priority list with regard to the allocation of funds. For example, Illustration III.C.13 shows total costs of technology requests from the Science, Technology, Engineering, and Mathematics (STEM) cluster in 2013/2014. This information is summarized, prioritized, and reviewed for alignment with Strategic Plan goals (or, prior to 2014, College Initiatives), and then provided as input to ITG.

The second process occurs through ITG, which has members from all major College constituencies. The ITG team meets monthly to review technology issues, including allocating the annual technology bond spending and making recommendations on computer and software standards and procurement for the College, as shown in Illustration III.C.14. The ITG SharePoint site includes meeting, agendas, minutes, and related documents, all of which are available to the campus community (III.C.2).

The ITG is responsible for updating the Strategic Master Plan for Technology, which is the primary planning guide that the District uses to create the budget for technology-related spending in a five-year cycle. The 2011 plan included the Bond Measure A, passed in 2002 by Sonoma County voters, which continued to provide the funds for infrastructure and equipment for more than a decade (III.C.39). The recently completed 2015 Strategic Master Plan for Technology represents a roadmap of where the College needs to go with information technology implementation over the next five years. The plan describes the current status of technology use and needs, outlines implementation strategies, and lists cost estimates (III.C.4).

**Illustration III.C.14
From Request to Allocation Through ITG**

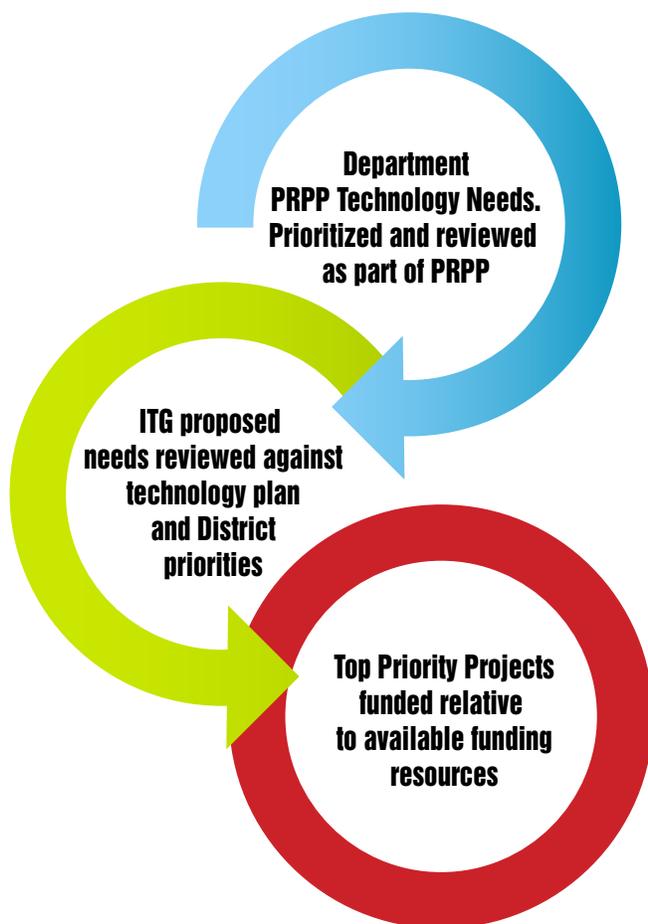


Illustration III.C.13 Costs of Technology Requested by STEM Cluster, 2013/2014

| PROGRAM | \$ REQUESTED 2013 |
|------------------------------------|-------------------|
| Applied Technology | \$7,400.00 |
| Chemistry | \$432,500.00 |
| Civil and Surveying Technology | \$441,000.00 |
| Construction Management Technology | \$12,750.00 |
| Earth and Space Sciences | \$1,364,520.00 |
| Electronics | \$68,800.00 |
| Engineering | \$6,000.00 |
| Life Sciences | \$135,399.00 |
| Mathematics | \$11,700.00 |
| MESA | \$2,100.00 |
| Physics | \$98,115.08 |
| Planetarium | \$1,250,000.00 |
| Water Resources Technology | \$16,764.32 |

Illustration III.C.15 Technology Allocations 2013/2014

| FY13 | | |
|-------------------------------------|---------------|--------------|
| Category | FY13 Beg. Bal | FY13 Spent |
| Replacement PC | \$ 100,000 | \$ (68,400) |
| Failed Equipment | \$ 100,000 | \$ (75,403) |
| Institutional Servers | \$ 66,000 | \$ (97,804) |
| Infrastructure LAN/MAN | \$ 30,000 | \$ (29,656) |
| Voice-over-IP (VoIP) | \$ 82,000 | \$ (154,408) |
| Cloud E-mail Migration | \$ 76,500 | \$ - |
| Disaster Recovery infrastructure | | |
| Fiber Infrastructure to Shone Farm | | |
| Misc | | |
| IT Staff & Network Total | \$ 454,500 | \$ (425,671) |
| | | |
| Instructional Technology – Labs | \$ 154,850 | \$ (155,637) |
| Software | \$ 244,927 | \$ (123,258) |
| Information Technology Total | \$ 854,277 | \$ (704,565) |
| | | |
| Student services Total | \$ 16,403 | \$ (9,068) |
| | | |
| Digital Records System | \$ 119,154 | |
| Asset Management System(bar coding) | \$ 70,582 | |
| Bus Services Total | \$ 189,736 | |
| | | |
| Library | \$ - | \$ - |
| Distance Education | \$ 30,000 | \$ (30,000) |
| Media | \$ 192,558 | \$ (95,410) |
| Distance Ed & Media & Library | \$ 222,558 | \$ (125,410) |
| | | |
| Totals | \$ 1,282,973 | \$ (839,043) |

Working within the Bond and Budget Restrictions

The dependence on bond funds, which are projected to run out in 2016-2017, has shaped the budgetary decisions with regard to technology. For example, the recent budget shortfalls have led ITG to extend the cycle of instructional computer replacement from six to seven years. Additional savings from the purchase of refurbished workstations and a decision to reduce the number of Macs also helped reduce the cost of replacement PCs. Upgrades to current workstations are scheduled in large groups in order to take advantage of purchasing discounts, as shown in Illustration III.C.15. Another example concerns the 85 servers that run the administrative systems that are critical to the day-to-day operation of the college, such as College Wide Information System (CWIS), Student Information System (SIS), Financial Aid, Counseling Services, Web Services, and Distance Education. The performance of these servers has been analyzed every spring, with the expectation that performance will always be responsive to the demands of the institutional users. To meet these demands, the 2015 Tech Plan recommends a replacement cycle of five years for administrative servers.

Within these restrictions, the College has still managed to maintain adequate technology support and equipment to meet institutional needs. Staff and faculty needs have been addressed through review and prioritization processes through PRPP and ITG. Computer labs have received upgrades and replacements according to IT schedules, as shown in Illustration III.C.16.

The College has a current projection of technology needs for the next 20 years of \$80-100 million. The November 2014 passage of Measure H, a \$410M bond for facilities and technology, provides the needed funding to support the technology needs of the College for the next 20 years. ITG has developed a projected 20-year spending plan for the technology spending from the bond (III.C.40).

SELF EVALUATION

The College meets the Standard. SRJC does an effective job of meeting the technology needs of the District with the funding available. Continuous funding for technology infrastructure is secured by careful planning conducted by the Institutional Technology Planning Group (ITG). ITG has a rolling five-year technology master plan that is reviewed and revised every three years. ITG’s 20-year spending plan for technology spending based on the new bond is used to guide technology investment and is reviewed against requests for technology investment as part of the College PRPP process.

Illustration III.C.16. New Desktop And Laptop Computers Purchased And Installed

| | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 |
|-----------------|------|------|------|------|------|------|------|------|
| Windows Desktop | 366 | 103 | 245 | 48 | 115 | 146 | 142 | 182 |
| Windows Laptop | 69 | 6 | 46 | 8 | 10 | 16 | 14 | 44 |
| Total Windows | 435 | 109 | 291 | 56 | 125 | 162 | 156 | 226 |
| Mac Desktop | 21 | 11 | 24 | 21 | 28 | 29 | 5 | 5 |
| Mac Laptop | 12 | 5 | 29 | 7 | 14 | 17 | 16 | 9 |
| Total Mac | 33 | 16 | 53 | 28 | 42 | 46 | 21 | 14 |
| Total Computers | 468 | 125 | 344 | 84 | 167 | 208 | 177 | 240 |

III.C.1.d.

The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

DESCRIPTIVE SUMMARY

In keeping with Policy 2.13 and Procedure 2.3P, SRJC promotes and supports the use of computer and communications technology throughout the College and has procedures for determining how technology resources can appropriately distributed and best used to support College programs and services (III.C.41, 42).

Policy 2.13 Computer and Communications Technology Use

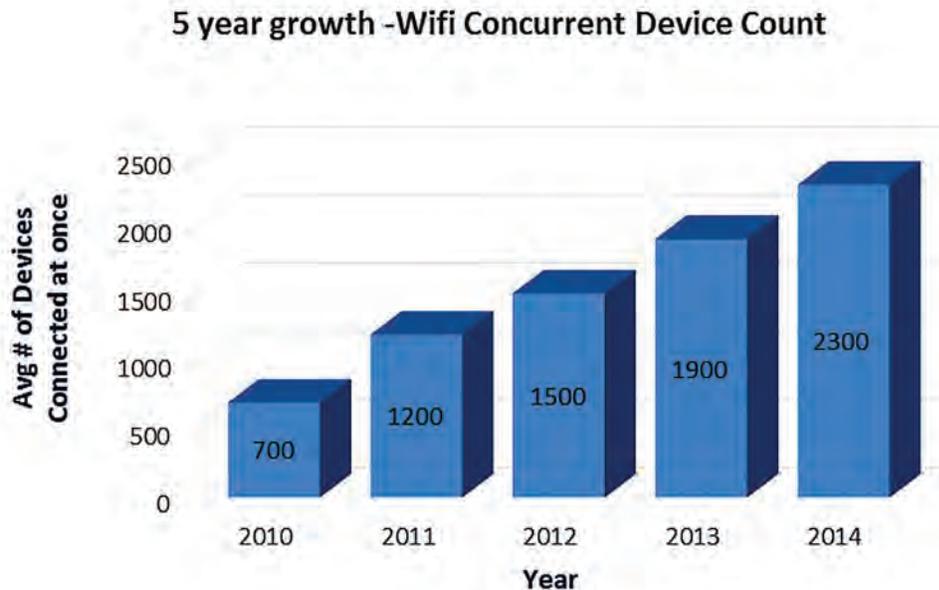
The Sonoma County Junior College District encourages the use of computer and communications technology, including computer networking, in order to enhance both the District’s operation and the learning environment for students and staff. To promote the appropriate use of such technology, the College shall develop and regularly update procedures related to computers and electronic communication systems.

For usage information, the IT department regularly tracks the data generated from within the technology infrastructure. For example, the usage statistics generated by the Cisco system (see Illustration III.C.17) allowed the networking group to capture the rapid increase of mobile devices that are used on campus, prompting wireless expansion projects in several buildings. This also led to the addition of a separate network for mobile devices used by staff members on Santa Rosa and Petaluma campuses.

Another source of data stems from the regular analysis of Help Desk tickets to provide useful feedback with regard to the trends in service requests submitted by campus users. Finally, for qualitative information, the IT department conducts annual surveys of District employees. The most recent survey showed an overall perception of the services as positive (III.C.3).

In terms of providing optimal support from technology resources, SRJC relies on the PRPP, as described previously, where technology needs and requests for all programs, sites, and methods of delivery are linked to the Strategic Plan and goals. This information is reviewed by ITG in relation to the Tech Master Plan and the projected budget. For example, to secure the data centers and administrative servers (including new server clusters for Distance Education, a priority in the Tech Plan), additional earthquake proofing for the server room was included in the annual IT budget, together with new battery and generator backup. These reinforcements were installed, and during regional power outages in Fall 2013, the DE servers continued operating because of these security measures, causing no interruption of online courses provided by the college.

Illustration III.C.17 Usage Statistics of Wireless Networks



The systematic procedures of the PRPP and ITG not only guide the addition, replacement, and improvement of technological equipment and services, they assure a robust and secure technical infrastructure that provides maximum reliability for students and faculty.

SELF EVALUATION

The College meets the Standard. In keeping with District policies and procedures, the ITG uses IT data analysis, PRPP request procedures, and the guidelines based on the Technology Master Plan to assure the appropriate distribution of technology resources. This information is also used to monitor the utilization of technology and how it supports learning programs and services.

III.C.2.

Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

DESCRIPTIVE SUMMARY

SRJC systematically assesses the effective use of technology resources and integrates the results of evaluation as the basis for improvement. As described throughout this standard, technology planning is consistently integrated with institutional planning through the PRPP, ITG, the President's Cabinet, and IPC. The sections below review the components of this process.

The Role of the PRPP

The PRPP is the primary source of input for technology planning at the institutional level. Each department or unit assesses and describes its technology usage and requests in the context of the program's goals and the Strategic Plan and mission. Departments and units use a variety of means to support their requests, such as:

- Surveys of students in computer labs relating to demand for certain programs
- Surveys of technology use by enrolled students
- Instructor and staff input about gaps in technology resources for instruction (example: document cameras, smart classrooms)
- Listing the age and type of technology to demonstrate the need for updates and replacement
- Describing software needs that support curriculum
- Obtaining technical staff recommendations for new or replacement equipment

Assessment results and student, faculty, and staff input are used in section 2.4.b of the PRPP, Rationale for Instructional and Non-instructional Equipment, to support requests for new or improved equipment or software (see Part III.C.1 of this standard). This is followed by Sections 2.4.c and 2.4.d, where specific technology requests are listed along with reference to the Strategic Plan and mission. This information is compiled, downloaded, discussed, and prioritized in cluster chair meetings and managers, allowing for dialogue and shared perspectives. The supervising administrator then submits a prioritized list to the appropriate vice president .

Institutional Technology Group and Institutional Planning Council

The ITG develops a Technology Master Plan based on prioritized PRPP requests, data from IT, and pertinent institutional survey results. The plan is created, brought

to the President's Cabinet for discussion and review, and used for planning the annual budget allocated for technology resources. Ultimately, the budget plan reaches the Institutional Planning Council (IPC), where discussion, revision, finalization, and approval take place (III.c.43). Prioritization is based on Strategic Plan goals and objective responses to internal situations, and external demands (such as programming changes to meet state reporting requirements).

This process of linking PRPP requests for technology with ITG, which in turn reports to the President's Cabinet and ultimately IPC, assures that allocation for technology is proportional to institutional funding and budget requests in other areas, is meeting the needs of programs, and is aligned with the Strategic Plan.

Determination of the Effectiveness of Technology Resources

In keeping with the PRPP cycle, technology effectiveness is evaluated each year through Section 2 if new or improved technology is still needed, and in Section 6, Planning, where long term plans may be made while acknowledging satisfaction with existing technology.

Institutionally, IT tracks and regularly inventories technology resources to determine the age and functionality of computers and other equipment, indicating when equipment is eligible for upgrade or replacement according to the Technology Master Plan. This reflects an effort to maintain effectiveness within the limitations of the budget. For example, the recommendation for most computers is a seven-year life span, after which IT initiates a replacement plan.

Surveys by IT allow employees to provide feedback about technology equipment and services. This contributes to ITG's planning process. For instance, as the College website development and revision ensue (see Illustration C.19), IT will monitor the effectiveness and respond with training and support, as needed. Also, IT uses its Help Desk ticket data to identify areas of need, as well as those areas that effectively serve their purpose with only minimal assistance, such as the recent migration of all employee email to Office 365.

SELF-EVALUATION

The College meets the Standard. Technology planning is integrated with institutional planning through the PRPP, the ITG, and IPC. The PRPP allows for ongoing assessment of technology at the department and unit level, and regular IT surveys and data analysis provide information about the effectiveness of college wide systems and services. Technology planning occurs in relation to other areas requesting resources (such as facilities and staffing) in the overall budget planning, and all decisions reflect the Strategic Plan goals and institutional priorities articulated by IPC.

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

Actionable Improvement Plans

None.

Illustration III.C.19

A New Website: How IT Meets Institutional Needs

To meet the institutional need for more consistent and current web pages on SRJC's website, IT introduced Drupal, an accessible, user-friendly Content Management System (CMS). As part of the College's redesign and upgrade of its major websites, this CMS also allows departments and programs to easily create and use their own websites.

The entire web migration is the result of ongoing cross constituency dialogue and planning for over two years. While gradual changes had been made throughout 2013/2014, the newly designed homepage was officially launched in fall 2014, quickly followed by redesigned top tier websites such as Admissions, student information page, Human Resources, and Institutional Planning. At the same time, regular trainings have been offered throughout 2014/2015 to assist faculty and staff in converting their websites into the new platform. Requests for feedback using the Help Desk ticket system and resulting improvements will continue as well.

Features of the new system include:

- Responsive design: adjusts appearance for phone, tablet or desktop.
- Easier navigation: redesigned rollover and dropdown menus and simplified labels for faster, more direct access
- Updated design: more images and white space, less text, following student preferences and best practices in web design.
- Real time data: using Google Analytics to better respond to web usage.
- Faster content updates: in the new content management system, departments can update their information more easily.
- A more unified look: Department and program sites will match the District look and feel for a high quality web experience.
- Better search: as more departments move to the new system, the search function will improve greatly.

Evidence:

Standard III.C Technology Resources

- III.C.1 **Program and Resource Planning Process Website**
<http://goo.gl/n9F0jG>
- III.C.2 **Institutional Technology Group (ITG)**
<https://bussharepoint.santarosa.edu/committees/institutional-technology/SitePages/Committee%20Home%20Page.aspx>
- III.C.3 **2013 Accreditation Student Survey**
<http://goo.gl/BPG8wT>
- III.C.4 **Strategic Master Plan for Technology, 2015 and Beyond**
<http://goo.gl/UoRlkl>
- III.C.5 **SRJC IPC Technology Future Needs Preliminary FY 2015 ITG Budget Presentation**
<http://goo.gl/lvvcGz>
- III.C.6 **Media Services**
<https://www.santarosa.edu/media/>
- III.C.7 **Distance Education Homepage**
<http://online.santarosa.edu/>
- III.C.8 **SRJC Moodle Resource Web Page**
<http://online.santarosa.edu/>
- III.C.9 **Moodle Support for Faculty, News and Information Website**
http://online.santarosa.edu/moodle_info/
- III.C.10 **Assistive Technology Center (ATC)**
<http://online.santarosa.edu/presentation/page/?35772>
- III.C.11 **Example of DRD Support: Multi-Curricular Computer Lab, DRD Information Web Page**
<http://www.santarosa.edu/administration/administrative-services/information-technology/labs/bcl/drd>
- III.C.12 **Center for Excellence in Teaching and Learning**
<http://www.santarosa.edu/library/about/doylelibrary.html>
- III.C.13 **Office of Institutional Research Website**
<http://www.santarosa.edu/research/>
- III.C.14 **Current IT Projects Website**
<http://www.santarosa.edu/administration/administrative-services/information-technology/projects/>
- III.C.15 **Committees and Councils Homepage**
<https://bussharepoint.santarosa.edu/committees/default.aspx>
- III.C.16 **Student Learning Outcomes (SLO) SharePoint Site (Link from SLO Website)** <http://www.santarosa.edu/slo/forms/>
- III.C.17 **Web Access to Strategic Planning Task Force Page**
<http://libguides.santarosa.edu/strategicplanning>
- III.C.18 **IT Blog**
<http://www.santarosa.edu/administration/administrative-services/information-technology/blog/>

- III.C.19 College Operational System Projects**
<http://www.santarosa.edu/administration/administrative-services/information-technology/projects/programming/>
- III.C.20 ITG Equipment Request Workflow**
<https://www.santarosa.edu/administration/administrative-services/information-technology/purchasing/Equipment%20Request%20Workflow.pdf>
- III.C.21 Family Educational Rights and Privacy Act (FERPA) Web Page**
<http://admissions.santarosa.edu/family-educational-rights-and-privacy-act-1974-ferpa>
- III.C.22 SkillSoft E-learning Services Training**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.C.23 Staff Resource Center Website, Menu of Activities**
http://www.santarosa.edu/src/menuOfActivities_current.html
- III.C.24 Online Support for Faculty and Staff Website**
<http://www.santarosa.edu/administration/administrative-services/information-technology/support/>
- III.C.25 Distance Education Needs Assessment Survey Summary**
<http://www2.santarosa.edu/f/?nBvDQHXT>
- III.C.26 Distance Education Help for Faculty Website**
<http://online.santarosa.edu/dehelp/>
- III.C.27 Course Outline: CSKLS 334, How to Take an Online Class**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=22941&Semester=20117
- III.C.28 Example of Special Expertise Requirement for Distance Education Instruction, College Skills Department Hourly Assignment Procedures, per All Faculty Association (AFA)/District Contract, Article 16**
http://www.santarosa.edu/afa/Hourly_Assign_Proc_Xdept/college_skills.pdf
- III.C.29 SRJC Online Learning Website, Page: Best Practices**
<http://online-learning.santarosa.edu/best-practices>
- III.C.30 Podcasts and Other Resources for Faculty on Accessibility for Online Materials**
<http://online.santarosa.edu/presentation/page/?67742>
- III.C.31 Online College Project Website**
<http://online-learning.santarosa.edu/online-college-project>
- III.C.32 Lynda.com**
<http://www.lynda.com/>
- III.C.33 Staff Development Technology Pathway, Screenshot and Link to Menu of Activities**
<http://www2.santarosa.edu/f/?nDERFQTy>
- III.C.34 Library Home Page**
<http://www.santarosa.edu/library/>
- III.C.35 Library Skills Program Exercises**
<http://www.santarosa.edu/library/services/lsp.html>
- III.C.36 Course Outline of Record, LIR 10, Introduction to Information Literacy**
https://portal.santarosa.edu/SRweb/SR_CourseOutlines.aspx?CVID=24532&Semester=20137
- III.C.37 Computer Labs Schedule**
<http://www.santarosa.edu/administration/administrative-services/information-technology/labs/>

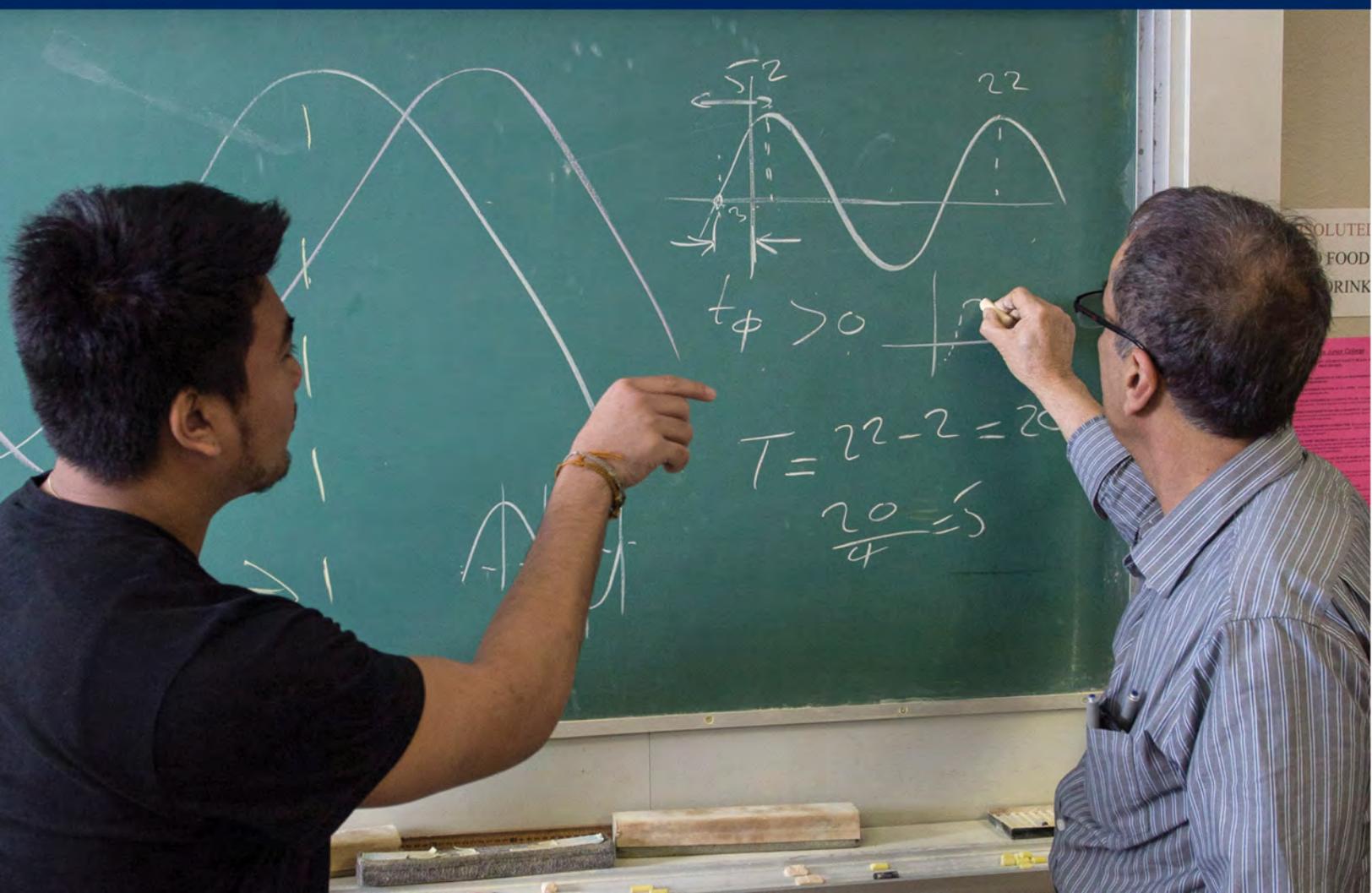
- III.C.38 English Writing Center**
http://www.santarosa.edu/english/writing_center.html
- III.C.39 Bond Measure A Website**
<http://goo.gl/gyY22l>
- III.C.40 ITG Presentation of Master Technology Plan, 2015 and Beyond**
<http://www2.santarosa.edu/f/?nDKvFREw>
- III.C.41 Board Policy and Procedures 2.13/2.13P, Computer and Communications Technology Use**
<http://www.santarosa.edu/polman/2govern/2.13.pdf>
<http://www.santarosa.edu/polman/2govern/2.13P.pdf>
- III.C.42 New SRJC Website Launch Email, October 16, 2014**
<http://www2.santarosa.edu/f/?nDXJPFND>
- III.C.43 Institutional Planning Council Homepage**
<http://goo.gl/6FeLJ9>

Standard III Resources

Standard III.D Financial Resources



SANTA ROSA JUNIOR COLLEGE



Our Values **We value *Community* that includes:**

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



SANTA ROSA JUNIOR COLLEGE



Standard III.D Financial Resources

Financial resources are sufficient to support student learning programs and services and to improve institutional effectiveness. The distribution of resources supports the development, maintenance, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. Financial resources planning is integrated with institutional planning.

III.D.1

The institution's missions and goals are the foundation for financial planning.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College's mission statement (III.D.1) provides general direction to the District and is used as the basis of its Strategic Plan, goals, objectives, and initiatives, which in turn guide departments, programs, and administrative areas as they develop their respective plans (III.D.2, 3, 4). The Sonoma County Junior College District (SCJCD) places primary focus on student success and support but is mindful of its integrity as an institution, as stated in one of its core values: "We value sustainability that includes fiscal solvency and stability" (III.D.1).

Note: Because the Board of Trustees has a direct role in the College's financial resources, this Standard will use "District" to represent both SCJCD and the College.

Strategic Plan 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

SELF EVALUATION

The District meets the Standard. The District's mission is the genesis of its Strategic Plan, goals, objectives, and initiatives and is integrated throughout all planning processes.

III.D.1.a

Financial planning is integrated with and supports all institutional planning.

DESCRIPTIVE SUMMARY

At the programmatic level, it is through the Program and Resource Planning Process (PRPP) that the District integrates institutional planning with financial planning (III.D.5). All unit plans must identify not only how every request for resources aligns with the mission, but which goals and objectives would be supported by that request. Prior to the approval of the Strategic Plan in Fall 2014, PRPP requests were aligned with the College Initiatives and are still referenced during this transitional time (III.D.6).

Institutional Planning

The main objective of institutional planning is to successfully meet the educational needs of the District's service area as stated in its mission. A companion objective in Goal D of the Strategic Plan is "maintaining responsible fiscal practices and financial stability" of the institution. The District's Planning and Budget Framework (Illustration III.D.1) provides the parameters by which the District prepares its financial plan in support of its mission and goals (III.D.7).

Institutional planning has both a long-range dimension, in which changing community and student needs are identified and prepared for, and a shorter-range dimension, in which programs are planned, reviewed, evaluated, and revised, as necessary. Additionally, the institution must provide the facilities, technology, and human resources required to deliver the desired academic and student service programs.

The District uses the PRPP as the mechanism by which program units evaluate their performance and make plans and modifications for the future. The PRPP also provides the information necessary to identify programmatic, staffing, and capital equipment and facilities needs, particularly in Section 2, Resources. Information from the PRPP, in conjunction with external state and local information, is used to formulate other institutional planning such as the SRJC Capital Outlay Master Plan, the Five Year Facilities Plan, and the Strategic Master Plan for Technology (III.D.8, 9, 10).

Financial Planning

The financial planning process is an essential component of institutional planning which, on a fiscal year basis, begins with basic financial assumptions and concludes with the Board's approval of an adopted budget. Guiding the process, at the District-level, are the broad parameters of the District's Planning and Budget Framework, which tie back to the Strategic Plan and mission. While the majority of annual financial planning is concerned with the upcoming fiscal year, long-term considerations are always present in the process as well.

Financial planning at SCJCD is a function based on assessment of resource availability. This assessment is an ongoing process that is administered by the Business Services Office in consultation with the Budget Advisory Committee (BAC) (III.D.11). BAC is a broad-based constituency group that deals with fiscal matters pertaining to the District planning process, as described in Illustration III.D.2.

The BAC has several responsibilities:

- Coordinating budget planning in a manner that assists the institution in maximizing its fiscal resources, in the pursuit of the District mission and Strategic Plan.
- Annually reviewing and, when necessary, recommending changes to the District's Planning and Budget Framework.
- Providing information and advice to the Institutional Planning Council (IPC, see below) regarding the PRPP, both in guidance for units as they conduct program review and directly to the IPC as it reviews the recommendations going forward to the College president and vice presidents for cross-component coordination (III.D.12).
- Taking a leadership role in educating the District community about the California state budget and how it affects the District's budget.
- Providing the means for communication across campus constituencies regarding budget issues.

Minutes and agendas for BAC are posted for public access on its homepage under Committees and Councils (III.D.11). Current documents such as the governor's budget, the budget calendar, the year's tentative budget, and budget presentations (for the Board, Academic Senate, IPC, and other institutional bodies) are posted and documents from past years are archived. This assures transparency and accountability.

Each year, the District develops budget assumptions based on what is known about external and internal factors affecting revenues and expenditures. External factors include changes in Cost of Living Allowance (COLA) percentages from the state, growth caps, health benefit premiums, payroll benefit changes, required Other Post-Employment Benefits (OPEB) contributions, and lottery funding. Among

Illustration III.D.1

SCJCD Planning and Budget Framework

Sonoma County Junior College District Planning and Budget Framework

In support of its mission and strategic plan, and in the interest of long-term fiscal health, District planning will include the following broad budget parameters with regards to its Unrestricted General Fund:

- The District will develop a budget that will maintain at least a 5-percent reserve within the ending fund balance.
- To the extent possible, the District will budget on-going expenditures within the confines of the District's on-going revenues.
- To the extent possible, the District will budget competitive salaries, wages and benefits for its employees.
- One-time resources, such as one-time state allocations and fund balance, will be used only for one-time expenditures, and/or to mitigate temporary funding shortfalls.
- The District will budget sufficient funds to afford its on-going obligations to regular employees and retirees.
- In order to maximize state apportionment revenues, the District will budget sufficient funds, and hire an appropriate number of adjunct faculty, which, in conjunction with the regular faculty staff, will produce the Full Time Equivalent Students (FTES) for which the state will provide remuneration.
- The District will budget sufficient funds to afford the total cost of ownership for all District facilities and sites.
- The District will budget sufficient funds to afford utilities, insurance and other necessary operational costs.
- The District will allocate discretionary funds, and make revisions to all other expenditure budgets, based on negotiated contractual agreements, prior year requirements, departmental review, and the Program and Resource Planning Process (PRPP).

the internal factors are collective bargaining agreements, new facilities, and new programs or expansion of existing programs.

These assumptions are communicated to the BAC for review and discussion and then integrated into the budget and published in the adopted budget documents (III.D.13). The District monitors and measures projected ongoing costs against ongoing revenues to identify opportunities to fund new projects and services. At the same time, it factors in uncontrollable cost increases, such as salary schedule step increases and increased costs in areas such as utilities and health-care, to forecast long-term implications of short-term actions.

Illustration III.D.2 **The Budget Advisory Committee**

*(from the Budget Advisory
Committee Homepage)*

Function: The BAC serves as a President's Advisory Committee and as a Senate Consultation Committee, and is advisory to the Institutional Planning Committee (IPC) on fiscal matters pertaining to the District planning process. It has the responsibility for coordinating budget planning in a manner that assists the institution in maximizing its fiscal resources in the pursuit of the District mission. The BAC will provide information and advice to the IPC throughout the Program and Resources Planning Process (PRPP), both as guidance for units as they conduct program review, and for IPC as it reviews the recommendations going forward to the President and Vice Presidents for cross-component coordination. BAC will take a leadership role in educating the District community about the State budget and how it affects the District's budget. BAC's representative membership also provides the means for communication across campus constituencies regarding budget issues.

Membership:

- Six administrators, including the Vice President of Business Services and the Director, Fiscal Services, by position
- Six faculty, including two from AFA and four from Academic Senate
- Two Classified employees
- Two students

While financial projections are being made at the President's Cabinet level, the data for developing institutional plans and identifying funding priorities is being generated at the departmental level. The two gradually merge through the PRPP, and prioritized recommendations are sent forward to be formally integrated into the budget process. Along the way, dialogue occurs in Academic Affairs, Student Services, Administrative Services, Business Services, and other units performing program reviews until they reach the College president and vice presidents for adjustments and final recommendation to the IPC.

The Institutional Planning Council (IPC) is the District's central coordinating body responsible for the integration of planning activities and pursuit of institutional effectiveness. Its role is described in depth in Standard I, but pertinent to this Standard is its function to oversee the evaluation, continuous quality improvement, and outcomes of the PRPP, including affirming alignment of budget priorities and staffing priorities with the District vision, mission, and Strategic Plan goals and objectives. Thus, it performs the essential function in linking budget allocation to mission through its final affirmation regarding PRPP requests.

The PRPP is designed to identify the overall effectiveness of each program in relation to required resources. It is not zero-based budgeting, but rather an ongoing process of assessment, evaluation, and alignment that starts with a review of where the program had been and identifies the improvements and budgetary needs of where it needs to go.

SELF EVALUATION

The District meets the Standard. Financial planning supports institutional planning through the Planning and Budget Framework and the PRPP. The District's financial planning starts with financial analyses, beginning with highly conceptual estimates of costs and revenues for potential new programs, and then moves progressively toward more detail as institutional and program planning becomes more specific and nearer to implementation. The annual budget planning is framed by the specific fiscal goals of the Strategic Plan, and the budget detail is addressed through the PRPP. In this way, the District's financial planning is guided by its mission, initiatives, strategic plan, goals and objectives and is integrated with and supports all institutional planning.

III.D.1.b

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

DESCRIPTIVE SUMMARY

Institutional planning at Santa Rosa Junior College emphasizes realistic assessments of available financial resources, potential developed resources and partnerships, and highly accurate projections of required expenditures. Although initial planning, both long-range and short-term, might begin in very general terms, as the timeframe becomes shorter, the various factors better known, and the planning more specific, the District's fiscal assessments become correspondingly more accurate. Toward the end, planned programs are shaped to the available revenues, until financial resources and program expenditures are brought into balance with the adopted budget.

Financial Resource Availability

The key to determining realistic assessments of available financial resources is the amount of funding being made available by the state through the apportionment and categorical funding processes and the District's ability to qualify for those funds. In regard to the Unrestricted General Fund, enrollment-related, apportionment, and lottery funding account for over 92 percent of the District's revenue. In regard to apportionment funding, the specific variables in determining available funding are the relative number of Full Time Equivalent Students (FTES) to be funded by the state. This would include any adjustments for workload reduction or growth and the funding rate per FTES, which would reflect any Cost of Living Allowance (COLA) adjustments. Forecasting these variables and refining the forecasts as the District budget develops are important activities, and they require close monitoring of the allocations being made to the community college system as the state refines its general fund budget.

Against the revenues will be applied the District's cost structure. Some of the costs will be a rollover of essential service expenditures from the prior year, adjusted for minor variances. Other cost quantities will be forecast and adjusted based on the internal priorities derived from the PRPP. For example, if there is a need to grow a particular program, the District will budget additional instructional or support service costs. Others costs have external influences such as expansions or constrictions in the state budget or categorical program, increased costs of utilities, postage, and insurance, and the cost of hiring and retaining quality staff. While COLAs typically fund increases to operating costs, they are usually not sufficient to fund expansion of programs.

Starting in the fall of each year, the budget planning process for the next year gets underway:

- Final adjustments to the District's program priorities and initiatives, goals, and objectives, by the president and vice presidents.
- A budget model is created that captures the broad parameters laid out by the planning process, and from which the first draft budget will be created.
- Successive forecasts are made of revenue and expenses based on the District's projected programs, enrollment, and on the forecasted state budget.
- Expenditures are forecast based on the current years' experience to that date, projected changes in program, and on more general economic considerations.
- As budget forecasts become more and more accurate over the months, the tentative budget is created and adopted in June (III.D.13).

The realistic financial management of costs is a distinct and very important task of the District. Except for growth in FTES, the District's finances are very close to a zero-sum game. Ideally, cost increases at the District are intentional, with the target of improving or expanding the educational programs, and are offset with revenue from FTES growth from the program expansion. Other times, passive cost increases out of the District's control will occur. For instance, increases in utility costs impact the budget, but the College's energy efficiency strategies will offset some of these costs in the longer term. Three areas that are closely monitored and managed are academic staffing, supplies, and services. Collective bargaining is important here also, as discussed in III.D.1.c.

In terms of differential resource allocation to programs, the most important decisions are those made well before each semester in building that semester's Schedule of Classes, and then again in the first few weeks of each semester regarding cutting and adding sections. At either time, such decisions come down to comparing programs with high demand and courses and programs in which demand is declining, all within the context of the mission and institutional plans. This is an effective immediate measure of need and works in conjunction with the long-term assessment of underlying need in the District. In order to be responsible, the institution responds to that need and uses its resources optimally within the limitations of a short-term decision framework.

Since the majority of the District's funding is based on the number of FTES reported to the state, garnering available student enrollment growth funding is a core resource in developing additional financial resources. Whether to pursue growth in FTES has been a complicated strategic question for the District. Decisions to seek additional enrollment have entailed extensive cross-functional deliberation due to the risk inherent in staffing classes when full enrollment is not assured. If a significant unmet need is identified, courses or

programs are offered to both serve community needs and collect the return on a safe investment in instructional costs. To the extent that growth can be managed, it is best to attract growth when a funding premium is available. Effective enrollment reporting management (i.e., determining in which fiscal year summer census-course enrollment should be reported) is a tool that the District can use, and has used, to mitigate the effect of enrollment declines and/or better match reported growth to the fiscal year that state growth funds are available.

Although somewhat counterintuitive to the concept of developing financial resources, cost reduction through efficiency is another way to make financial resources available. As stated in the Planning and Budget Framework, the District strives to manage enrollment efficiently so as to maximize the return on instructor costs while providing appropriate capacity, particularly when efficiency does not meet appropriate benchmarks.

When growth funds are available, the District seeks to increase its level of base funding by increasing enrollment. When growth funds are not available, enrollment efficiency becomes a more central focus to offset inflationary pressures. During the recent recession, and in response to state-inflicted workload reductions, the District has stressed efficiency while reducing sections to align instructional costs with available state revenues. With the available growth funding available in 2013/2014, the College expanded its schedule in an effort to achieve growth at an efficient cost. In this manner, the delicate balance between growth and efficiency is actively and strategically managed in order to maximize the development of the central financial resource that apportionment provides. Towards this effort, the District adopted the Enrollment Management System (EMS) in fall 2013 in order to better predict enrollments for maximum efficiency (III.D.14).

One of the objectives in SRJC's Strategic Plan is "pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students" (III.D.4). The District has responded through several means, including:

- increasing enrollment of foreign students by developing the International Students Program.
- creating a taskforce to identify opportunities to increase facility use fees.
- actively pursuing grants via a specific dean's office.
- seeking, and ultimately qualifying for, status as a Hispanic Serving Institute (HSI) in order to receive special federal funding.

In terms of acquiring financial resources for large projects such as buildings and technology, the District has turned to the community. In 2002, voters responded favorably to the District's plans and approved the Measure A bond (III.D.15). This allowed the District to rehabilitate and renovate all major

campus utility systems and roofs; renovate selected campus buildings; construct significant new facilities including a new library, a new student center, and a major expansion of the Petaluma Campus; and to fund technology upgrades throughout the District.

Twelve years later, the funds had been mostly depleted with the remaining amount set aside to fund future technology and other maintenance needs in the District. In July 2014, after a year of deliberation and dialogue, the Board of Trustees voted unanimously to place a bond measure on the November ballot. Measure H was approved by the voters on November 4, 2014 (III.D.16). This \$410 million measure will ensure the District will have the resources available to upgrade facilities and technology to educate its students in the future. As with the 2002 bond, and in accordance with Policy and Procedure 0.29 and 0.29P, the Board of Trustees will appoint members to a Citizens' Bond Oversight Committee to ensure that bond funds are properly allocated.

Partnerships

The District partners with numerous organizations in an effort to develop resources and meet the needs of the students. Examples include (III.D.17, 18, 19, 20, 21, 22, 23):

- Partnerships with emergency personnel agencies and hospitals for Public Safety and Health Sciences programs
- Piner Early District Magnet Program
- Pepperwood Preserve
- Study Abroad Program
- Smog Referee Program
- Gateway to District Program
- High School Equivalency Program

These partnerships not only benefit programs and students but also generate FTES, provide services or sites free of charge, and often cultivate good public relations.

In addition to the above partnerships, the District has Instructional Service Agreements (ISAs) with several community agencies such as Goodwill, Petaluma People Services, and North Bay Industries to provide instructional programs in noncredit areas including persons with substantial disabilities and programs for older adults (III.D.24). Instructors for these programs must meet minimum qualifications established by the California Community Colleges Chancellor's Office. Attendance is taken at each class session and submitted to the District's Admissions and Records Office at the end of each semester. The District collects noncredit FTES based on attendance. The ISAs are renewed annually and subject to review by the District's independent auditors (III.D.25).

Santa Rosa Junior College has long supported a number of grant-funded programs and consistently encourages applications for new, appropriate funding. The District created a new dean position to handle grant applications and oversight in coordination with the Accounting Office. The District currently oversees over 80 grants and categorical programs (III.D.26). Many of the grants provide valuable support of SRJC programs such as the Health Sciences and Child Development. Additionally, the administration is supportive of individuals and departments that apply for grants, providing administrative assistance and integration of grant programs into District offerings (III.D.27).

Community Education is another important area for the District, and it is one where the dynamics of the undertaking are different from the state-supported programs. SRJC's Community Education offers not-for-credit classes designed for business and professional development, personal interest, and lifelong learning (III.D.28). Fees charged for classes are set to cover direct expenses: instructor's salary, materials, facility rental fee, promotional costs (e.g., publication in the Community Education Bulletin, flyers), and registration costs. In addition, a 25 percent fee is charged to the gross income received (less material or supply costs) to cover District overhead.

Expenditure Requirements

The District develops its budget based on the various expenditure requirements established by the California Community Colleges Chancellor's Office, categorical program monitors, and other regulations. Examples include:

- The "50 Percent Law," requiring that 50 percent of the District's expenditures be for instructional salaries (III.D.29).
- The Faculty Obligation Number (FON), which requires a specific number of full-time faculty be employed by the District annually (III.D.30). This number changes in proportion to the growth or decline in FTES. The District monitors retirements and resignations closely to ensure that the FON is met annually while, through the faculty staffing process, new full-time positions are assigned to programs that best support the needs and strategic planning goals of the District (III.D.31).
- Categorical funds such as the Disabled Students Programs & Services (DSPS) funds that must be used to support DSPS programs (most of which are implemented through the Disability Resources Department).
- The 2002 Proposition 39 Bond Measure A revenues, which must be spent in accordance with the published project list (III.D.32). A Citizens Bond Oversight Committee and a part of the annual external audit ensures that expenditures are being spent as required (III.D.33).

SELF EVALUATION

The District meets the Standard. The District's planning is realistic in its assessments of financial resources and incorporates financial assessments into the expenditure planning process. The District carefully manages resources and maintains flexibility to adapt to changing economic conditions, while being fiscally conservative about the achievement of increased revenues. The District is active in developing appropriate resources through growth, partnerships, grants and bond funding.

III.D.1.c

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

DESCRIPTIVE SUMMARY

Financial stability is a fundamental priority for the District. This provides a sound basis for short and long-range planning in fulfilling its mission. Prudent financial management begins with a decidedly conservative approach to budgeting assumptions, which are communicated each year in the District's budget and posted on the BAC website (III.D.11). This approach was illustrated in the years 2010 to 2012 when the District's budget was severely taxed with workload reductions from the state. The District's conservatism in budgeting allowed it to survive the lean times by preparing for worst case scenarios and benefiting when the results were slightly better.

Prudent management of general fund reserves is another aspect of sound financial planning. Financial forecasts are often not perfectly correct and the only way to protect against uncertainty is by maintaining adequate reserves. The District has targeted reserves in the range of seven to eight percent of general fund expenditures, believing that the five percent minimum prescribed by the California Community Colleges Chancellor's Office is inadequate. During the 2010 to 2012 timeframe, the District's policy of having a greater reserve allowed it to weather the storm. The District currently maintains a fund balance in excess of 10 percent, even after multiple years of reduced funding (III.D.34).

The District's Planning and Budget Framework lists several budgetary parameters that are designed to help maintain financial stability such as maintaining at least a five percent reserve within the ending fund balance, budgeting on-going expenditures within on-going revenues, and using one-time funds, which include fund balance, to afford one-time expenditures and/or temporary funding shortfalls (III.D.7)

Short- and Long-Range Planning

Financial stability is also achieved by ensuring that short-range plans are integrated with the long-range plans of the District. The PRPP carries the short-range plans of individual units to the committees and administrators responsible for their evaluation and potential integration into the long-range plans. Once worthy short and long-range plans are identified, they are evaluated in the context of the available financial resources.

One important tool for integrating financial planning is the rolling five-year budget model, which is used to guide the budget process and planning (III.D.35). The model integrates many different economic features, and by showing how those features interact and develop over time, it allows sensitivity analyses to be performed. This provides warning when the District might be moving into potentially risky financial periods. The model, using general assumptions, integrates significant aspects of operational revenues and expenditures, including enrollment growth or decline, state apportionment funding, instructional costs, employee salary and benefits, utilities, insurance, and other factors. The model seeks to define the broad financial parameters and constraints that long-term program development must use to evaluate and prioritize program alternatives.

An important example of balancing short and long-range planning with financial resources is the decision to hire new employees. The PRPP provides solid data and analysis so that appropriate hiring decisions can be made. Faculty and staffing costs are by far the largest element in the budget, with considerable long-term implications. Salary and benefits for the majority of District employees are driven by collective bargaining agreements with employee unions. The District has maintained a conservative position with respect to collective bargaining while still providing salary and benefits packages that attract and retain qualified employees (III.D.36, 37, 38). This includes a retirement program that provides post-employment medical benefits, though the program provides a minimal fixed stipend when the employee reaches age 65.

Liabilities and Obligations

The management of liabilities is another aspect of sound financial management. Insurance, risk management, debt management, and the Other Post-Employment Benefits (OPEB) liability as defined in Governmental Accounting Standards Board (GASB) Standard 45 are important areas of liability.

The District handles insurance and risk management issues with a combination of self-insurance, purchased insurance, and safety programs for accident prevention. As detailed in III.D.3.a, the District purchases property and liability insurance from the State Wide Association of Community Colleges (SWACC), a joint powers authority, and workers'

compensation coverage through another joint powers authority, the Protected Insurance Program for Schools (PIPS). The District maintains a student accident policy through Wells Fargo. In addition, the District has an active safety and hazard reduction program implemented by SRJC's Environmental Health and Safety Department (III.D.39). Sound training in safe practices combined with consistent monitoring for unsafe conditions contributes importantly to managing risk. The District monitors its liability under the Americans with Disabilities Act (ADA) through a program that detects and corrects compliance-related problems. Financial risk and interest rate risk is minimized by investing through the Sonoma County Treasury and its investment pool

The District has in place a \$251.7 million General Obligation Bond program that was approved by District voters as Measure A in the 2002 general election. The responsibility for the bonds repayment is an obligation of the District's tax payers upon which an ad valorem property tax, not to exceed \$25 per \$100,000 of value, has been placed. The bonds have been issued in four series: A in the amount of \$60 million on February 3, 2003, B in the amount of \$105 million, C in the amount of \$69.71 million on September 17, 2007 and D in the amount of \$16.99 million on April 2, 2008. In 2005, the District defeased the Series A General Obligation bonds through an issue of refunding bonds. In May, 2013, the District defeased a portion of Series D and Series C to take advantage of lower interest rates and lower the assessed amount on the taxpayers. All of the proceeds of Series A, B and C have been expended. The proceeds of Series D are being held to upgrade technology capabilities. There is a Bond Fund at the treasury funded by property tax assessments with a balance in excess of \$26 million for repayment of bond debt. The District intends to pay the debt when due.

In addition, the District has \$1.850 million in Revenue and Lease Revenue bonds outstanding as of September 30, 2013, and it has a corresponding amount set aside in the bond redemption fund for repayment. The District anticipates paying the bonds on a timely basis from the Debt Fund and has the resources to do so.

A significant remaining source of liability is the OPEB liability. As a result of shortfalls in the District's contributions in the years ending June 30, 2010, through June 30, 2013, the unfunded liability as of July 1, 2012, was \$20.3 million. The District uses a pay-as-you-go method, and while it does not place funds into an irrevocable trust, monies are deposited into a separate fund for payments of retiree benefits (III.D.25, 40, 41). The principal OPEB liability is for the estimated costs of employees who are eligible to take the Early Retirement Option (ERO) and have the District continue to pay health benefits costs until they reach age 65. Recently, the District negotiated a change in the qualifications affecting all employees hired after October 1, 2013. Whereas the qualifications used to be a minimum of 15 years of service and age 55, the new qualifications are a minimum of 17 years of service and age 62 (III.D.36, III.D.37)

SELF EVALUATION

The District meets the Standard. The District's financial management practices are sound, and at the same time they are designed to assist and support the District in actively pursuing its mission. The District strives to consider long-term consequences in making short-range decisions. It has various financial planning techniques that provide analyses and support for both short and long-term program planning. The District is fiscally conservative with respect to financial management. This extends to paying down long-term debt early, meeting GASB 45 requirements while maintaining flexibility, as well as maintaining appropriate insurance coverage and policies and practices that promote safety and limit liability exposure.

III.D.1.d

The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

DESCRIPTIVE SUMMARY

Section 5 of the District Policy Manual, Finance, defines the budget development and administration process as well as specific aspects of District financial planning and activity (III.D.42, 43). The District has a clearly defined budget development process that has been enhanced over the last six years by the better-articulated connection between the planning and budget process through the PRPP and, most recently, the Strategic Plan. The annual budget process is described in Illustration III.D.3, the SRJC Budget Calendar (III.D.44).

Constituent participation occurs primarily through the IPC and BAC, the two participatory governance committees responsible for planning and budgeting. The shared governance structure described in Standard IV ensures college wide participation in the creation of all institutional planning.

As described earlier, the IPC is the District's highest level planning body and, as such, is responsible for coordinating and overseeing all institutional planning activities (III.D.12). Its membership includes management, faculty, classified employees, and students, as well as specific representation by the Superintendent/President, the Service Employees International Union 1021 (SEIU), the All Faculty Association (AFA), the Academic Senate, and the Board of Trustees. The IPC has oversight responsibility for implementation of the PRPP. This group is where the most significant elements of dialogue and consultation occur, and where institutional commitment and integrity are applied to resource allocation that is both fiscally responsible, responsive to student and community needs, and aligned with the Strategic Plan. The IPC ensures that consultation and input from all levels have been brought together in the priorities carried forward from the PRPP into the budget process. This review process provides the planning basis for the majority of the budgeting decisions. The IPC's central role, coupled with improved coordination with the BAC, ensures a fully integrated planning and budgeting process.

The BAC is also critical to ensuring broad participation in and communication of the budget process (see Illustration III.D.1). BAC members, representing the Academic Senate, SEIU, AFA, students, and management, provide consultation, deliberation, and input to the budget development process and are responsible for communicating back to their constituencies. The District also annually reassesses its Planning and Budget Framework through the BAC and submits to the IPC and the Board of Trustees for approval (III.D.7). This document reaffirms the parameters of the District in creating its budget.

SELF EVALUATION

The District meets the Standard. The District closely follows its planning and budget development policies and guidelines, allowing for input from and participation by all constituents in financial planning and budget development, both through the BAC and the PRPP. The BAC charge has improved communication with employees of the District about state funding and its impact. Improved planning-budget linkage is achieved through the Planning and Budget Framework and PRPP in part because the IPC now oversees both the planning process and the transition of planning results to the budgeting process. All institutional plans, including the Strategic Plan, are created through committees and workgroups with representation and input from every constituent group.

Illustration III.D.3 The SRJC Budget Calendar

**SONOMA COUNTY JUNIOR COLLEGE DISTRICT
2014 / 2015 BUDGET CALENDAR**

| | |
|-------------------|--|
| December 2013 | PRPP Kick-off for 2014/15 |
| Mid-January | Governor's budget announced |
| Mid-February | Preliminary revenue assumptions reviewed with BAC |
| February 28, 2014 | Last day to submit budget transfers to be part of roll |
| March 3, 2014 | Roll budget |
| March 7, 2014 | Distribute budget worksheets to be developed and reviewed by department with appropriate administrator |
| Mid-April | Preliminary expenditure assumptions reviewed with BAC |
| April 15, 2014 | PRPP deadline for departments |
| May 2, 2014 | Deadline for component administrators to submit budget worksheets to Accounting |
| Mid-May | Governor releases May Revise |
| May 31, 2014 | PRPP deadline for supervising administrator approvals |
| June 10, 2014 | Tentative budget to Board of Trustees for action |
| June 11, 2014 | Tentative budget available for lookup in Escape |
| July 2014 | PRPP component administrator review; component-level prioritizations determined |
| August 2014 | PRPP component administrators retreat |
| August 2014 | PRPP recommendations integrated into budget |
| September 9, 2014 | Public hearing and adoption of final budget by Board of Trustees |

III.D.2

To assure the financial integrity of the institution and responsible use of financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

DESCRIPTIVE SUMMARY

The District uses the Escape financial accounting system to record financial transactions. The system updates transactions continuously and thus provides accurate, up-to-date accounting information. This system handles journal entries, accounts payable, accounts receivable, human resources, revenues, payroll, fixed assets, and purchase requisitions as well as budget information.

Control Mechanisms

With respect to control mechanisms, Escape is able to limit the data to particular users with access in several ways. First, users must obtain approval from their supervisors. Then, the Director of Fiscal Services or the Budget Coordinator reviews and approves the request. There are subsequent levels of approval; some users are limited to inquiry only, meaning they can review the data but are unable to change it. The Accounting Office must approve and post all journal entries and all transfers between funds.

Dependable and Timely Information

Various reports and queries can be run on the Escape system. There are adequate controls in using the system that include passwords and control of authorized users. Budget managers and their assistants can retrieve their own reports. These reports are run in real time and provide for proper budget management and control (III.D.45).

SELF EVALUATION

The District meets the Standard. The financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. All budget managers and appropriate staff have access to the financial management system and are able to run their own reports as needed. Information is placed into the system and is updated regularly so it is always timely and accurate. Communications regarding the budget are made District wide as appropriate.

III.D.2.a

Financial documents, including the budget and independent audit, have a high degree of credibility and accuracy and reflect appropriate allocation and use of financial resources to support student learning programs and services.

DESCRIPTIVE SUMMARY

The District prepares tentative, final, and mid-year reports annually on the budget, and, in accordance with Policy 5.3.2, distributes the final budget throughout the District and posts it on the Institutional Planning website (III.D.46, 47). Up-to-date financial information is available and accessible to managers on the Escape system. Managers are able to retrieve budget data and reports in detail or in summary. The purchasing and procurement systems in place have spending controls that preclude charges to accounts that have insufficient funds. Procurement cards with established spending limits are issued to appropriate staff and approved by department managers and the Purchasing Director.

Budget Document

In the annual budget document, the general fund revenues are itemized by restricted and unrestricted funds and then by source: federal, state, and local funds (III.D.48). These revenues are further detailed by the larger categorical funds, such as Extended Opportunity Program and Services (EOPS), Student Success, CalWORKs, and Disabled Student Programs and Services (DSPS). The expenditures are also divided into restricted and unrestricted funds and then detailed by major object code. The general fund discloses the prior year actual amounts and the forecasted amount for the current year for comparative purposes. The percentages of both revenues and expenditures are provided in a pie chart following the expenditures detail page in the budget. All the other funds, such as auxiliary enterprise, parking, general obligation bond projects, and capital projects are also included in the District's budget document. These formal features of the budget process and the budget document ensure that funds are expended on programs and areas in accordance with the terms and conditions accompanying those funds.

The budget is disseminated by an email to all employees and the Board of Trustees, posted at the libraries on both campuses, and is available upon request. There is a notice printed in the local newspaper through the Sonoma County Office of Education announcing the adoption of the budget and its availability for public viewing on the District's Institutional Planning website.

The Budget Planning Framework also guides the creation of the budget (III.D.7). The revenue and expenditure planning assumptions used in developing the budget are included in the printed budget document. These assumptions typically express the constraints on the budget arising from the state's

budget and other external factors, such as changes in lottery funding per FTES, as well as increases to salaries and benefits, and uncontrollable cost increases. These assumptions are developed by the Vice President of Business Services and the Director of Fiscal Services based on information coming from the state, negotiations, the PRPP, and discussions with the BAC as part of the budget building process in the spring of the preceding year.

Aside from the previously listed constraints, the major input into budget development comes from the PRPP. It is this process that develops data specifically about programs, student learning needs, the relative priority among them, and their relationship to the Strategic Plan. By building the budget on this basis, the District ensures that resources will be allocated in ways that best serve student learning programs and services and are integrated with institutional planning.

The District’s budget reflects appropriate allocation of financial resources to support student learning programs and services, as detailed in Illustration III.D.4.

- For the 2012-2013 academic year, 65 percent of the unrestricted general fund budget directly supports student learning through instructional cost.
- Student services costs make up nine percent of the budget.
- The remaining 26 percent of the budget provides direct and indirect support of student learning programs and services via business services, public relations, institutional advancement, and the President’s Office.
- The vast majority of the budget is allocated to personnel, both faculty and staff whose primary function is to provide learning programs and services to students.

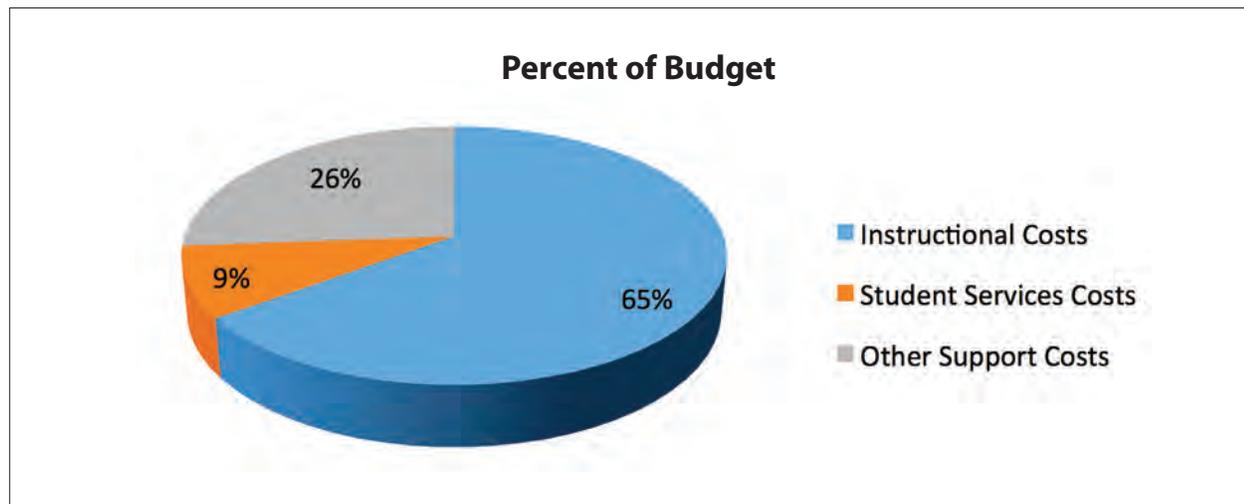
- The remaining budget provides supplies and equipment to support the programs and services.

Audits

As required by the California Education Code, an independent CPA firm performs an annual audit on all financial records of the District, including all District funds, student financial aid, bookstore, associated students trust funds, and reports required by the state. The annual audit is presented to the Board of Trustees and special audits are presented to the Bond Oversight Committee. The auditors present their findings to the Board of Trustees Finance Committee in late November or early December (III.D.49). The audit report is presented to the public at the December Board meeting by the Vice President of Business Services. As findings are discovered, they are communicated to the appropriate parties and a correction plan is immediately formed and implemented. The audited financial statements are posted on the Institutional Planning website and are available in the College president’s office, the libraries, Business Services Office, and by request (III.D.50).

The General Obligation Bond Fund is audited annually by the external auditors to ensure that the bond funds are being spent in accordance with the requirements of Proposition 39 Bond Measure A and the terms of the measure as stated on the ballot. In addition, the Citizens Bond Oversight Committee (CBOC) meets twice a year to review both planned and completed expenditures, and progress reports, discuss new issuances, and review the annual performance audit (III.D.51).

Illustration III.D.4.
Allocation of Financial Resources, 2012/2013



SELF EVALUATION

The District meets the Standard. The District allocates its resources in ways that best serve student learning programs and services. The PRPP identifies high priority needs and optimally valuable program areas, and the close linkage between program review and the budget development process ensures that resources are directed appropriately to support learning programs and services and align with the Strategic Plan. The level of participation from District constituencies and distribution of information during the budget development process contribute greatly toward proper resource allocation. The detail provided in the budget document shows that resources are expended on programs and areas in accordance with the terms and conditions accompanying those funds. The annual external audits have shown that the District is consistently in compliance with generally accepted accounting principles and presents its financial statements and budget documents fairly in all material regards.

III.D.2.b

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

DESCRIPTIVE SUMMARY

The most recent financial audit was completed for the June 30, 2013, fiscal year and delivered in November 2013. In the June 30, 2013, audit report (III.D.50), it was found that the District's financial statements were prepared in accordance with generally accepted accounting principles with no exceptions. As part of the audit process, the auditors issued a report concerning the District's internal control over financial reporting and found no deficiencies or material weaknesses. The auditors did not opine about the District's compliance with provisions of various laws, regulations, contracts and grant agreements as required by Government Auditing Standards as such opinion was beyond the scope of their work. However, in the auditors' tests of compliance, the auditors found two reportable instances as defined by Government Auditing Standards. The two instances involved disclosure of the To Be Arranged (TBA) Hours with regard to certain classes and the calculation of FTES for daily census courses. The amount involved in each instance was minimal with regard to the overall financial condition of the District. The District has implemented many changes for the finding regarding TBA hours and daily census courses, including the creation of a second FTES tracking system to ensure correct reporting.

The auditors also reported on the District's compliance with the Contracted District Audit Manual issued by the California Community Colleges Chancellor's Office. The auditors found that the District had complied in all material respects with the provisions of the manual except for the two items noted above.

In addition the auditors separately stated that the District had complied in all material respects with the standards required by OMB Circular A-133 with regard to federal programs.

As described above, the auditors' reports and findings are addressed in a timely fashion. In addition, the auditors' report is discussed by the Board of Trustees in open session and the Board Finance Committee, reviewed with the Budget Advisory Committee, made available in several locations on campus, and posted on the Sonoma County Junior College District's Budget website for access by the public.

SELF EVALUATION

The District meets the Standard. It responds promptly to external audit findings and communicates them appropriately as shown by the various meetings about discussions and postings of the audit report and related documents, including reviews of internal control and compliance.

III.D.2.c

Appropriate financial information is provided throughout the institution, in a timely manner.

DESCRIPTIVE SUMMARY

The Budget Advisory Committee (BAC) and the Institutional Planning Council (IPC) are the senior shared governance entities concerned with financial matters, with each playing a leadership role in communicating relevant budget information to their constituent groups. The BAC serves in an advisory capacity to the College president and IPC as well as in a consultation capacity to the Senate on fiscal matters pertaining to the District planning process. IPC has the responsibility for coordinating budget planning in a manner that assists the institution in maximizing fiscal resources within the Strategic Plan. The BAC provides information and advice throughout the PRPP, both as guidance for units as they conduct program review and for IPC as it reviews the recommendations going forward to the College president and vice presidents for cross-component coordination. BAC's representative membership also provides the means for communication across District constituencies regarding budget issues.

In addition to the BAC and IPC, information regarding fiscal matters is provided to the college community in a variety of ways:

1. In person to the college community
 - Annual Budget forums given by the Vice President of Business Services on both campuses (available as videos as well) (III.D.52)
 - Quarterly financial reports by the Vice President of Business Services at Board of Trustees meetings, open to the public (III.D.53)
2. In person at representative group meetings
 - BAC meetings
 - IPC meetings
 - Managers' meetings
 - Department Chair Council/Instructional Managers (DCC/IM) meetings
 - Academic Senate meetings
 - Associated Students
3. Online
 - All budget presentations are made available to the entire District community through an email notification to all staff with a link to an internal file sharing site .
 - The BAC page through the Councils and Committees website, which includes information on all budget activities and links to the budget, audits, forums and bond reports (III.D.11)
 - The IPC page on the Councils and Committees website, which contains links to budget related information (III.D.12)
 - The Escape financial software program which permits staff to access detailed budget information

SELF EVALUATION

The District meets the Standard. The District has policies in place and follows them to ensure that financial information is shared with the college community through the annual reporting and budget development process, regular scheduled updates, and the day-to-day operational details provided through Escape.

III.D.2.d

All financial resources, including short- and long-term debt instruments (such as bonds and certificates of participation), auxiliary activities, fund raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

DESCRIPTIVE SUMMARY

The District ensures a sound and thorough planning process that explicitly ties planning outcomes to the District's mission and Strategic Plan. The District follows its integrated planning and budgeting process to ensure that results are implemented appropriately, as described in III.D.1.a.

The various control and oversight mechanisms detailed in the previous sections are consistently used to carefully manage financial resources and apply them to their intended purposes. All funds, no matter what their original source, are used with integrity in an open and efficient manner, as documented through the PRPP. Accounting for such funds is handled at the District level and is subject to external audit and compliance standards by the governing agencies. All funds are tracked, monitored, and managed through the Escape financial system.

One example of the District's accountability is a web page and process, created in 2013, designed to facilitate grant applications at a District level and to allow various program managers and applicants to coordinate activities (III.D.54). A handbook and a Concept Paper form were created to assist applicants and to ensure that the funding aligns with the District's mission and is reviewed by the President's Cabinet before submission (III.D.55, 56).

There is extensive control over all financial resources so that resources are spent consistently with the intended purpose of the funds.

- Restricted funds are monitored by program managers
- Bond funds are monitored by the Independent Citizens' Bond Oversight Committee
- The SRJC Foundation, which handles all gifts and donations to the College, carefully monitors funds through various Foundation committees (III.D.57)
- Fund raising and Associated Students funds are monitored by the Associated Students and the Student Affairs Office (III.D.58)

All resources are also monitored by the Accounting Office and audited as part of the annual external audit.

There is also an Auxiliary Enterprises Committee that meets monthly during the academic year to allow for student and staff input into the operation of the bookstores, food services, and vending. The Auxiliary Enterprises Committee's agendas and minutes are available online (III.D.59).

As described in III.D.2.b, the District's auditors reviewed the implementation of the District's policies and procedures and found no material exceptions or weaknesses, thus indicating that the District was complying with its policies and procedures with regard to use of District funds.

SELF EVALUATION

The District meets the Standard. Internal monitoring and annual audits of all funds including grants, donations, contracts, and auxiliaries ensure that the District uses these resources with integrity and in a manner consistent with the mission and Strategic Plan. The District applies for and uses external funding consistent with the intended purpose of the funding source.

III.D.2.e

The institution's internal control systems are evaluated and assessed for validity and effectiveness and the results of this assessment are used for improvement.

DESCRIPTIVE SUMMARY

The Business Services area consistently reviews internal controls to ensure adequate oversight of resources and to assess for validity and effectiveness. Identified weaknesses are addressed in a timely manner. As described in III.D.2.b, the District's internal control systems are also evaluated as part of the external audit process. The findings of the report are discussed with the auditors and management and appropriate changes are made.

Restricted and special funds such as bond or grants have an additional layer beyond the external audit and internal assessment to ensure compliance with the terms of the funding. All bond expenditures are approved by the Vice President of Business Services and monitored by the Accounting Office for consistency with regulatory and legal requirements. All grant expenditures are monitored by the Accounting Office, and all reports are created or approved by the Accounting Office prior to submittal.

SELF EVALUATION

The District meets the Standard. The use of annual internal reviews and implementation of necessary changes for continuous improvement ensure the validity and effectiveness of the internal control systems. Additionally, there have been no weaknesses or deficiencies in internal controls found in the external audit.

III.D.3

The institution has policies and procedures to ensure sound financial practices and financial stability.

DESCRIPTIVE SUMMARY

Section 5 of the Board Policy Manual, Finance, lists all policies and procedures relating to the District's financial management. Within these policies, the District has developed and the Board of Trustees has adopted the Budget Framework, which outlines the sound financial practices followed by the District. Policies also describe the role of the Board and College president, the process for budget development, and how specific areas such as surplus property, gifts, external contracts, and audits are handled. In keeping with District Policy 2.1 regarding the regular review of all policies and procedures, these policies are reviewed and revised on a regular basis (III.D.60).

Policy 5.3, Budget Development and Administration, states, "The budget...shall be developed in a process including consultation with each District program (III.D.43). A calendar for the budget development process shall be established annually, beginning with staff recommendations and culminating in the Board's adoption of a final budget..." In keeping with this policy, all programs complete the PRPP annually, where they assess the previous year's accomplishments, document alignment with the mission, develop plans for improvement, and request, as needed the additional resources required to achieve those plans..

Policy 5.9, Accounting, states, "The Vice President of Business Services is responsible to the Superintendent/President for the proper accounting of all District Funds, which include trust fund accounts, student organization and bookstore funds, and cafeteria funds" (III.D.61). The subsequent policies and procedures of the section outline the general requirements of systems of accountability. The Vice President of Business Services and the Accounting Office ensure that all departments and units operate within their budget allocations and according to policies. Any areas of concern are addressed in a timely manner.

To encourage effective long-range planning, the District prepares multi-year financial projections and various scenarios for projecting the results of hiring and other long-term commitments. For example, during the severest state budget restrictions, the District implemented plans to use its reserves and employee concessions to avoid large cuts and layoffs to preserve stability in the District (III.D.62).

SELF EVALUATION

The District meets the Standard. The District consistently follows its established financial policies and procedures. The Accounting Office performs an annual review of budget to actual expenditures to determine if departments were within their budget allocations and to identify areas of concern. The Accounting Office reviews all purchases to ensure funds were spent in accordance with District policies and procedures. The District uses multi-year planning to allow for smooth transitions from year to year.

III.D.3.a

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

DESCRIPTIVE SUMMARY

The District has sufficient cash funds to meet its needs. However, as with most educational agencies, the District may experience cash flow challenges while awaiting receipt of property tax revenue from the County of Sonoma. The District is allowed to run a negative cash balance in its general fund with the Sonoma County Treasury during the fiscal year to cover expenditures without having to borrow money externally. Interest cost is present regardless, but this method results in overall lower interest to the District from the County Investment Pool (III.D.63).

Cash Flow and Reserves

Each year, the District maintains a reserve balance greater than the minimum prudent general fund balance of five percent per the California Community Colleges Chancellor's Office, which indicates the District has been conservatively managed in terms of fiscal resources. Illustration III.D.5 shows the ending fund balance for the general fund as a percentage of general fund expenditures for the previous ten years.

In 2013/2014, the reserve was at \$12.27 million or at approximately a 10.4 percent level, despite having gone through a few years where the fund balance had budgeted decreases. This is an increase from where the fund balance was at the start of the recession, in large part due to concessions from the employees of the District. The 2013/2014 fund balance of approximately 10.4 percent is the foundation for the District's continued financial stability and ability to address financial emergencies and unforeseen occurrences.

In 2014/2015, the District budgeted a structural deficit of \$6.2 million and is developing strategies to overcome this deficit in order to maintain the long term fiscal health of the District (III.D.64).

Risk Management

The District monitors its risks strategies regularly in order to assure that it has appropriate coverage. The District maintains various types of insurance such as employee, property, casualty, equipment breakdown, crime, and liability insurance in accordance with its responsibility to protect its assets from losses that would place it in economic jeopardy. Currently, the District has various levels of self-insured retention and primary coverage based upon conducted actuaries.

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

Illustration III.D.5 General Fund Balances and Expenditures

| Fiscal Year | Ending Fund Balance General Fund | % of Expenditures | General Fund Expenditures |
|-------------|----------------------------------|-------------------|---------------------------|
| 2013/14 | 12,274,080 | 10.4% | 117,874,899 |
| 2012/13 | 12,458,497 | 11.5% | 108,606,169 |
| 2011/12 | 12,937,731 | 12.0% | 107,693,226 |
| 2010/11 | 12,112,132 | 10.9% | 111,179,983 |
| 2009/10 | 9,218,725 | 8.1% | 113,435,737 |
| 2008/09 | 8,492,320 | 7.0% | 121,546,178 |
| 2007/08 | 10,010,011 | 8.4% | 119,487,784 |
| 2006/07 | 8,469,429 | 7.4% | 114,234,386 |
| 2005/06 | 9,230,055 | 9.0% | 102,218,695 |
| 2004/05 | 10,249,567 | 10.4% | 98,436,888 |

- A property coverage program that incorporates a self-insurance component of \$10,000 and insured coverage up to \$250 million.
- A liability coverage program that incorporates a self-insurance component of \$50,000 and insured coverage up to \$25 million.
- A student accident insurance that includes an aggregate self-insured stop-loss component of \$130,000, and coverage up to \$1 million per injury (III.D.16).

The District also carries workers compensation insurance up to the statutory limits.

Liability risk is managed through insurance and through management of the causes of potential liability-causing conditions. The District maintains a strong insurance program through a joint powers authority, the Statewide Association of Community Colleges (SWACC), which includes liability and property insurance coverage.

In an effort to reduce risk and resulting expenditures, and in keeping with the Strategic Plan objective, "Increase safety planning, awareness and overall emergency preparedness," the District proactively pursues risk reduction programs, also described in Standard III.B, such as:

- Regular safety training, hazard identification and removal
- Supervisor and employee behavioral skill training aimed at reducing liabilities generated by poor supervision and human resources practices (III.D.65, III.D.66).
- Supporting a Safety and Health Committee, which reviews risks on campus (agendas and minutes are available online) (III.D.67).

The District limits contractual liability through the use of standard contract language, as developed with the assistance of legal counsel. Standard contract language includes protective language regarding insurance and indemnification. Counsel is always consulted regarding any alterations to the approved standard language. The District makes a policy of insisting on using its own contract format, but if in a particular circumstance the District is forced to use a vendor contract, such contracts are reviewed to ensure that the District is not accepting undue liability, and when necessary, legal counsel is consulted. Contracting is tightly controlled to prevent abuses. Only three persons in the District have the delegated authority to bind the District contractually to ensure a responsible final review (III.D.68).

The District prepares itself for potential financial emergencies and unforeseen financial events through the maintenance of reserves and by performing regular monitoring of incurred expense against budget. Thus, problems can be discovered when they are small and more easily and quickly corrected. The Vice President of Business Services and the Director of Fiscal Services review the District's financial status regularly. In addition to revenue and expenditure patterns for the overall budget, certain major categories of expenditures, such as faculty salaries, supplies, and services, are tracked separately so that year-over-year trends can be examined.

SELF EVALUATION

The District meets the Standard. The District maintains adequate reserves, consistently above the Chancellor's Office recommended minimum reserve of five percent of the General Fund operating budget. When there has been a decrease in fund balance, budgeted decreases have been done in a very intentional manner and have been used in response to various factors, including District needs and decreased state funding. Although the District is currently facing a deficit, it is addressing the issue through various strategies, including 2015/2016 negotiations in combination with increased funding from the State as the economy improves.

While the District does experience cash flow challenges during the months typical for community colleges, the overall cash reserves are sufficient. Sound financial management practices, such as the focus on contract language and insurance requirements, are designed to minimize risk to the District and allow effective responses to financial conditions. The District maintains effective risk management and insurance programs, while at the same time promoting safety training and practices throughout the College.

See Actionable Improvement Plan at the conclusion of Standard III.D.

III.D.3.b

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

DESCRIPTIVE SUMMARY

There are multiple levels of financial oversight of District expenditures, ranging from specific College departments through the State of California. Departments initiate the majority of expenditures, which are then approved by the department head and supervising administrator and forwarded to Business Services for processing, where they are reviewed by Purchasing or the Director of Fiscal Services for compliance. All checks are disbursed through the Accounting Department.

The Business Services Office monitors all budgets to ensure that funds are being received or spent at an expected pace. In addition, the Director of Fiscal Services prepares a quarterly report for the Board of Trustees and the state that shows the annual adopted budget, current budget, year-to-date expenditures, and projected expenditures. This report also contains narrative sections where the District is required to disclose the cost of union contracts that have been settled and whether there are any fiscal concerns in the District. As part of the Board of Trustees' agenda, the report is then disseminated to members of the management team, the unions and senates, and is available for public viewing. Copies are also available upon request from the Business Services Department. After Board approval, the quarterly report is then forwarded to the Chancellor's Office for their regulatory purposes (III.D.69).

A significant control mechanism for expenditures is the budget. Expenditures are compared to budget regularly to ensure that spending is on track for the fiscal year and to monitor areas for overspending. Revenue and expenditure projections are completed based on current spending patterns multiple times each fiscal year. Expenditures are audited annually by an outside auditing firm to ensure compliance with local, state, and federal laws and regulations, as well as generally accepted accounting and auditing principles.

Systems are in place to provide checks and balances within the Escape integrated management information system. Financial modules included in the Escape system are payroll, human resources, purchasing, budgeting, general ledger, accounts payable, accounts receivable, account lookup, and fixed assets, among others. Internal controls are assessed regularly by the Director of Fiscal Services, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines.

Capital Programs, Bond Measure, and Fixed Assets

In order to effectively control bond expenditures and meet Proposition 39 Bond Measure A requirements, the District developed an effective capital construction accounting process to adequately respond to the demands of the bond program construction. All capital expenditures are monitored closely to ensure that bond and state funds are expended according to capital plans approved by the state and the Measure A program. An annual external financial and performance audit and the Citizens Bond Oversight Committee ensure that the funds are being spent in accordance with requirements.

The fixed assets module in the Escape software allows the District to inventory, track, and depreciate all applicable assets. The Director of Fiscal Services monitors the program to ensure that assets are being added correctly. The fixed asset system additions, deletions, and depreciation are also audited annually by the external auditors (III.D.25).

Financial Aid

The District participates in various types of financial aid programs. Federal funds are required to be spent within three days of receipt of funds, so the District typically elects to claim funds on a reimbursement basis or within a day of disbursement if preliminary funds are available. The Financial Aid Office determines eligibility and enters the awards into the system (III.D.70). The Accounting Office draws down the funds after each run based on the amount paid out. These amounts are reconciled by either the Financial Aid or Accounting Office, depending on the type of grant. If a student drops classes, this action is captured by the Financial Aid Office, which does the calculations to determine if the student or the District owes a repayment to the Department of Education. For Cal Grants, the Accounting Office receives a lump sum amount up front from the state at the beginning of each semester and disburses it to the eligible students. This is reported by the Financial Aid Office to the California Student Aid Commission and is reconciled by the Accounting Office. After the lump sum has been distributed, it is a reimbursement grant and the District receives the funds after disbursements have been made and reported.

There are two types of scholarships paid out by the District. The first and largest is the Doyle Scholarship, described in Illustration III.D.6 (III.D.71). The District receives quarterly dividend checks that are deposited into the SRJC Foundation. Student eligibility is determined by the Scholarship Office, which then enters the award for payment. When paid, the Accounting Office transfers money to cover the disbursements from the Doyle Savings Account to the District Student Funds account. The second type is private scholarships. The District receives funds from donors allocated for a particular student or program. These scholarships are paid out directly by the Scholarship Office from the Foundation account. Both the financial aid and scholarship program are audited as a part of the annual independent financial audit.

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

Grants / Externally Funded Programs

SRJC's Strategic Plan includes has a specific goal to diversify its funding base through grants that support its mission. In the past, SRJC was very successful in securing state-level grant funding. As federal grants have become a higher priority, a newly developed position, Dean of Instruction and Strategic Program Development, was initiated in July 2013 with a primary responsibility of providing grant coordination on an institutional level (III.D.72). The District has also retained Hanover, a consulting firm that specializes in higher education grants, to identify grant opportunities that align with District goals and provide support ranging from research to full grant writing. The grants website, described in III.D.2.d, informs the SRJC community of grant opportunities, encourages collaboration, and provides resources. Training about grant applications and funding continues to enhance coordination of this institutional effort.

Each grant has a designated manager that is responsible for ensuring that the monies are being spent in accordance with the contract. Additionally, the District accounting office monitors grant spending and ensures accurate reporting of the categorical programs. The two designated individuals work in the general accounting oversight model explained above to ensure accountability for the use of restricted funds in accordance with the terms of the various programs and grants. These funds are also closely audited by the external auditors to ensure they are not only being spent in agreement with the terms of the grant, but are also following generally accepted accounting principles and applicable laws.

Contractual Relationships

All contracts are reviewed and executed by the Director of Purchasing or Vice President of Business Services to ensure compliance with federal, state and local laws and District policy. The Purchasing department maintains all District contracts.

A report of all contracts entered into by the District is submitted on a monthly basis to the Board of Trustees for review and approval. As part of the Board agenda, the report is then disseminated to members of the management team, the various unions and senates, and is available for public viewing.

The controls in the Escape purchasing module are developed and implemented by SRJC's Senior Buyer. The system contains a range of automated controls that ensure District compliance, departmental approvals, funding availability, capital acquisition tracking and meeting audit requirements.

Bookstore

The SRJC Bookstore (with stores on both the Santa Rosa and Petaluma Campuses) is run as a stand-alone business, although the general ledger is maintained by the District Accounting Office. The Vice President of Business Services and the Director of Fiscal Services have financial oversight responsibility. The Bookstore's financial statements are incorporated into the District's financial statements at year-end. The independent external audit includes the Bookstore accounting activity as part of the year-end audit process (III.D.25).

SRJC Foundation

The SRJC Foundation is a 501(c) (3) nonprofit corporation established in 1969 to advance educational opportunities at Santa Rosa Junior District by raising and stewarding funds to support students, instructional programs and special projects (III.D.57). In accordance with Policy 5.6 and 5.6P, the Foundation processes all gifts, bequests, and donations (III.D.73).

The Foundation is governed by a Board of Directors (up to 25 members), with the following standing committees: Executive, Investment, Development, Nominating, Planning/Budget/Audit, Ag Trust, Alumni & Friends, Bear Cub Athletic Trust, and Friends of Petaluma Trust. The College president serves as Board secretary and the Vice President of Business Services serves as the Treasurer of the Board. The Foundation employs eight professional staff members, including the executive director, who is the chief administrative officer and senior District fundraiser, reporting directly to the College president.

The Foundation is an Auxiliary Organization of the District. The SRJC Foundation and the District have a Master Agreement that outlines the Foundation's administrative functions and activities on behalf of the District (III.D.74). The SRJC Foundation is self-supporting and derives no operational support from the District. The majority of the Foundation's operating funds are generated from the two percent administrative fee on endowed funds. The Foundation does not assess a fee on non-endowed funds and manages over 1,750 funds (480 endowed and 1,270 non-endowed).

As of June 30, 2014 the Foundation's total assets exceed \$48.4 million with \$45.9 million invested. The SRJC Foundation distributes more than \$2.8 million annually to SRJC students and programs, and FY 13/14 awarded 1,320 student scholarships, internships and program awards for a total of \$1.6 million (III.D.75).

The SRJC Foundation has an endowed base for investment of approximately \$39 million. The Prudent Investor Act requires that the boards of foundations and other nonprofits managing endowment funds invest funds with due care. The SRJC Foundation has an investment policy, an Investment

Illustration III.D.6

SRJC's Unique Doyle Scholarship

The legacy of the Frank P. Doyle and Polly O'Meara Doyle Trust, which generates distributions for scholarships to assist students attending SRJC, has benefited hundreds of SRJC students for decades. Doyle Scholarships are offered to qualified high school graduates who will be attending SRJC full-time during an academic year. Scholarship award amounts are based on scholarship fund availability. The Doyle Scholarship is for students planning to complete an associate's degree, units necessary to transfer to a four-year institution, or a career/technical certificate program. High school seniors planning to graduate and attend SRJC must have an overall GPA of 3.00 or higher.

Committee, and an Investment Advisor that advises but, to avoid conflict of interest, does not invest funds directly. The Investment Committee and the SRJC Foundation ensure they meet the requirements of the Prudent Investor Act.

The SRJC Foundation's financial records are maintained by the Accounting Office and are monitored by the same general oversight processes used throughout the District. The Foundation is audited annually by external auditors and complies with all applicable oversight agency regulations (III.D.76). Compliance includes the: Internal Revenue Service, California Franchise Tax Board, California Attorney general's Office, California Community Colleges Chancellor's Office, Education Code/Brown Act, and SB8.

SRJC Shone Farm Foundation

The Shone Farm Foundation is an IRS 501 (c) (3) nonprofit organization. It was established in 2008, originally as an entity to hold the federal and state wine licenses for the Viticulture Program's wine production. However, in 2009, the mission of the Shone Farm Foundation was expanded to include fundraising and support for the entire farm. To minimize redundancy with the SRJC Foundation Agriculture Trust, the Shone Farm Foundation focuses on the operation of the farm while the SRJC Foundation focuses on capital needs.

The Shone Farm Foundation has an 11-member board headed by a chair who serves as a consultant to the College president. As of June 30, 2014, the Shone Farm Foundation had over \$30,000 in assets. Revenues were \$64 thousand in 2013/14. Financial records are maintained by the District Accounting Office (III.D.76).

Institutional Investments and Assets

The District investments are maintained through the Sonoma County Treasury Office in accordance with their governing regulations and are audited annually by the independent external auditors. Fixed assets are tracked in Escape and also audited annually (III.D.25).

SELF EVALUATION

The District meets the Standard. The District exercises effective oversight and control over all financial and business activities, consistently assesses its processes, and uses the results of those assessments to revise and improve them. The District uses an integrated management information system to allow for ongoing accounting of specific expenditures and budgets. Internal control is assessed by the Director of Fiscal Services, and internal audits routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. Revenue and expenditures are compared to budget regularly to avoid overspending.

Contracts comply with the State Public Contract Code, District policies, and other relevant guidelines. The annual independent financial audit reaffirms the proper monitoring and control of capital outlay and bond measure expenditures, fixed asset tracking, financial aid and scholarship oversight, and adherence of categorical expenditures to program stipulations. The SRJC Foundation and Shone Farm Foundation and their Boards of Directors meet the requirements of the Prudent Investor Act by utilizing an articulated investment policy, practicing investment due diligence methods, and seeking professional advice when making financial decisions.

III.D.3.c.

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Retirement Benefit (OPEB), compensated absences, and other employee related obligations.

DESCRIPTIVE SUMMARY

The long term liabilities and future obligations of the District include Other Post-Employment Benefits (OPEB) and compensated absences, as well as bonds and a mortgage debt instrument to be discussed in III.D.3.e.

Other Post-Employment Benefits

The District offers its employees an early retirement option that consists of full paid benefits from the time the employee retires until they reach the age of 65. Employees hired prior to October 1, 2013, must be a minimum of age 55 and have 15 years of service. Employees hired on or after October 1, 2013 must be a minimum age of 62 and have 17 years of service (III.D.77).

The unfunded liability of the District as of July 1, 2012, the date of the latest actuarial report, was \$20.3 million. As of July 1, 2013, the District had an annual OPEB expense of \$2 million. The District currently funds the OPEB costs on a pay-as-you-go basis, with the contribution approximately \$1.62 million in 2013/2014, resulting in a net OPEB obligation of \$4.7 million as of June 30, 2014 (III.D.25, III.D.40).

Compensated Absences

As of June 30, 2014, the District had a liability of \$2.8 million in compensated absences. As of June 30, 2014, the District had set aside the full amount needed to fund the liability.

SELF EVALUATION

The District meets the Standard. The District plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB and compensated absences.

III.D.3.d

The actuarial plan to determine Other Post-Employment Benefit (OPEB) is prepared, as required by appropriate accounting standard.

DESCRIPTIVE SUMMARY

The District first had an actuarial report for its Other Post-Employment Benefits (OPEB) as required by GASB 45 in 2006. It has continued to have the actuarial report conducted every two years as required, with the most recent report prepared by Demsey, Filliger, and Associates in July 2012.

SELF EVALUATION

The District meets the Standard. It has an actuarial plan completed every other year as required by GASB 43/45, and the results are reviewed and implemented by the District.

III.D.3.e

On an annual basis, the institution assesses and allocates resources for the repayment of locally incurred debt instruments that can affect the financial condition of the institution.

DESCRIPTIVE SUMMARY

The District annually assesses and allocates resources for the repayment of debt instruments as part of its budget development process. The District has three locally incurred debt instruments: the 1998 Series Lease Revenue bonds, the 2002 Measure A General Obligation Bonds, and a mortgage on property purchased in 2013.

The 1998 Lease Revenue Bond series has an annual principal and interest payment of \$216,000 and an outstanding balance of \$1.72 million as of June 30, 2014. The District has set aside \$1.82 million in a bond debt redemption fund to cover the cost of payments until the debt can be retired.

The 2002 Measure A General Obligation Bond has an outstanding balance s of July 1, 2014, for the various series as follows:

Series B - \$23,510,000

Series C - \$3,615,000

Series B/C (refunded) - \$130,605,000

Series D - \$16,990,000

Total - \$74,720,000

The principal and interest payments for these bonds are paid from tax allocations collected by the County of Sonoma from property owners in Sonoma County. As of July 1, 2014, there is \$26,715,000 in the bond fund to be used to repay the bonds. In May, 2013, the District took advantage of decreased interest rates and refunded a portion of Series B and C to lower the required assessment of property owners in the county (III.D.25).

The mortgage is from adjacent property recently purchased by the District. Payments are made from the District's general obligation bond fund until the debt can be retired.

SELF EVALUATION

The District meets the Standard. It annually assesses its long term debt and allocates resources for the repayment of that debt. The locally incurred debt has no adverse impacts on the financial stability of the District and there is no incurred cost to the general fund for the debt.

III.D.3.f

Institutions monitor and manage student loan default rates, revenue streams, and assets to ensure compliance with Federal requirements.

DESCRIPTIVE SUMMARY

The District has a number of processes and procedures to ensure that all funds are monitored and managed according to federal requirements. The types of processes differ among the many funds received and disbursed by the District and are all in compliance.

Monitoring Student Loan Default Rates

The District actively monitors and manages student loan default rates, revenue streams, and assets to ensure Federal compliance. To support students' management of debt, the District offers responsible borrowing workshops throughout the year to help students better understand the advantages, disadvantages, and responsibilities of borrowing (III.D.78). (See Illustration III.7.) If students' planned indebtedness is excessive, the District offers one-on-one appointments for additional loan counseling to assist them financial management and avoiding the risk of default and denial of approval or certification. If students change their major or do not complete their coursework, they need to make a revised loan request and possibly appeal for aid eligibility overall.

Illustration III.D.7 Helping Students with Financial Management

Several years ago Santa Rosa Junior District put in place a "responsible borrowing" program, with a long-term borrowing plan and workshops as part of a student's loan request. Students complete worksheets that assist them in developing a long-term borrowing plan from the current year through their completion of their educational goal.

This program has been highly successful and has helped the students tremendously. The "responsible borrowing" program was highlighted in The Institute for College Access & Success report "How to Make Loans Work," and SRJC's Director of Financial Services co-presented on this topic at the July 2013 National Association of Student Financial Aid Administrators conference.

SRJC closely monitors both the draft and final cohort rates and manages student loan defaults. In the September 2014 report, the three-year default rate was 16.3 percent and the two-year was 11.2 percent. The ongoing, posted default rates for both two-year and three-year defaults remain well under the sanction levels when compared to similar institutions, and for public two-year schools, these rates are well below what is expected.

Monitoring Revenue Streams and Assets

Federal revenue streams in the District include financial aid and various grants. All federal revenue is tracked separately in the general ledger and spent according to the requirements. Federal grants are also monitored using the same guidelines as described in III.D.3.b. Financial aid is drawn down on a reimbursement basis to ensure the three-day requirements are met.

Assets are tracked in the fixed assets module in Escape. All federal assets are tagged and tracked as required by funding agencies even if they do not meet capitalization thresholds. Inventories are completed every two years.

Federal compliance requirements are also audited annually by the external auditor.

SELF EVALUATION

The District meets the Standard. There is appropriate monitoring of the student loan default rates and a program to keep default rates to a minimum. All revenue accounts and assets have been identified, monitored, and managed as required by federal requirements.

III.D.3.g

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.

DESCRIPTIVE SUMMARY

Contractual agreements are reviewed by the Purchasing Department, Business Services, and/or appropriate department or unit representatives to make sure that contracts are consistent with the mission and goals of the District. All grants and contracts are processed through policies and procedures designed for internal control, financial integrity, and responsible monitoring (III.D.79). Service contracts are standardized in order to ensure proper internal controls and consistency. The Purchasing Department ensures that agreements comply with regulations and restrictions. Contracts are initiated by Purchasing or other College departments and follow the process of approval outlined in the procedures.

Contracts with the federal government are monitored to make sure that the District is meeting federal guidelines.

Governed by Institutional Policies

Contracts are entered into for services consistent with the District's mission, initiatives, goals, and objectives. Contracts are necessary for annual service, maintenance agreements, professional services, copyright or licensing agreements, public works and facility or vehicle rental. These contracts are submitted to the Purchasing Department for review and approval prior to the services being rendered.

Board approval is required for contracted services in excess of \$84,100. Public contract code agreements require Board approval if they exceed \$185,000. The process for bidding is posted in the local newspaper for two consecutive weeks and the District's Purchasing Department website (III.D.80). The standard agreement allows the District to change or terminate agreements that do not meet its standards of quality. District purchases or leases of materials, supplies, or services exceeding \$84,100 legally must be advertised and formally bid upon, and the Board of Trustees must award the contract to lowest responsive bidder. The two exceptions to the \$84,100 limit are public contract code work and professional services. Public works projects require the formal bidding procedure if expenditures are greater than \$185,000. This process must be completed before purchase orders can be issued. Certain professional services, such as lawyers, architects, and engineers, are exempt from bid requirements. However, Board approval is necessary for a new vendor or services valued above the legal bid minimum.

Three written cost quotations must be obtained for comparison for competitive pricing on the purchase of any services or equipment in excess of \$2,000. Purchases exceeding \$2,000 to

\$5,000 require three written quotes, purchases between \$5,000 and the legal bid limit require three signed written quotes. Purchases in excess of \$84,100 require a formal bid process.

Contracts are required for service work performed by an independent contractor, defined as an individual who performs a service for the District, rather than a company or individual who provides a tangible product. Independent contractors are in business for themselves and are responsible for their own tax reporting to the IRS. The independent contractor uses a Social Security number rather than a Federal Tax Identification number for tax identification purposes. Specific guidelines for appropriate use of independent contractors are set by SB1419.

Prior to acceptance and approval, contractual agreements are reviewed by management in the originating department or component for consistency with the institution's mission and goals. Determination of appropriate funding for contracts is a collaborative effort between the originator and Business Services. Business Services assures the funding is appropriate and available before a contract is executed. The Vice President of Business Services or the Purchasing Director or both review and approve all contractual agreements to assure compliance with state and federal regulations, institutional risk management, and District policies and procedures' as directed by the Board of Trustees.

Maintaining Integrity

Policies and procedures regarding contracts are developed and implemented in compliance with Education Code, Public Contracts Code, and Civil Code. Only the College president, Vice President of Business Services, and Director of Purchasing and Graphics Services or their designees are authorized to sign contracts for the District. A contract without these signatures is not a valid contract. In all contracts, the District includes language for the appropriate legal response to failure of contractors to render service. Such clauses protect the integrity of the District.

SELF EVALUATION

The District meets the Standard. The Business Services Office works closely with the District's legal advisor to review contracts on a regular basis. Contracts are updated frequently and in a timely manner in response to concerns that may arise. The Purchasing Department works closely with legal counsel regarding any material variance to the approved contract forms.

The normal oversight mechanisms ensure that all College activities support the mission and institutional goals and are otherwise legal and appropriate.

All contracts entered into by the District are reviewed for consistency with the mission, are governed by District policies and standards regarding contract language and legal review, and are in accordance with the California State Public Contract Code and other governing requirements.

III.D.3.h

The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.

DESCRIPTIVE SUMMARY

The Business Services Office reviews its financial management and internal controls annually to assess whether any updates or changes are necessary (III.D.81). These reviews could be the result of changes in the District or from external areas or requirements. Also, as new standards are implemented, internal controls are reviewed in light of the new standard to ensure compliance. Necessary changes and updates are implemented immediately. The internal controls in the Accounting Office, Purchasing, Information Technology, and various other areas in the District, as well as internal controls over financial reporting and compliance with major programs for state and federal programs, are audited annually as part of the annual external audit. The District is certified Payment Card Industry (PCI) compliant for its credit card and financial transactions processing.

As part of the PRPP process, departments and managers assess their existing resources and justify necessary additional resources being requested. These requests then follow the process as described in III.D.1. The budget development and annual closing processes also include assessments of prior year expense to budget to identify problem areas (III.D.82). FTES goals are also created for the District in conjunction with the assumptions for state funding.

The Director of Fiscal Services conducts various internal audits over risk areas to ensure that the District is managing its resources in compliance with various state and federal guidelines, as well as in accordance with the District's internal policies and procedures. Fiscal Services also annually evaluates and assesses its financial management processes through the PRPP process and calculates comparisons to prior years. The Escape software enhances the District's ability to provide oversight of its financial activity.

SELF EVALUATION

The District meets the Standard. The financial management of the District is consistently assessed and updated to improve controls. Recent independent financial audit reports of the District indicate no internal control deficiencies or weaknesses.

III.D.4

Financial resource planning is integrated with institutional planning. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation for improvement of the institution.

DESCRIPTIVE SUMMARY

The District uses the PRPP to integrate its financial resource and institutional planning and to assess its use of resources. As described in III.D.1, the PRPP is both a planning and review process and includes budget and cost figures for all programs and key ratios assessing the efficient use of resources. The review and planning at each level includes realistic assessment of past performance, which supports resource allocation requests.

After review by deans, unit managers, and then the President's Cabinet, the documents then go to the IPC to ensure the process was followed and that the prioritized rankings of requests for resources from both new and continuing funding align with the District's mission, vision, goals, and initiatives.

The single largest use of resources in the District is instructional costs, which are primarily driven by the Schedule of Classes. The District uses two reports for assessing the accuracy of the Schedule of Classes. Before the current semester starts, Academic Affairs begins looking at enrollment reports that show which class sections are filling or need to be monitored or cancelled. This evaluation leads to additions and cuts in sections to meet the demand of the student population. After first census, a closed class demand report is run that shows the number of times that students have tried to add a full section. Used in conjunction, these two reports help the Academic Affairs component and department chairs to assess the effectiveness of the current Schedule of Classes. These evaluations are used to create an improved schedule in future semesters.

Each program uses data when preparing its PRPP as part of its annual review and incorporates this data into its qualitative report. These assessments of the effective use of financial resources includes budget/cost data, ratios, and, for academic programs, student data, including an evaluation of productivity. The review through the area supervisors, component administrators, IPC, cross-component review, and, finally, recommendations to the College president assist the District in creating, expanding, or contracting programs.

With salary and benefits being the largest component of the District budget, all new staffing needs in the District are requested through the PRPP. Urgent replacements are requested through the President’s Cabinet and PRPP data to support the request is required.

The District also evaluates its use of financial resources by using data from the Community College Fiscal Standards (CCFS) 311 report (III.D.83) to compare itself with other California community college districts. This report highlights differences through a program that compares the revenues and expenditures of each district by revenue and expense type as well as by departmental expenses. Major differences are investigated to identify other best practices that might be valuable to the District.

SELF EVALUATION

The District meets the Standard. The District systematically assesses the effective use of its financial resources and uses those results in the continuous improvement process of the District.

Standard III.D Financial Resources

Actionable Improvement Plan

| Standard | Plan | Responsibility | Implementation Date |
|-----------|--|--|---------------------|
| III.D.3.a | The District will develop and implement a plan to address its structural deficit during 2014/2015 negotiations and 2015/2016 budget development to assure on-going fiscal stability. | Board of Trustees Superintendent/President President’s Cabinet Vice President of Business Services Negotiating teams for the All Faculty Association (AFA), California Federation of Teachers (CFT, Unit B), Service Employees International Union (SEIU), and the District. | Fall 2015 |

Evidence:

Standard III.D Financial Resources

- III.D.1 **Board Policy 1.0, Vision, Mission Statement, Values**
<http://www.santarosa.edu/polman/1mission/1.1.pdf>
- III.D.2 **Sonoma County Junior College District (SCJCD) Strategic Plan**
<http://www.santarosa.edu/administration/planning/pdfs>
- III.D.3 **Strategic Plan Goals and Objectives**
http://lgdata.s3-website-Goals_Objectives.pdf
- III.D.4 **SCJCD College Initiatives**
<http://goo.gl/VKGGZU>
- III.D.5 **Program and Resource Planning Process (PRPP) Website**
<http://goo.gl/n9F0jG>
- III.D.6 **District Component Goals and Reports**
<http://www.santarosa.edu/SCJCD Annual Unit Plans 2013-14.pdf>
- III.D.7 **Santa Rosa Junior College (SRJC) Planning and Budget Framework**
<http://goo.gl/jXtUlj>
- III.D.8 **SCJCD Capital Outlay Master Plan**
<http://www.santarosa.edu/administration/planning/districtwide-plans-goals-and-policies.php>
- III.D.9 **SCJCD Five-Year Facilities Plan**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.D.10 **SRJC Strategic Master Plan for Technology**
<http://goo.gl/UoRkl>
- III.D.11 **Budget Advisory Committee (BAC) Homepage**
<http://goo.gl/Nuyz7S>
- III.D.12 **Institutional Planning Council (IPC) Homepage**
<http://goo.gl/6FeLJ9>
- III.D.13 **SRJC Adopted Budget, 2014/2015**
<http://www.santarosa.edu/Budget Books/2014-15>
- III.D.14 **Enrollment Management System**
<https://ems.santarosa.edu/>
- III.D.15 **Measure A Bond Informational Website**
<http://goo.gl/gyY22l>
- III.D.16 **SRJC Insider Online Newsletter, Page 5, Voters Strongly Support SRJC Bond Measure H**
<http://www.santarosa.edu/insider/d/?i.NOV17-30.2014.pdf>
- III.D.17 **Partnerships with Public Safety and Health Sciences Programs**
Health Science contract list <http://www2.santarosa.edu/f/?nBQYwMLO>
Sutter Hospital contract example <http://www2.santarosa.edu/f/?nABvzYQG>
Women's Health example <http://www2.santarosa.edu/f/?nEJNXvPH>
- III.D.18 **Piner Early College Magnet Program, in Instructional Notes, December 22, 2014**
http://www.santarosa.edu/faculty_staff/instructional_notes/

- III.D.19 **Pepperwood Preserve**
<http://app.pepperwoodpreserve.org/pls/apex>
- III.D.20 **Study Abroad Program**
<http://study-abroad.santarosa.edu/>
- III.D.21 **Smog Referee Program**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.D.22 **Gateway to College Program, Press Release, April 12, 2013**
<http://www.santarosa.edu/petaluma/images/Gateway-To-College.pdf>
- III.D.23 **High School Equivalency Program**
<http://www.santarosa.edu/app/hep/>
- III.D.24 **Instructional Service Agreement (ISA) (Example)**
<http://www2.santarosa.edu/f/?nBBwvLYG>
- III.D.25 **Independent Financial Audit Reports**
<http://www.santarosa.edu/administration/planning/scjcds-budget.php>
- III.D.26 **SRJC Grants and Categorical Programs List**
<http://www2.santarosa.edu/f/?nCEBHEK>
- III.D.27 **SRJC Grant Proposals Website**
http://www.santarosa.edu/faculty_staff/grant-proposal/
- III.D.28 **Community Education**
<https://portal.santarosa.edu/CommunityEducation/>
- III.D.29 **“50% Law “ CCFS-311 Report**
<http://www2.santarosa.edu/f/?nEyXHMUH>
- III.D.30 **Faculty Obligation Number Worksheet**
<http://www2.santarosa.edu/f/?nDwPWISO>
- III.D.31 **Faculty Staffing Committee Homepage**
<https://santarosa.edu/committees/faculty-staffing>
- III.D.32 **Measure A Project List**
<https://santarosa.edu/committees/Bond Expenditures 09-30-14.pdf>
- III.D.33 **Board Policy and Procedures 0.29/0.29P, General Obligation Bond Measures and Independent**
<http://www.santarosa.edu/polman/0bylaws/0.29.pdf>
<http://www.santarosa.edu/polman/0bylaws/0.29P.pdf>
- III.D.34 **District Reserve Fund Balance**
<http://www2.santarosa.edu/f/?nEvMAOCZ>
- III.D.35 **Five-Year Rolling Budget Model**
<http://www2.santarosa.edu/f/?nBRxSLHS>
- III.D.36 **All Faculty Association (AFA)/District Contract** <http://www.santarosa.edu/afa/contract.shtml>
- III.D.37 **Service Employees International Union (SEIU) Local 1021/District Contract**
http://www.santarosa.edu/seiu/pdf/14_17_contract/index.html
- III.D.38 **California Federation of Teachers, Unit B/District Contract**
<http://www.santarosa.edu/hr/PDFs/CFTUnitBContract.pdf>
- III.D.39 **Environmental Health and Safety Website**
<http://www.santarosa.edu/ehs/>

- III.D.40 **Government Accounting Standards Board (GASB) Standard 45 –Actuarial Study**
<http://www2.santarosa.edu/f/?nCPTBUAO>
- III.D.41 **GASB 45, Board Action**
GASB 45 Board Item <http://www2.santarosa.edu/f/?nDFROSEC>
GASB 45 Compliance Plan <http://www2.santarosa.edu/f/?nDSwKNNY>
- III.D.42 **Board Policy Manual, Section 5, Finance** <http://www.santarosa.edu/polman/5finance/index.php>
- III.D.43 **Board Policy 5.3, Budget Development and Administration** <http://www.santarosa.edu/polman/5finance/5.3.pdf>
- III.D.44 **SRJC Budget Calendar**
<https://bussharepoint.santarosa.edu/committees/budget-advisory/Committee%20Documents/2014-15%20Budget%20Calendar---revised.pdf>
- III.D.45 **Sample Escape Report** <http://www2.santarosa.edu/f/?nEEHwDGv>
- III.D.46 **Board Policy 5.3.2, Public Review and Adoption of Final Budget** <http://www.santarosa.edu/polman/5finance/5.3.2.pdf>
- III.D.47 **Institutional Planning Website, SCDJC Budget** <http://www.santarosa.edu/administration/planning/scjcds-budget.php>
- III.D.48 **2014/2015 Adopted Budget** <https://santarosa.edu/committees/2014-15 Adopted Budget.pdf>
- III.D.49 **SRJC Board Finance Committee Agendas** <https://santarosa.edu/Committee Home Page.aspx>
- III.D.50 **Current Audited Financial Statements**
<http://www.santarosa.edu/administration/planning/archived-reports.php>
<http://www.santarosa.edu/administration/planning/scjcds-budget.php>
- III.D.51 **Citizens Bond Oversight Committee Minutes** <https://santarosa.edu/committees/bond-oversight/>
- III.D.52 **Budget Forum Power Point Presentation** <https://santarosa.edu/committees/budget-advisory/>
- III.D.53 **Financial Report by Vice President of Financial Services (Example) February 2014**
<https://santarosa.edu/budget-advisory/014-15-January Budget.pdf>
- III.D.54 **Board Minutes with Quarterly Budget Report, February 11, 2014**
<https://bussharepoint.santarosa.edu/committees/board-of-trustees/Committee%20Documents/Minutes%202-11-14.pdf>
- III.D.55 **Grants Website, Page: How to Write a Concept Paper**
https://www.santarosa.edu/faculty_staff/grant-proposal/documents/How%20to%20Write%20a%20Concept%20Paper%20-%20Santa%20Rosa%20Junior%20College.pdf
- III.D.56 **Grant Proposals Handbook**
https://www.santarosa.edu/faculty_staff/grant-proposal/documents/SRJC_Grant_Writing_Handbook%20May%202013.pdf
- III.D.57 **SRJC Foundation Website** <http://foundation.santarosa.edu/>
- III.D.58 **Student Affairs Office** http://www.santarosa.edu/for_students/student_affairs/
- III.D.59 **Auxiliary Enterprise Committee**
<https://bussharepoint.santarosa.edu/committees/auxiliary/SitePages/Committee%20Home%20Page.aspx>
- III.D.60 **Board Policy and Procedure 2.1/2.1P, Development and Adoption of District Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
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- III.D.61 **Board Policy 5.9, Accounting System** <http://www.santarosa.edu/polman/5finance/5.9.pdf>
- III.D.62 **Budget Update Presentation, 2011/2012** <http://www2.santarosa.edu/f/?nASMQNFS>
- III.D.63 **Cash Resolution, County Investment Pool** <http://www2.santarosa.edu/f/?nDPFVJZA>

- III.D.64 **Budget Update Presentation, May 14, 2013** <https://santarosa.edu/committees/Budget Update 5-14-13.pdf>
- III.D.65 **Board Policy 6.82., Injury and Illness Prevention Program**
<http://www.santarosa.edu/ehs/content/6.8.2-policy-procedure.pdf>
- III.D.66 **Hazard Communication Plan** <http://www.santarosa.edu/ehs/hazard-communication-plan/>
- III.D.67 **Safety and Health Committee Homepage** <https://santarosa.edu/district-safety-health/Committee Home Page>
- III.D.68 **Board Policy and Procedure 5.8.2/5.8.2P, Contracts**
<http://www.santarosa.edu/polman/5finance/5.8.2.pdf>
<http://www.santarosa.edu/polman/5finance/5.8.2P.pdf>
- III.D.69 **Approval of Quarterly Budget Report by Board of Trustees, Minutes, August 12, 2014**
<https://santarosa.edu/board-of-trustees/Minutes 8-12-14>
- III.D.70 **SRJC Financial Aid Office** http://www.santarosa.edu/app/paying-for-college/financial_aid_office/
- III.D.71 **Doyle Scholarship** <http://www.santarosa.edu/scholarship-office/the-doyle-trust/>
- III.D.72 **Dean II, Instruction and Strategic Program Development Job Description**
<http://www.santarosa.edu/hr/Dean II Strategic Program Dev.pdf>
- III.D.73 **Board Policy and Procedures 5.6/5.6P, Gifts, Requests, and Devises**
<http://www.santarosa.edu/polman/5finance/5.6.pdf>
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- III.D.74 **Master Agreement, SRJC Foundation and SCJCD** <http://www2.santarosa.edu/f/?nATXIVvY>
- III.D.75 **SRJC Foundation Independent Financial Audit Reports**
2013/14 Audit Report <http://www2.santarosa.edu/f/?nCAMWxMS>
2012/13 Audit Report <http://www2.santarosa.edu/f/?nEANYwPY>
2011/12 Audit Report <http://www2.santarosa.edu/f/?nAwVBHQZ>
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2009/10 Audit Report <http://www2.santarosa.edu/f/?nCHZGDwS>
- III.D.76 **Shone Farm Foundation Financial Statement** <http://www2.santarosa.edu/f/?nEPRLOEQ>
- III.D.77 **Other Post-Employment Benefits (OPEB), AFA/District Contract, Article 24, Retirement**
<http://www.santarosa.edu/afa/Contract/Articles/art24.pdf>
- III.D.78 **Responsible Borrowing Workshops** http://www.santarosa.edu/app/paying-for-college/financial_aid_office/workshops
- III.D.79 **Board Policies and Procedures 5.8/5.8.9, Purchasing and Bids and Quotations**
<http://www.santarosa.edu/polman/5finance/5.8.pdf>
<http://www.santarosa.edu/polman/5finance/5.8.9.pdf>
- III.D.80 **Purchasing Website** <http://www.santarosa.edu/purchasing/>
- III.D.81 **Budget Advisory Committee Minutes, October 28, 2014**
<https://bussharepoint.santarosa.edu/committees/budget-advisory/Committee%20Documents/Minutes-10-28-14.pdf>
- III.D.82 **Budget Forum, March 20, 2013**
<http://online.santarosa.edu/presentation/schedule/?6145>
- III.D.83 **Community College Fiscal Standards (CCFS) 311 Comparison**
<http://online.santarosa.edu/presentation/schedule/?6145>

Standard IV Leadership and Governance



SANTA ROSA JUNIOR COLLEGE



Our Values

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



SANTA ROSA JUNIOR COLLEGE



Standard IV Leadership and Governance

The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

Standard IV.A. Decision-Making Roles and Processes

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

IV.A.1.

Institutional leaders create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College's institutional leaders throughout the organization are committed to a systematic and collaborative decision-making process that inspires and supports empowerment, innovation and institutional excellence. This was most recently reflected in the process that was developed to include all voices and views in the planning and developing of the Strategic Plan from launching to completion. As the College president stated near the conclusion of the effort, "The process to develop this plan has been transparent, inclusive, participatory, and collaborative" (IV.A.1).

The strategic planning process engaged over 400 faculty, staff, administrators, students, community partners, and Board trustees in developing the Sonoma County Junior College District's (SCJCD) District-wide strategic plan. This plan emerged under the guidance of the task force that encouraged all who volunteered to participate in the process. There were full day planning retreats, workshops during Professional Development Activity days, surveys, and Community Conversations held in four different locations in the county.

Inclusivity and Empowerment

The College's culture of inclusivity and respect for diversity and ideas is well represented in the values that emerged as a key component of the Strategic Plan. Through a broad based process, the College collectively developed eight core values, listed in Illustration IV.A.1. The values emphasize "we" and articulate the importance of innovation, academic excellence, community, and compassion.

Illustration IV.A.1: SRJC Values

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

We balance and integrate core values to assure the success of our diverse learning communities.

Shared Governance

Recognizing that a broad array of perspectives is required to make informed decisions and plans, the College has established systematic participative processes to ensure that stakeholders have multiple opportunities to engage in meaningful dialogue about how to improve institutional quality.

The governance system in the Sonoma County Junior College District is derived from four sources (IV.A.2):

- It is organized around a standing committee system and professional academic traditions that reach deep into the history of the District.
- It is based on State and Federal legislative directives and the California Education Codes.
- It is structured to allow for participatory governance, which is the collective responsibility of the four constituent groups (faculty, administration, classified staff, and students) and the Board of Trustees.
- SRJC’s standing committee system works together in the interest of shared governance. Policy and Procedure 2.5 and 2.5P, Governance and the Committee System, identify the standing committees, councils, advisory committees and Academic Senate consultation committees for the SCJCD, including their functions, membership composition, and chairpersons.

While the basic structure and composition of College governance committees is well established, the guiding policies are still open for improvement. For instance, one of the recent changes to ensure meaningful dialogue and classified participation occurred in spring 2014. The College president approved increased release time to be allocated to the Classified Senate president to ensure that the individual in this position would participate in weekly committee and council meetings. Also, the committee

structure was changed to allow the Classified Senate president a permanent position on the Institutional Planning Council (IPC), Program and Resource Planning Process (PRPP) Coordinating Committee, College Council, and President’s staff. This has helped to leverage equity between the constituent groups.

The College’s support for leadership and shared governance among its constituents was demonstrated in 2014 by two statewide recognitions. First, SRJC’s student trustee was elected as the statewide president of California Community College Student Senate. In the same year, the past president of Classified Senate was elected as president-elect of the California Community College Classified Senate.

Ongoing, Collegial Dialogue

The College’s goal to involve all constituent groups in the ongoing, collegial dialogue about improvement of student learning and institutional effectiveness is addressed through its homepage, Facebook account, Insider online publication, faculty and student portals, and college wide emails. Face-to-face participation is encouraged through Professional Development Day (PDA) keynote addresses, workshops on PDA days and throughout the year, and community activities such as Day Under the Oaks. Additionally, information about shared governance matters is widely circulated, and aside from formal governance structures, the faculty, staff, administrators and students are able to communicate openly and freely on a regular basis through ad-hoc and standing committees, department meetings, informal, interest-based meetings such as Faculty Inquiry Groups, and department or committee retreats.

Surveys are utilized on a regular basis to assess faculty, management, and staff understanding of governance, the Program Review Planning Process (PRPP), and institutional effectiveness. Feedback is also requested as a means of continuous quality improvement. Comparative employee

Illustration IV.A.2 Governance Survey Comparison Results

| PERCENTAGE REFERS TO RESPONDENTS THAT AGREE WITH THE STATEMENT | 2011 | 2013 |
|--|-------------|-------------|
| I am aware of my opportunity to participate in committees at the College. | 90% | 93.30% |
| I have an opportunity to participate in committees at the College. | 78% | 91.10% |
| I have opportunities to participate in key institutional decisions. | 46% | 86.40% |
| Overall, I feel informed and aware of SRJC planning matters that affect me. | 59% | 88.60% |
| I am encouraged to take initiative in improving the services in which I am involved. | 69% | 93.30% |

surveys conducted in 2011 and 2013 reflect a self-reported increase in knowledge and understanding regarding governance matters (IV.A.3, 4). As shown in Illustration IV.A.2, there was a 3.1 percent increase in awareness of opportunities to participate in committees, a 13.1 percent increase in the ability to participate in committees, a 40.4 percent increase in the ability to participate in key institutional decisions, and a 29.6 percent increase in awareness about how planning matters affect faculty and staff.

A Systematic, Participative Process in Action

In October 2012, under the leadership of a new College president, along with the Board of Trustees and the past president of the Academic Senate, SRJC began an 18-month long process to build the framework for the Strategic Planning Task Force (SPTF). Illustration IV.A.3 lists the specific goals and the work group organization.

Each of the work groups identified stakeholders, implemented plans for continuous communications, and scheduled updates and forums to inform the College and build on a sense of community and participation. This process, still a live and continuing work in progress, is illustrated in its comprehensive, user-friendly website, which provides an overview of the Task Force, documentation of work group activities, a resource page for inspiration, a public and student discussion board, and updates on progress (IV.A.1).

As the vision, mission, values, goals, objectives, and strategies are institutionalized in 2014/2015, College leaders will begin linking the function of their respective governance bodies and committees to the Strategic Plan's values and goals.

A Culture of Innovation

Within an environment of collegiality and positive leadership, as found at SRJC, innovation thrives. Sometimes through necessity, sometimes supported by external

Illustration IV.A.3 Goals and Organization of the Strategic Planning Process

The task force, composed of administrators, faculty, and classified staff, was charged with:

- Developing and recommending a set of principles, a timeline, an organizational structure and work products of the planning process, including stakeholder involvement and communications strategies;
- Facilitating, monitoring and evaluating progress of work groups and the overall process; and,
- Recommending a final proposed plan to the president for consideration by the Board of Trustees.

Within the framework of the Strategic Planning Taskforce, work groups were created:

1. Continuous Communications
2. Stakeholders/Outreach
3. Environmental Scan and Data Gathering
4. Vision, Mission, Values
5. Goals, Objectives, Strategies
6. Evaluation

Illustration IV.A.4 Innovation Thrives at SRJC

- Informal "TED" types of talks (the "Salon") were initiated by a faculty member through departmental and then interdepartmental discussions.
- Curriculum development, in contextualized math and English courses, included enhancing a pilot project for culinary math with animation, multimedia, and simulation. This was made possible through Carl D. Perkins Vocational and Technical Education Act (Perkins) grants.
- Through the California Community Colleges Success Network (3CSN), SRJC's team initiated a campus-wide "Ask Me" program and English and Math Placement Test "Jams" (test preparation workshops).
- In an effort to remain a cutting edge institution despite budget challenges, SRJC Libraries became the first of the California Community College libraries to beta test and offer the EBSCO Discovery Service, a Google-like search interface that dramatically increases student access to information, regardless of location or format.
- Through the Online College Project, faculty are offered stipends to create and teach online versions of General Education courses. Over the past five years, over 25 online courses have been launched.

funds, and sometimes generated through informal “what if?” conversations, SRJC has many examples of new ideas implemented in a variety of venues including those in Illustration IV.A.4.

Innovation is recognized through the Academic Senate Faculty awards, Classified Senate awards, the internal employee newsletter *The Insider*, Academic Affairs Update emails, and other communications (IV.A.5). The College further supports innovation by helping faculty and staff in applying for grants efforts through the Dean of Instruction and Strategic Program Development, who regularly alerts faculty and staff about grant opportunities and assists them in the application process. This kind of support has led to the College’s success in obtaining the Gateway to College grant, the High School Equivalency Program (HEP) grant, and most recently, a Federal Title V grant for Hispanic Serving Institutions (HSI).

SELF EVALUATION

The College meets the Standard. The structure for participatory governance at SRJC is documented, systematic, and inclusive. It is well established and involves all constituent groups—administrators, faculty, classified staff, and students. Surveys indicate that nearly all employees are aware of opportunities within shared governance roles. Within this context, the College encourages innovation and takes pride in the resulting accomplishments of faculty, staff and administrators.

IV.A.2

The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

DESCRIPTIVE SUMMARY

SRJC faculty, staff, students, and administrators are strongly committed to a shared governance structure. This commitment is represented in two sets of policies and procedures in section 2.0, District Governance, of the Policy Manual.

- Policy 2.1 and Procedure 2.1P, Development and Adoption of District Policies and Administrative Procedures, describe the steps, constituent groups, and sequence involved in the creation and revision of policies. (IV.A.6).
- Policy 2.5 and Procedure 2.5P, Governance and the Committee System, define the constituent groups, the means for accessing information about each, and the relationship among them in institutional decision making processes. (IV.A.2).

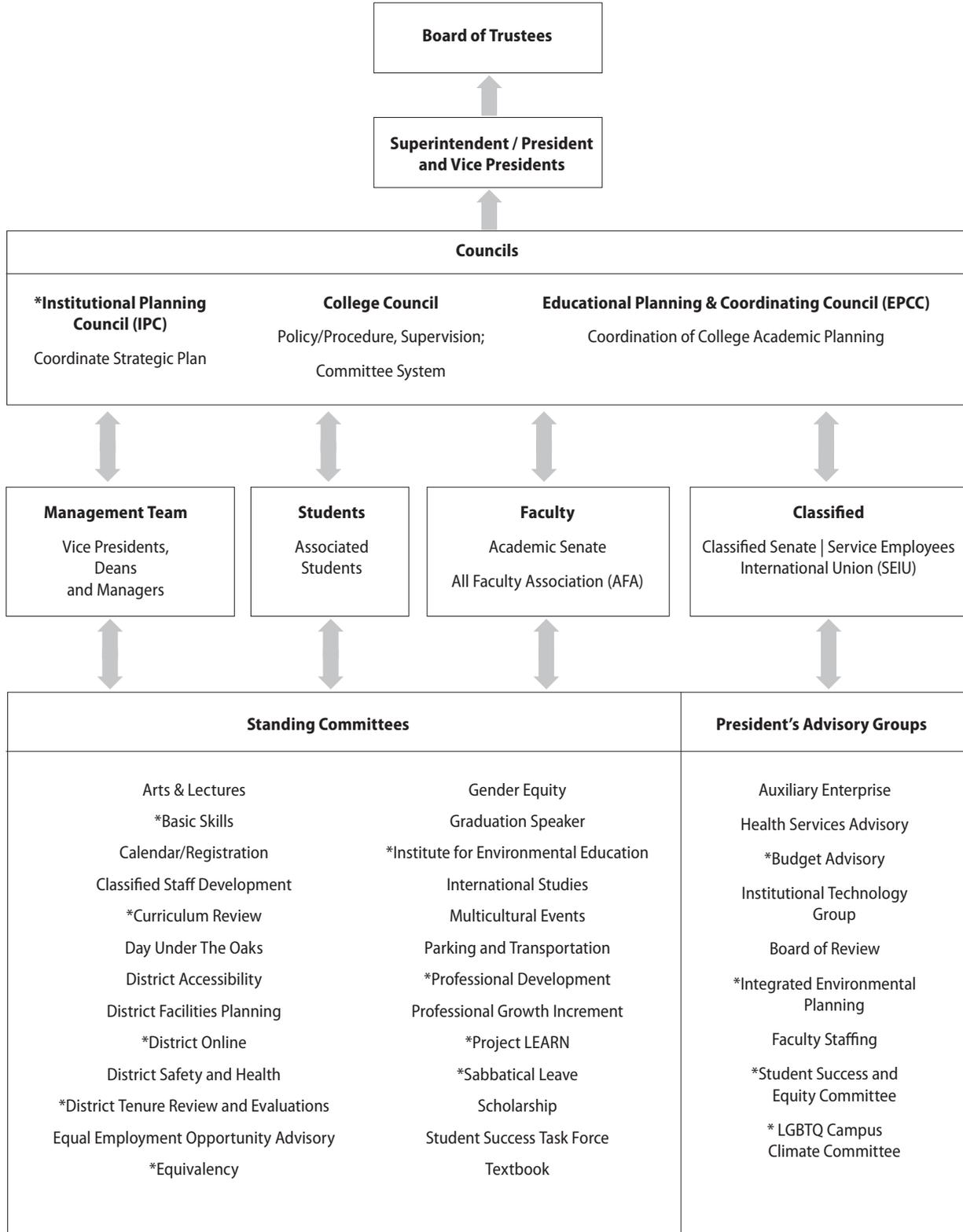
This collegial governance system honors collaborative participation between all representative members of the College in planning for the future and in developing the policies, procedures, and recommendations that govern the College. The written policies are reviewed and updated regularly and comply with ACCJC Standards, the Education Code, and Title 5 regulations.

Broad Participation in Decision-Making Processes

Policy and Procedure 2.1/2.1P, Procedures for Developing Board Policies and Administrative Procedures, outline the process by which ideas and recommendations are made and reviewed, moving from their origination within a constituent group through the final Board of Trustees approval. The collegiality, transparency, and organization of this process were well demonstrated in 2012/2013 and 2013/2014, when all policies were reviewed in order to update review policy, update procedures and standardize and clarify the language of the Board Policy Manual. An editor was engaged to establish a clear and uniform tone. All policies and procedures were vetted by the District constituent groups according to Policy and Procedure 2.1/2.1P, resulting in substantive changes in some areas, technical revisions in others, and mutual agreement that no changes were necessary in the remaining.

Illustration IV.A.5
SRJC Participatory Governance Organization Chart

Participatory Governance Organization Chart Santa Rosa Junior College



The extent of the revisions is listed with each policy and revision in terms of the date and category:

- Category 1: No change
- Category 2: Technical change
- Category 3: Substantive change
- Category 4: Splitting/combining/eliminating policy and/or procedure (non-substantive content changes).

Of note is the fact that Policy and Procedure 2.1/2.1P themselves went through Category 3 changes in order to update constituent groups, ensure inclusivity and to clarify and confirm the role of College Council in all policy recommendations.

Constituent Groups

The College provides numerous mechanisms and venues for its four constituent groups—faculty, staff, administrators, and students—to provide input into college wide decisions. Standing Committees and Councils, the President’s Advisory Committees, Senate Consultation committees, and other representative groups offer avenues for participation by any individual or group. All constituent groups, councils and committees share the responsibility of acting together in recommending policies and procedures that will guide the College toward its goals and ensure that it fulfills its mission.

Policy and Procedure 2.5 and 2.5P identify the standing committees, councils, advisory committees and Academic Senate consultation committees and describe their functions, membership composition, and chairpersons. Currently, the College has:

- 3 Councils, which coordinate specific aspects of institutional planning
- 8 President’s Advisory Groups
- 26 Standing Committees
- 9 Senate consultation committees that are also Standing Committees
- Constituent groups
 - o Administrative—Management Team
 - o Faculty—Academic Senate, All Faculty Association (AFA), and California Federation of Teachers (CFT)
 - o Classified Staff—Classified Senate and Service Employees International (SEIU)
 - o Students—Associated Students

The relationship of the groups is shown in Illustration IV.A.5. Not listed on the chart, but included in all appropriate discussions regarding policies and procedures, are: the Department Chairs Council/Instructional Managers (DCC/IM); the Academic Affairs Council (AAC) of academic deans; the Student Services Council (SSC) for managers of Student Services areas; the Petaluma Faculty Forum (PFF); and the President’s Cabinet, consisting of the Vice Presidents and specific area managers.

The primary participatory governance body in the District is SRJC’s College Council, which includes representatives of faculty, classified staff, administrators and students. Its function condensed from Procedure 2.5P, is described on its Committee homepage (IV.A.7):

The College Council is the highest policy recommending body in the District. The Council must involve and utilize the opinion of all constituent groups. Given the Council’s position in the governance structure, the specific areas of responsibility can be delineated as follows:

1. *College Council is responsible for the review and supervision of all District committee systems.*
2. *The Council serves as the final “review” body for all policy recommendations emanating from District committees.*
3. *The Council remains the highest policy articulation group for the District, and therefore must ensure that all District constituencies have had adequate participation in the formation of policy issues.*

In addition to its key role in District policy and procedure development, the College Council closely monitors the college committee system. Every two years College Council requires each committee to review its purpose, membership, meeting dates and times, and also report goals and accomplishments. During the 2010-12 academic year, the Council reviewed all Standing and President’s Advisory Committees, including each committee’s charge and membership structure. Each committee’s information is placed on its own designated Committee homepage and includes: purpose, structure, meeting dates and times, and links to agendas, minutes, and any other key documents so that all constituent groups can more closely follow the activities within the shared governance structure. The web site also contains a calendar of committee meeting times to facilitate participation.

To support the smooth functioning of the shared governance system, the College Council prepared a Committee System’s Best Practices document that is distributed each fall to all committee appointees. The intent of this document is to clarify expectations for committee members and provide consistent guidance (IV.A.8).

Illustration IV.A.6**Formation of Policy, Procedure, and Committee Regarding Textbook Selection**

In accordance with Policy and Procedure 2.1 and 2.1P, the development of Policy 3.19 and Procedure 3.19P pertaining to textbook selection demonstrate the process for formulation of policy and procedure and the inclusivity of multiple participant groups in the decision making process.

**Spring 2012**

Following internal discussions, Associated Students Senate representatives meet with College Council to request revisions to policy 3.19, Textbooks, and the establishment of an accompanying procedure. The Vice President of Academic Affairs and the Academic Senate President assist in forming an ad-hoc committee to review the request.

The Dean of Learning Resources and Education Technology and chair of Library and Information Resources formed an ad hoc committee whose membership include faculty and student representatives. The ad hoc committee created an updated policy and new procedure to include textbook rental information, ADA requirements and new requirements from the California Education Code.

Spring 2013

The Academic Senate, All Faculty Association (AFA) and Associated Student Senate present the new Policy and Procedure to the College Council and recommend it be sent to the Board of Trustees for approval.

Spring 2014

The College Council recommended a new Standing and Academic Senate Consultation Committee—Textbook and Instructional Materials Committee—to the Board of Trustees. This committee will monitor and assist in the implementation of Board of Trustee policy 3.19/3.19P to address the selection, submissions and student access to textbook and instructional materials. Committee membership includes: administrators, faculty, classified staff, and students. The Committee was included as part of the Board's approval of revised Policy and Procedure 2.5/2.5P.

Specific Processes for Working Together

The various committees and councils work within their group, among each other, and through College Council to discuss issues, resolve problems, and recommend policies for adoption by the Board of Trustees. Illustrations IV.A.6 and IV.A.7 show how the process has been applied to both the academic and the operational components of SRJC. The abbreviated excerpt from Procedure 2.1P summarizes the institutional guidelines for individuals and groups to initiate changes to policies and procedures.

1. Obtain current Word version current version of policy/procedure (P/P) from Vice President of Academic Affairs (VPAA).
2. Submit proposed version with edits clearly indicated to VPAA executive assistant.
3. Attend College Council meeting to determine which constituent groups should review P/P.
4. Meet with all designated constituent groups (Associated Students, Academic Senate, Classified Senate, Department Chairs Council/ Instructional Managers, etc.), document feedback and edit accordingly.
5. Submit final edited version to VPAA and prepare for final review at College Council.
6. Once approved, College Council will forward new version to College president for review by Board of Trustees.
7. Component administrator who oversees that section of the Policy Manual will place P/P on Board agenda for approval.
8. After Board approval, VPAA sends college wide email regarding new or revised P/P.

SELF EVALUATION

The College meets the Standard. There are clearly defined, regularly reviewed written policies and procedures that are consistently implemented to ensure participation by all constituents in the College in decision-making processes. The College has organized its governance system to invite and include representation of and dialogue among faculty, classified staff, students and administrators.

Illustration IV.A.7 Revision of Policy 6.8.2 and Procedure 6.8.2P, District Injury and Illness Prevention Program

The revision was introduced as a new item on the agenda of the District Safety and Health Committee (IV.A.9). Over the next year and a half, following Procedure 2.1P, the revision was reviewed and commented upon a minimum of two times by each of the following groups:

- District Safety and Health Committee
- College Council
- Academic Senate
- AFA (bargaining unit)
- Classified Senate
- SEIU (bargaining unit)
- Management Team
- Department Chair's Council/
Instructional Managers (DCC/IM)
- Petaluma Faculty Forum (PFF)
- Student Senate
- Board of Trustees (initial
review/final approval)

Each time feedback was received, the policy was re-edited as necessary. The revision was completed by approval of the Board of Trustees on June 11, 2013. The time frame was one year, seven months, 23 days including the end date.

Standard IV.A.2.a

Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

DESCRIPTIVE SUMMARY

As outlined in Standard IV.A.2, the College has policies that describe the roles that faculty, administrators, classified staff, and students have in relation to institutional policies, planning, and the budget. Faculty and academic administrators have primary roles regarding student learning programs, while all constituencies have a voice in general institutional policies, planning, and budget. Illustration IV.A.7 demonstrates the organization process behind creating and changing institutional policies.

Faculty

Through shared membership in major institutional advisory committees, including College Council, Institutional Planning Council (IPC) and Educational Coordinating and Planning Council (EPCC), faculty leaders regularly review and assign appropriate topics and decisions to the Academic Senate or to the faculty unions, All Faculty Association (AFA) or California Federation of Teachers (CFT). Specifically, academic matters are referred to the Academic Senate and working conditions are referred to the unions. The roles of the Academic Senate and the bargaining unit representatives are outlined in policies and procedures 2.1, 2.1P, 2.5, and 2.5P, as well as the collectively bargained contracts (IV.A.10).

Faculty, appointed by the Academic Senate Executive Council, comprise at least half the membership of most committees. All Academic Senate consultation committees are co-chaired by faculty. The Academic Senate president co-chairs IPC and EPCC and attends meetings of the President's Cabinet, College Council, the Curriculum Review Committee, and several other committees. The AFA president takes a similar role in regards to committees. Both the Academic Senate and AFA maintain extensive websites. A report by the president of the Academic Senate is included on the agenda of all regularly scheduled Board of Trustees (BOT) meetings.

Administration

Participatory governance goals as well as individual responsibilities for administrative leadership are outlined in the Policy Manual, Section 0.0, Bylaws of the Board of Trustees, Policy; Procedure 2.2/ 2.2P, Management Team Responsibilities, Guidelines, and Procedures; and Policy and Procedure 2.5/2.5P, District Governance (IV.A.11). Management employees, as described in Policy 2.2, "are those individuals collectively responsible for promoting educational leadership, formulating and recommending District policies and procedures, administering District programs, and supervising District employees." In this role, and through the Academic Affairs Council, DCC/IM, Student Services Council, Management Team, President's Staff, and President's Cabinet, administrators demonstrate their collective leadership. With nearly every Council and Standing Committee including administrative representation, often nearly half of all managers are involved in substantive but collegial roles in College policy and operations.

Classified Staff

Classified staff are invited to participate as members of committees and in College events and activities throughout the year. The Classified Senate and the collective bargaining unit, the Service Employees International Union (SEIU) Chapter 1021, collaboratively make individual classified staff appointments to College committees, including hiring committees. The Classified Senate and SEIU maintain web pages on the College's website to publicize statewide news concerning classified employees, events, and activities and to display agendas and minutes of meetings.

The Classified Senate president has a prominent role within the College. This individual, along with the College president and the president of the Academic Senate, address the all-District general session during PDA Day each fall. A report by the president of the Classified Senate is listed on the agenda of all regularly scheduled Board meetings. In addition, the Classified Senate President is a member by position on College Council, IPC, and Program Review Planning Process (PRPP) Coordinating Committee as a part of the participatory governance system for all the other areas not covered by the contract with SEIU. The Classified Senate president also attends meetings of the President's staff.

Illustration IV.A.8 Changing Existing Policy in Response to Constituent Generated Concerns

Background: In 2009, initiated by students and faculty, major revisions were made to the District Smoke-Free Environment Policy and Procedure Guidelines (6.8.6/P) to prohibit smoking on all District property. (Prior to this, a less restrictive policy allowed smoking in some designated locations on campus.) With the introduction of electronic cigarettes, the College had to deal with a new situation and instituted further changes to the policy to include e-cigarettes in the policy and procedures.



Fall 2011

The Director of Student Affairs is approached by a student asking for clarification regarding the College's rules in relation to the use of electronic cigarettes (e-cigarettes).

The Director of Health and Safety Committee (DHSC) confirmed that the 2009 policy included tobacco-related products, thereby preventing the use of e-cigarettes on campus.

Spring 2012

Continued confusion on the use and safety of e-cigarettes prompts the DHSC to make a recommendation, based on research, that clear language specifically banning e-cigarette use on campus should be incorporated into the smoke-free policy/procedure 6.8.6/6.8.6P.

Fall 2012

DHSC proposes changes to the current policy and procedure to College Council. Per Policy and Procedure 2.1/2.1P, constituencies review and confirm the recommendation.

Revised policy/procedure is submitted to the Board of Trustees.

January 2013

New version of Policy and Procedure 6.8.6/P is linked onto the website and advertised through e-mail communication to college community members at all locations.

Students

The Education Code and Title 5 regulations outline the rights of students in the College's governance process, and these rights are reiterated in Board Policy and Procedure 2.5 and 2.5P. Students are offered positions on most committees, and all councils and appointments are made through the Associated Students within the Student Senate structure. Both the Associated Students president and the student Board of Trustees member serve on College Council. The president of the Associated Students also serves on IPC. A report by the President of the Associated Students is placed on the agenda of all regularly scheduled Board meetings and students elect one student to sit as a member on the Board each year. While the strongest leaders among students tend to be those who complete their program requirements within two years and then transfer, SRJC has had a good history of talented and articulate students heading up the student government and participating in the main committees during their time of attendance. Participation in Planning and Budget

SRJC maintains an integrated budget planning process through the PRPP, which is guided by the vision, mission, values, and goals and, prior to 2014, College Initiatives.

The PRPP, described in depth in Standard I and referred to throughout this document, has followed a consistent and inclusive process even though the College has shifted from College Initiatives to the goals and objectives of the new Strategic Plan. In both cases, the IPC, the District's highest level shared governance planning committee, oversees the PRPP. In the past, IPC annually reviewed the College Initiatives to affirm alignment between the vision, mission, and current planning priorities for the District, and a similar review process is now being applied to the new goals and objectives of the Strategic Plan.

The PRPP represents the input and consideration of all constituent groups, though faculty, via department chairs, and management are primarily responsible for organizing the information, interpreting the data and narrating the report from their departments or units before recommendations move to IPC for process review.

SELF EVALUATION

The College meets the Standard. The organizational structure for participatory governance clearly supports and encourages college wide participation in and input from faculty, staff, administrators and students. The College has procedures to ensure that faculty, staff, administrators and students have defined roles and multiple opportunities to participate in decision-making processes. Committees, councils and other organized groups allow all constituencies a substantive voice in appropriate areas, including policies, planning and the budget. The College has many examples where policies and procedures have led to improvement of institutional practices.

IV.A.2.b

The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

DESCRIPTIVE SUMMARY

As mentioned in II.A.2.a, faculty and administrators play a significant part in developing recommendations concerning student learning programs and services through constituent groups, councils and various standing and advisory committees. The number of faculty and administrators on any group related to academic programs is ensured through regular review and approval by the College Council.

Faculty Representation

Academic Senate: The Academic Senate, following Title 5 and guidelines from the Academic Senate for California Community Colleges, takes primary responsibility for areas of academic and professional matters. Senate leadership is represented on numerous College committees and councils and serves to fully link the faculty to the shared governance process and particularly the academic planning component.

The Senate is comprised of 26 faculty members, both regular and adjunct, and each senator is elected either for a specific constituency or at large. Votes cast by adjunct faculty senators are equally weighted with the votes cast by regular faculty senators. The Academic Senate website posts agendas and minutes reflecting the ongoing process of developing policies and procedures that support and describe the responsibilities and authority of faculty and student learning programs and services (IV.A.12). Also present on the website are the Academic Senate Constitution and the Academic Senate Bylaws, which list the 10+1 professional matters that fall under the purview of Senate review.

Examples of discussions and action items directly related to student learning programs in 2014 included:

- Policy 3.9 on Faculty Obligations to Students (IV.A.13)
- Launch of Student Success and Equity Committee (IV.A.14)
- Curriculum issues regarding course duplication and implementation of new state Title 5 language on prerequisites (IV.A.15)
- General Education Learning Outcomes (IV.A.16)

The Academic Senate has several ad hoc committees and subcommittees, but unique among them is the Petaluma Faculty Forum (PFF), a subcommittee of faculty working at the Petaluma Campus (IV.A.17). In an effort to maintain strong communications and consistency in student learning

programs and services between the two campuses, the Academic Senate requests regular reports from the group. PFF holds monthly meetings and keeps the college informed of its concerns and actions on its website.

Department Chairs Council (DCC): While department chairs officially attend meetings centered on academic matters through the Department Chairs Council /Instructional Managers (DCC/IM) group, led by the Vice President of Academic Affairs (VPAA), chairs also have an informal monthly meeting apart from the administrators. These meetings, co-chaired by two elected chairs, often center on management and planning issues such as faculty evaluations, scheduling, and the PRPP. They also include concerns directly related to faculty such as assessing student learning outcomes (SLOs), handling student complaints, and implementing new policy or curricular changes. The group reports periodically to the Academic Senate. Chair representatives sit on the PRPP Coordinating Committee and the District Tenure Review and Evaluation Committee (DTREC) by position, and many serve through Academic Senate appointment on other committees, such as Integrated Environmental Planning, Program (Major and Certificate) Review, and the Curriculum Review Committee.

Academic Administrators

Academic Affairs Council (AAC): The Academic Affairs Council (AAC) provides a forum for all academic administrators to meet, confer and collaborate. The AAC serves as a way for these constituents to respond to educational issues and concerns, to determine academic goals and priorities, and to affirm the direction for educational strategic leadership. The Council is composed of all academic deans who report to the Vice President of Academic Affairs and meets on a regular basis throughout the academic year. Academic administrators also discuss and develop recommendations for student learning programs through Management Team meetings and the Student Services Council.

Committees with Mixed Constituents

Most committees at the College have a breadth of membership. Below are examples of key committees. Illustration IV.A.9 shows the composition of those groups.

Basic Skills Committee (BSC): Basic Skills instruction impacts large sectors of the College and ideally involves and integrates all educational programs and services in order to support student equity and success. Basic skills are defined as those foundation skills in reading, writing, mathematics, and English as a Second Language (ESL), as well as learning skills and study skills, which are necessary for students to succeed in college level work. The purpose of the BSC is to enhance persistent, organizational progress on the Basic Skills/Immigrant Education Initiative, a major, long-term, funded priority supported by the State Academic Senate and the Chancellor's Office. The committee has broad constituent representation

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

and presents a wide range of the College's stakeholders.

The BSC works toward the following vision of student success:

- All students begin their education by taking the basic skills courses they need to succeed in all other coursework and academic endeavors (as per placement).
- All District personnel recognize that the success of basic skills students is a core District priority and that regardless of their position, their job is to support them whenever and wherever possible.
- All instructors are deeply aware of the importance of basic skills student success to the college community; understand the unique and varied learning needs, abilities and styles; and possess a flexible repertoire of instructional strategies and techniques to successfully address them.

The BSC has funds directed to relevant instructional support, such as tutoring and supplemental instruction, and provides student services for all basic skills students and offers professional development on basic skills pedagogy.

Curriculum Review Committee (CRC): The Curriculum Review Committee is a Standing Committee, an Academic Senate Consultation Committee, and the primary mechanism through which faculty provide input and recommendations on all curriculum matters. As collegial consultation between faculty and administrators/Board of Trustees is vital to the faculty-driven curriculum development process, one administrator and one faculty member co-chair the CRC. Besides reviewing proposed and revised course outlines, the CRC also periodically reviews and approves requests for either new or revised certificates and associate degrees and also tackles policy and philosophical issues such as the expectations for transfer level courses, repeatability regulations, perceived course duplication, and new prerequisite rulings.

The CRC and its subcommittees reflect a high degree of collegiality and the College's commitment to participatory governance. The Academic Senate president sits on this committee as well, and the CRC faculty co-chair regularly reports to the Academic Senate.

Cluster Tech Review Committees: In order to streamline the review process, improve the quality of course outlines submitted to the CRC, and promote more faculty dialogue concerning curriculum, Cluster Tech Review committees were formed around individual academic deans and the departments or programs they serve. One administrator and one faculty member from the CRC co-chair the subordinate Cluster Tech Review committees, with the balance of members drawn from discipline faculty. These groups meet at least monthly and serve as preliminary reviewers of new and substantively revised courses and as a recommending

body for the routine updating of existing courses. Teams discuss and provide feedback on matters such as course numbering, description, student learning outcomes, unit-to-hour relationship, Distance Education (DE) components, and prerequisites.

District Online Committee (DOC): The District Online Committee, a Standing Committee, was created to promote the knowledge and understanding of Distance Education across the College and has guided faculty regarding online curriculum and instruction for years. Chaired by the Dean of Learning Resources and Educational Technology, this committee is predominantly faculty and has contributed to the expansion of effective online instruction by:

- Providing a forum for the discussion of online issues;
- Conducting regular assessment to determine online learning needs.
- Developing and recommending District policy and procedures in the area of online learning.
- Providing advice and maintaining a set of best practice recommendations for online instruction.
- Providing input on the Online Learning website.
- Consulting with the Educational Planning & Coordinating Council (EPCC) on matters related to online pedagogy.

Educational Planning and Coordinating Council (EPCC): The Educational Planning and Coordinating Council is a large, multi-constituent council responsible for working with the Academic Senate and all other constituent groups

as appropriate for the following purposes:

- Ongoing development of curriculum and student equity policies and procedures.
- Coordination of college planning, and assisting with or reviewing administrative component goals.
- Reviewing and recommending new degrees, certificates and majors and the revitalization or discontinuance of existing degrees, certificates and majors, per 3.2.2/P and Policy 3.6.
- Reviewing and assisting with educational planning throughout all offices and constituents of the College.
- Acting as a clearinghouse for educational matters not resolved in general committee or governance work.

The Vice President of Academic Affairs (VPAA), the Academic Senate president, and the Director of Academic Records and International Admissions serve on the council by position, and the remaining faculty and administrative members are appointed by the VPAA and the Academic Senate, respectively.

Project LEARN Steering Committee: The Project LEARN (Learning Enhancement through Assessment and Reflection) Steering Committee represents the College's long-standing, multi-constituent initiative that provides vision, direction, goals, communication, trainings and support for student learning outcomes assessment. This permanent Standing and Senate Consultation Committee, co-chaired by an

Illustration IV.A.9

Mixed Constituent Committee Representation

(not including ex officio members)

| Committee | Faculty | Classified Staff | Administrators | Students |
|---|------------------------|-------------------------|-----------------------|-----------------|
| Basic Skills | 10 (includes co-chair) | 1 | 6 | 2 |
| Curriculum Review | 15 (includes co-chair) | 1 | 4 | 2 |
| Educational Planning and Coordinating Council | 5 (includes co-chair) | None at this time | 5 | 2 |
| Project LEARN | 6 (includes co-chair) | None at this time | 6 | 1 |
| Student Success and Equity | 5 (includes co-chair) | 2 | 7 (all by position) | 2 |
| District Online | 9 | 2 | 2 | 2 |

appointed Academic Senate member and the Dean of Liberal Arts and Sciences, is responsible for measuring and reporting institutional effectiveness, primarily in terms of the College's success in producing desired student learning outcomes for courses, certificate and major programs, General Education, student services and the institution itself. Composed of an equal number of administrators and faculty, and with appointed student representation, Project LEARN coordinates and delivers training and support for faculty and student services staff as they develop, assess, and report students' achievement of learning outcomes.

Student Success and Equity Committee (SSEC): As a result of Student Success Act of 2012, the Student Success and Support Program (SSSP) replaced the former Matriculation Program, and, led by the Dean of Student Success and Retention, the Student Success and Equity Committee, a President's Advisory Committee, is charged with creating and implementing plans and practices to meet its mission of promoting student development, equity, retention, success and completion. Recent tasks have included:

- Reviewing and analyzing institutional data to ensure the compliance with SSSP requirements.
- Reviewing and revising policies and procedures related to SSSP and Student Equity.
- Completing a comprehensive Student Success and Support Plan and Student Equity Plan for submission to the Chancellor's Office to demonstrate how the College's will achieve SSSP goals.
- Determining core services delivery methods that address student populations that are disproportionately impacted.
- Redesigning college wide follow-up services (early intervention, college wide coordination) to address student success needs.
- Providing professional development related to SSSP and student equity.
- Building college wide collaboration to integrate student support services and academic programs.

SELF EVALUATION

The College meets the Standard. It has demonstrated that it relies chiefly on faculty and administrator involvement through a systematic process to ensure the integrity of student learning programs and services. Main decision-making bodies include the Academic Senate, Curriculum Review Committee (CRC), the Educational Planning and Coordinating Council (EPCC), and District Online Committee (DOC). These groups, working with Project LEARN and the Student Success and Support Program (SSSP), direct the alignment of college wide practices and ensure that appropriate policies are in place to improve student learning and services at all sites and in all venues.

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

IV.A.3

Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution's constituencies.

DESCRIPTIVE SUMMARY

SRJC values the participation of all constituencies and provide opportunities for regular exchange of information and ideas. The policies, procedures, and structures to promote a high level of involvement by all components of the college community have been discussed throughout the earlier sections of this Standard. The Strategic Plan represents the shared goals towards the good of the institution, which includes supporting student learning to the highest degree possible. The sections below detail areas related to the interactions that make the shared governance system successful.

Communication and Collaboration

Communication and collaboration are essential elements in ensuring that leadership groups, committees, and their members work together for the common good of all College constituents. Faculty, administrators, classified staff and students serving on college wide committees have the same rights and voting privileges and participate in dialogue respectfully and equally. When these committees make recommendations that impact policy, they are vetted through the constituencies of College Council before being recommended to the president for Board approval.

Communication regarding discussion topics and actions within committees is achieved in various ways. Primarily, committees make use of the District Governance Committees and Councils web site to post agendas, minutes, descriptions of committee functions and rosters (IV.A.18). This website as a whole allows the college community to have easy access to matters developed and discussed within committees or council groups. The Committees and councils homepage also contains the College meeting calendar, lists of committees and the committee structure and guidelines for best practices. The site was developed as an informal summary of the District's Policy and Procedure 2.5 and 2.5P, Governance and the Committee System. Documents presented on the governance website specify the academic roles of faculty in the areas of student educational programs and services planning.

Additionally, various constituents openly share information through their newsletters and email communications. Established forms of College governance communication vehicles include:

- AFA Newsletter
- Vice President Academic Affairs: weekly email communication
- Regular updates regarding SLO assessment from Project LEARN
- Summaries of Academic Senate meetings from senators to their constituents
- Staff development announcements of workshops on SLO assessment, Student Success, online instruction, and instruction, District policy updates
- Articles in the Oak Leaf, the College's student-run newspaper (online and in print)

A governance system educational module, authored by the SRJC Staff Development Committee, is provided to all new employee groups and for staff development for existing employees (IV.A.19). New Faculty workshops, in particular, dedicate at least one workshop to shared governance.

Perception of District Governance Roles

Surveys in 2011 and 2013 assessed faculty, administrators, staff and student perceptions of shared governance roles (IV.A.3, 4). Illustration IV.A.10 shows the percentage of each group that agreed or strongly agreed that governance roles are "substantive and clearly defined." Aside from the student group, for which no data was collected in 2011, each constituent group demonstrated an increase in understanding of clearly defined governance roles.

Also assessed was how well integration within the governance system is perceived. In the 2011 survey, 50 percent of respondents agreed that "SRJC has clearly defined processes and practices allowing for all constituencies to work together." In 2013 this number rose to 63 percent, indicating that more than half of the respondents agree or strongly agree that the College has clearly defined governance systems and practices that promote a collegial environment within which all constituencies may effectively participate.

SELF EVALUATION

The College meets the Standard. There are governing processes, practices, and structures in place to ensure that the College community works together for the good of the District, and that these processes involve communication at several levels and through several means. The Board, constituent groups, councils and committees have a strong record, as represented through the District governance website, of working collaboratively towards institutional effectiveness.

Illustration IV.A.10
Perception that governance roles are substantive and clearly defined:
Percent that agree or strongly agree.

| | 2011 SURVEY | 2013 SURVEY |
|----------------|--------------------|-------------|
| Faculty | 57% | 66% |
| Administrators | 77% | 82% |
| Staff | 42% | 52% |
| Students | Data not collected | 47% |

Illustration IV.A.11**Examples of SRJC's Compliance with External Agencies**

The Child Development Program adheres to licensing and permitting procedures for administration of the SRJC Children's Center and for the Child Development Department.

The SRJC Children's Center reports and adheres to the guidelines of the following external agencies:

- California Department of Education, Child Development Division (CDD)
- Department of Social Services, Community Care Licensing (CCL)
- Child and Adult Care Food Program (CACFP)
- Program for Infant and Toddler Care (WestEd)

The Child Development Department follows and adheres to the guidelines developed by the California Department of Education, including the following external agencies:

- California Department of Education:
 - o CA Preschool Learning Foundations
 - o CA Preschool Curriculum Framework
 - o CA Infant/Toddler Learning Foundations
 - o CA Infant/Toddler Curriculum Framework
- Child Development Training Consortium Permit Matrix (Guidelines for teacher permitting)
- California Community Colleges Curriculum Alignment Project (CAP) (courses are CAP aligned)
- California Early Childhood Educator Competencies
- California Department of Education
- First 5 California

The Health Sciences instructional programs adhere to the guidelines and licensing requirements of the following external agencies:

- State of California, Department of Consumer Affairs, Dental Board of California and Dental Hygiene Committee of California
- State of California, Department of Consumer Affairs, Board of Vocational Nursing and Psychiatric Technicians
- State of California, Department of Consumer Affairs, Board of Registered Nursing
- State of California, Department of Public Health, Radiologic Health Branch

The Automotive Technology instructional programs adhere to the guidelines and licensing requirements of the following external agencies:

- State of California
- Department of Consumer Affairs
- Bureau of Automotive Affairs
- The Automotive Technology program is also licensed to teach all classes necessary to obtain or renew a State of California smog technician license.

IV.A.4.

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

DESCRIPTIVE SUMMARY

Santa Rosa Junior College has an outstanding record of honesty and integrity in its relationships with external agencies and in complying with all forms of Accrediting Commission for Community and Junior College (ACCJC) policies and requirements.

Relationships with External Agencies

SRJC complies with accrediting and licensing standards of external agencies in all disciplines where necessitated. This includes numerous grants, such as the High School Equivalency Program and Career Technical Education Act (CTEA) funds. The examples in Illustration IV.A.11—Health Sciences, Career and Technology Education, Veterinary Science, Culinary Arts, Public Safety, and Child Development—all reflect SRJC’s level of accountability to all agencies with which it works.

Adherence to ACCJC Policies, Standards, and Guidelines

SRJC complies with Accrediting Commission’s standards, policies, and guidelines. All communications and documentation relevant to the requirements of the ACCJC accreditation process are posted on the SRJC Accreditation and Institutional Planning websites to facilitate information sharing and foster transparency (IV.A.20,21).

SRJC has been responsive to the Accrediting Commission by acting upon recommendations and submitting follow-up reports within established timelines. The Commission reaffirmed SRJC’s accreditation in June 2009, with four recommendations for improvement. The College addressed all recommendations within a year, as described in the Responses to Recommendations section earlier in this report, and submitted a Midterm Report in March 2012 that documents planning agendas for each area Standard and the progress completed towards each recommendation. SRJC also submitted its Midterm Report on SLO progress in 2013.

SRJC complies with the ACCJC’s requirement to submit substantive change proposals that document ongoing efforts to improve programs and services. As stated in the SCJCD College Initiatives for 2013/2014, Initiative IV.D declares that the District will: “Submit any Substantive Change reports required by the ACCJC/WASC.” Evidence of compliance includes the following substantive change proposals:

- Culinary Arts Program Relocation from a Temporary Leased Facility Back to the Santa Rosa Campus in a Newly Constructed Culinary Facility. Substantive Change Proposal, March 13, 2013. ACCJC Approval: May 14, 2013 (IV.A.22)
- New Distance Education Programs: Associate Degrees and CTE Certificates. Substantive Change Proposal, April 10, 2012. ACCJC Approval: November 20, 2012 (IV.A.23).
- New Instructional Delivery Mode: Additional Online Degrees and Certificates. Substantive Change Proposal, February 25, 2010. ACCJC Approval: July 20, 2010 (IV.A.24).

SELF EVALUATION

The College meets the Standard. SRJC values and maintains excellent relationships with external agencies, adhering to and meeting licensing regulations to ensure the accreditation of its instructional programs. The College fulfills the requirements for transparency and full disclosure and takes action to meet recommendations made by including ACCJC as soon as possible.

IV.A.5.

The role of leadership and the institution's governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

DESCRIPTIVE SUMMARY

SRJC's shared governance and decision-making structures regularly undergo evaluative processes to assure their integrity and effectiveness. While this level of evaluation is institutionalized, its manifestation in the various governing bodies and the methods of communication vary.

College Council

College Council is the highest policy recommending body in the College. The Council must involve and utilize the opinion of all constituent groups. Given the Council's position in the governance structure, one of its responsibilities is the review and supervision of all College committee systems. It must ensure that all College constituencies have had adequate participation in the formation of policy issues and that there is no duplication (IV.A.7, 25).

In keeping with the College's policies, the College Council does an annual self evaluation and communicates the results of this assessment through the college wide email

distribution list, which goes to all SRJC employees. The Council also created a Committee System Best Practices that is sent to the administrative chairs of all standing committees at the beginning of the academic year. The best practices document supports optimal participation by all constituent groups in shared governance (IV.A.8, 26).

Institutional Planning Council (IPC)

IPC is the central coordinating body for planning activities of Santa Rosa Junior College. The IPC initiates and leads the collaborative process of creating, modifying, and reviewing the District's vision and mission statement. Through spring 2014, IPC annually reviewed, affirmed, and monitored accomplishment of College Initiatives as outlined in the SCJCD Institutional Planning and Accreditation Cycle. As the College transitioned to its new Strategic Plan, IPC has retained this evaluative role but is applying review criteria to the goals and objectives developed by the College. This new process is described in Standard I.B.

Monitoring Component Goals, PRPP, and College Initiatives

The summary of past practices in Illustration IV.A.12 demonstrates a rigorous process that, while shifting towards Strategic Plan goals and objectives, has been fully applied through 2014 and will apply with equal or greater conscientiousness to guide SRJC towards improvement.

Illustration IV.A.12 2006-2014: Evaluation, Decision-Making and Improvement Based on Component Goals, the PRPP, and College Initiatives

1. The IPC schedules several opportunities throughout the year to review and discuss Component Goals and College Initiatives. This begins in September, when the IPC reviews all Component year-end reports from the previous year during presentations by Component Administrators (vice presidents and sometimes specific managers). Written reports and presentations give the committee an opportunity to ask specific questions about contents of reports, objectives achieved or carried over, and issues related to planning for the coming year.
2. Also in September, Program Review Planning Process (PRPP) Component Priorities that are ranked as the highest priorities within each component area are presented. These may include requests for budget, non-faculty staffing, durable equipment and furniture, and new initiatives. A summary overview of the prioritization process and a synopsis of priorities from each component area are included.
3. After a full review by IPC, the PRPP Component Priorities are made available to the college community via the Planning website, and committee representatives (i.e., faculty, classified staff), who summarize and highlight notable progress, changes and priorities to their constituent groups via department, program and college committee meetings.
4. Finally, IPC reviews all Component and Cross-Component Annual Goals for the coming year and has an opportunity to discuss these with Component Administrators during presentations.

Throughout the year, IPC has reports and presentations from various departments and committees to provide updates on progress, achievements and concerns. Examples include:

- Distance Education (DE) Plan report on the status of SRJC's distance education and online instruction, including plans for the future (IV.A.28).
- Instructional Technology Group (ITG) report on progress to date on technology priorities, recommended options and plans to purchase PC replacements (IV.A.29).
- Sustainability Initiative report on its status and activities of the Integrated Environmental Planning Committee (IEPC) (IV.A.30).
- Facilities Master Plan and Five-Year Scheduled Maintenance/Capital Outlay Plan (IV.A.31).
- Emergency Preparedness Planning report on the current status of the District's emergency preparedness initiative (IV.A.32).

Each report is generally followed by brainstorming, planning discussions, and correlation of the reports with current trends, funding, and news from the Chancellor's Office. Within this context, the role, function, and effectiveness of leadership are discussed.

Evaluating the IPC

The Strategic Planning process was launched with a discussion at IPC in May 2012, followed by a planning retreat in August 2012. The process was completed in February 2014. Overall, this process and the emphasis on continuous quality improvement, inclusiveness, transparency and other values have positively affected the functioning and accomplishments of the IPC. The idea of continuous quality improvement, although not a separate item on IPC agendas, is embedded in the culture of the Council's functions. All feedback and reports are presented to IPC, which provides oversight for the planning and implementation of the finalized Strategic Plan.

Meetings at the beginning of each Academic year include an orientation about shared governance principles, Committee System Best Practices, as well as discussion about whether the agendas and format of meetings of the IPC will accomplish what members envision. This kind of evaluation leads to results. For instance, in response to members' interest in more in-depth discussions, agendas have been restructured to provide time for review of materials, presentations and feedback to presenters.

- IPC decided to postpone their vote to approve the College Initiatives for 2012/2013 when the student representative brought forth feedback and proposed changes to the Sustainability Initiative and additional time was needed to integrate the suggestions.

- In another case, IPC scheduled special discussions on linking budget to planning based on feedback from Strategic Planning staff and faculty input.

IPC agendas have also been restructured to include presentations from different departments on specific research and reports to continue to respond to changing trends, rubrics and standards.

IPC initiates and responds to surveys taken by staff and faculty on such topics as PRPP processes and format, awareness of shared governance, and transparency of planning and decision-making. One example of such a survey is the 2011 College Council/IPC Survey on governance, the PRPP, and Institutional Effectiveness (IV.A.33). Another example is the annual survey on the PRPP process, which has garnered comments from faculty and staff and led to improvements in both the document and process. For instance, due to feedback within the survey, the PRPP template was opened in December instead of the beginning of the spring semester so that chairs and managers could begin the process sooner.

Each committee or council that collaborates with IPC has its own evaluative process, including College Council and Strategic Planning. At the end of each year, IPC reviews the accomplishments of the previous year, challenges, coordination of planning and ideas for the future. This review allows IPC to plan for improving its agendas and functions for the next year and incorporate feedback gained from surveys and department discussions. Results of surveys and evaluative processes are forwarded to the college community in emails and posted on the Institutional Planning website.

SRJC Strategic Planning

As described earlier in this section and in Standard I, the Strategic Planning Task Force (SPTF) was created as an ad hoc group to facilitate the development of SRJC's Strategic Plan. Members of the IPC provided leadership for and participated in the SPTF activities so there was a bridge between all planning efforts.

The Strategic Planning process represents the College's ongoing self evaluation on a grand scale. Emerging trends such as the strengthening state economy, the growing number of the College's work force eligible to retire, the increasing Latino/a student population, as well as changes in legislation and community college regulations have presented new challenges. With the SPTF's interest in the perception and ideas of all stakeholders, SRJC thoroughly analyzed its rich and successful history in the local community, the challenges ahead, and the resources and energy available to make changes.

One of the six Strategic Planning workgroups was the Evaluation workgroup. Its tasks were to:

- Evaluate the planning process using the process/planning principles.
- Seek feedback from internal and external stakeholders.
- Develop a plan to evaluate results achieved throughout implementation of the Strategic Plan.

The Evaluation workgroup was responsible for working with the other groups and the SPTF to develop measures for determining the success in meeting the goals and objectives, which were modified and incorporated during the Strategic Plan Summit in spring 2014. This workgroup also assessed the strategic planning process itself, asking all workgroup and task force members to assess their experience in the development of the plan (IV.A.34). The evaluative processes and mechanisms may continue to undergo some changes as the Strategic Plan is fully implemented, but the principle of a strong evaluative and self reflective component remains.

Academic Senate

A major responsibility of the Academic Senate as a whole is to carry out all responsibilities delegated to a community college academic senate by state law, the Board of Governors of the California Community Colleges, and the Board of Trustees.

The Senate holds a retreat early each academic year to plan and prioritize items to accomplish for the ensuing year. The Senate reviews the accomplishments of the preceding year and in this fashion evaluates effectiveness. There are 26 elected representatives who represent at least 14 different areas of the electorate and the Senators communicate this information and other pertinent matters to their electorate. Faculty gives feedback to the Senate in various ways: speaking to a senator; emailing one or more senators; and attending Senate meetings. One example of an improvement made based on faculty request was the regular broadcasting of Senate meetings to the Petaluma Campus to better serve and inform constituents.

Classified Senate

In the spirit of shared governance, one of the purposes of the Classified Senate is to promote the classified staff in designing the future of the College and involve them in the ongoing activities, planning and decision-making processes of the institution. Recent evaluations of Classified Senate activities resulted in the inclusion of the Classified Senate president in the President's staff meetings. Also, the committee structure was changed to allow the Classified Senate president a permanent position on the Institutional Planning Council, Program Review Planning, and College Council.

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

SRJC Associated Students

As described in Associated Students (AS) mission, the Associated Students organization, in order to promote the general welfare of the students:

- works to guarantee the equality of opportunity among students
- offers experience in moral, aesthetic, social and economic values under an atmosphere of intellectual freedom
- encourages student participation, planning and activities as permitted under the rules, regulations and policies of the State of California and the Board of Trustees of the Sonoma County Junior College District (IV.A.35).

The organization relies on feedback and input from their student constituency, who are invited to visit the Associated Students offices or speak during the public comment section of AS Senate meetings. Associated Students committee members attend two retreats during the year wherein information is gathered, evaluations are made of progress on current goals and new goals are established. The Associated Students group organizes panel discussions/forums with groups of students one to two times a month to outline goals and list accomplishments, as well as to seek feedback to better align the organization's goals with those of their constituents.

Information is publicly available through the AS website, postings of AS Senate agendas and minutes, the Bearfacts student email system run by the Student Affairs Office, and posters and flyers on Associated Students bulletin boards in public areas (IV.A.36).

Improvements made based on constituent feedback and the evaluation process include:

- New reporting systems/methods of communications with students on district wide-committees using a new committee report form.
- Revision of internal documents that garner revenue for the Associated Students organization.
- Outreach to local businesses to provide more benefits to students via their ASP memberships.
- More music/entertainment in the quad area to promote student life.
- Over \$70,000 in budgetary allocations for instructional support/student services on campus.
- A recent rise to 73 active student clubs from 25 (SRJC is in the top three community colleges in the state in terms of the number of students active in clubs).
- Sustainability initiatives in food and purchasing services and regular sustainability information available for all students.

Board of Trustees

The Board has asserted that in order for it to know how well the District is progressing toward its goals and objectives, it needs regular and comprehensive information. The College president is directed to develop procedures for gathering and presenting data needed by the Board. The Board's appraisal and evaluation activities include:

- Periodic review of the Board's operation and performance.
- Review of continuing financial operations through receipt and study of periodic financial and audit reports.
- Study of regular reports and presentations on District operations with particular emphasis on aspects of the instructional program.
- Assessment of the effectiveness of the College's instructional programs in relation to the instructional goals and outcomes.
- Appraisal of performance of personnel in relation to established performance criteria.
- Annual appraisal of the performance of the College president.
- Continuing review of District policies, regulations and bylaws to ensure accurate reflection of the concerns of the community for the educational system, and to encourage soundly based improvement in District programs and services.

This process is described in further detail on IV.B.1. The Board uses its annual self evaluation process to develop its annual goals and communicates these to the college community through its minutes.

SELF EVALUATION

Santa Rosa Junior College has a healthy logistical structure that supports shared governance. Management, faculty, classified staff and students have the opportunity to participate in shared governance, and the various senates, committees, associations, and councils have clearly defined roles in the organization. Each committee, council, and constituent group, as well as the Board and the College president, use methods of self evaluation to ensure effective progress towards College goals. As the College transitions to the Strategic Plan goals and objectives, shared governance groups will evaluate themselves against these goals and respond accordingly, as they have with the College Initiatives in the past.

Actionable Improvement Plans

None.

Standard IV.B Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts/systems clearly define the organizational roles of the district/system and the colleges.

IV.B.1.

The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

DESCRIPTIVE SUMMARY

The Board of Trustees (BOT) of the Sonoma County Junior College District (SCJCD) is the governing board of the District. The Board reviews and maintains a Board Policy Manual that covers all aspects of the College's learning programs, student services, and finances, as well as its policies regarding the chief administrator (IV.B.1). The Policy Manual defines and reflects the Board's involvement in the establishment and revision of policies within the scope of the California State Constitution and acts of the State Legislature in Section 0, the Bylaws of the Board of Trustees.

The Policy Manual has statements throughout regarding the quality of the College's programs, integrity of its institutional actions, and effectiveness of student learning programs and services. As a living document, the Policy Manual is referred to throughout all of the College's operations and decisions, and its timeliness and applicability are maintained through regular review, revision, and when needed, creation of new policies or procedures to address changed conditions within the College or external agencies.

Examples of newly developed or significantly revised policies and procedures that maintain or improve the quality and effectiveness of College programs are:

- **Policy 1.1**, which was significantly revised to reflect new vision, mission, and values developed through a comprehensive strategic planning process. Of note is the list of values, which emphasize integrity, ethical behavior, sustainability, and diversity.

- **Policy 2.0**, which clearly states expectations of compliance by District employees regarding District Policies and Administrative Procedures.
- **Policy and Procedure 2.1 and 2.1P**, which clarify the processes involved in drafting or revising District policies and procedures.
- **Policy and Procedure 3.6 and 3.6P**, which, after extensive dialogue across the College, define the evaluation process in terms of viability for major and certificate programs.
- **Policy and Procedure 8.6 and 8.6P**, which describe student and District rights and responsibilities within the Student Success and Support Program (SSSP), which was developed in response to the recently launched California State Student Success Act.

Guided by the policies, the Board assures the quality, integrity, and effectiveness of programs, services, and financial operations through ongoing reports and communications with all constituents. It holds regular public meetings, annual retreats, special study sessions, and closed sessions, as appropriate. Its actions are visible and recorded in minutes posted on the College website.

Beyond its adherence to its bylaws, the College's BOT has demonstrated its commitment to the SCJCD's mission, goals, and programs through its historic stability and the integrity its board members. Board members' excellent attendance, their years of experience as trustees, their participation in numerous committees, and their status in the community all contribute to their depth of understanding of the College and to the actions and policies that enhance its effectiveness. The Board also has a reputation of setting aside political and ideological differences to promote the overall health and prosperity of the institution.

Sonoma County Junior College District Policy Manual

- Section 0: Board of Trustees
- Section 1: Philosophy, Mission, and Goals
- Section 2: District Governance
- Section 3: Academic Program
- Section 4: Human Resources
- Section 5: Finance
- Section 6: Facilities Planning
- Section 7: Community Relations
- Section 8: Student Services
- Institutional Quality, Integrity, and Effectiveness

Selection and Evaluation of the Chief Administrator

The College has experienced considerable longevity in office of its Superintendent/Presidents (one position, referred to in this document as the College president, or president, for ease of reading). This continuity has provided exceptional stability and integrity for District governance. When the imminent retirement of the president in 2011 initiated the hiring process for a new president in 2011, the Board referred to and followed Policy 4.3.10 for filling the position, working with representatives of College constituents and the community, and later with a professional job search organization. Following the new president's installation, the Board has proceeded with the annual evaluation of the College president, as stated in Policy 0.20, which has been applied regularly since the policy's approval in 2001.

SELF EVALUATION

The College meets the Standard. Since SRJCD was founded in 1918, the continuity and integrity of elected trustees and of the presidents has been a source of pride for the College, representing the clear policies, regular and thorough communications, and leadership on the behalf of all parties.

IV.B.1.a

The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

DESCRIPTIVE SUMMARY

The stability of Santa Rosa Junior College's Board of Trustee members provides a longitudinal view of a body fully supportive of the College's mission and, at the same time, intrinsically aware of the community it serves. Throughout both presidential administrations, the Board has made carefully considered decisions to protect the integrity of the institution.

Board Independence and Reflection of Public Interest

As described in Policy 0.4, the seven-member Board of Trustees represents the five geographic areas of the single college district (IV.B.2). The Board also includes a Student Trustee, elected by the student body, who serves a one-year term on the Board and votes on College business (except for closed-session issues) in an advisory capacity (IV.B.3). The Board also has a policy for board member replacement should a member need to vacate the position before the next election. This occurred in spring 2014, and the policy ensured a smooth transition, characterized by opportunities for interaction between applicants and members of the college community, to an interim member appointed by the Board.

In keeping with Board policies, the November 2014 elections resulted in the installation of three new trustees representing three different areas (IV.B.4). The new members took office at the December 2014 Board meeting.

Broad representation, independence, and reflection of public interest are ensured by policies that define residency, prohibitions regarding college employment and memberships on other boards, and election terms. Adherence to this policy is reflected in the fact that the majority of Board members do not have employment or family/personal financial interests in the decisions they make on behalf of the District. This is codified in Board Policy 0.25 (IV.B.5), Conflict of Interest, which applies to Board members and all employees. Board members "are expected to be vigilant in the area of conflicts of interest (real and perceived)" and are not allowed to serve simultaneously on publicly elected boards. Board minutes document that Board members abstain from a vote when they believe that a conflict exists or appears to exist (IV.B.6).

The reflection of public interest is also assured by regular and formal communications with the public regarding

Board activities and decisions through its public meetings. The president's office sends emails with Board meeting agendas to the college community and also posts agendas and minutes (except those from closed sessions) on the Board website (IV.B.6). There is a standing item on every regular meeting agenda for public comment, and minutes reflect that members of the public and college community frequently use this as an opportunity to voice their views on issues relevant to the Board (IV.B.7).

Finally, to accommodate public interest and queries, the Board allows public concerns to be brought to it through personal contact, letters, email, and phone contact. The members of the Board and administration are also very active in civic organizations and activities, through which they are made aware of community concerns regarding district business.

Board Decision-making and Public Interest

The SRJC Board Policy Manual, published and updated on SRJC's District Governance website, represents clear and accessible documentation of current policies and the administrative procedures for applying them. With each new or revised draft of policy material, the Board solicits appropriate constituent review, but then reaches its own independent decisions.

According to Policy 0.3, once a decision has been reached by the Board, "...all Board members, even those who may have voted against it will support that decision until amended or rescinded by Board action." This has historically held true for the Board and was well illustrated when the Board began its formal consideration of a new bond. After several sessions of discussion and reports on SRJC's facilities and technology, Board members unanimously approved the launch of Measure H, a bond for upgrading SRJC's facilities and technology (IV.B.8, 9). The bond was passed in November 2014.

The Board has remained a stable advocate for the College. While it has faced challenges from the community regarding actions and policies, such as public uproar over cutting the noncredit program for seniors during the severe budget crisis in California, the Board has maintained a stance based on data analysis, reports, and recommendations from the College president, the Vice President of Business Services, and related program managers and faculty. While the Board listens to individual public interests, it makes the well-being of the institution its priority. Similarly, the Board respected the Policy Manual and the president's actions when several of the Santa Rosa Campus's historic oak trees had to be cut due to disease. While there was College and public outcry, the clear policy 6.5.4, Native Oak and Landmark Tree Protection guided their support (IV.B.10, 11).

Overall, Trustees have maintained a very positive relationship with both the College and its public. The Board advocates for and supports a wide range of activities that directly benefit the public. Trustees often participate informally or personally at district events and activities such as:

- The Annual Day Under the Oaks, coupled with the Native American Celebration
- North Bay Science Discovery Day
- Summer Repertory Theatre
- Monthly lectures and forums
- Strategic Planning activities
- Program and College graduation ceremonies.

SELF EVALUATION

The College meets the Standard. The Board acts in the best interest of the College, serves the College well on both a local and statewide level, and avoids conflicts of interest. Board Policies and Procedures are clearly defined and adhered to, and, according to the president's office, there have been no reported cases of conflict of interest.

Illustration IV.B.1 Santa Rosa Junior College Mission Statement

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

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

Illustration IV.B.2.
Examples of Mission, Policy, and Program Relationships and Improvement

| Mission statement | Policy/Date of Revision | Student Learning Program or Institutional Support |
|---|---|--|
| <p><i>We focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills.</i></p> | 3.1 General Education (5/14/2013) | Reference for development of General Education Learning Outcomes (GELOs) |
| | 3.2.1 Development of Majors (5/14/2013) | Integrates Chancellor Office requirements for Transfer Model Curriculum |
| | 3.6 Program Review, Evaluation, Revitalization and Discontinuance (3/11/2014) | Assures integrity of all majors and certificates. |
| | 3.12.1 Curriculum Development, Prerequisites, Corequisites, Advisories (6/10/2014) | Complies with Title 5 regarding option of adding math or English prerequisites for courses in other disciplines, especially transfer level |
| | 3.28 Distance Education (3/11/2014) | Affirms District commitment to support and extend DE courses in all areas to offer more learning opportunities for students. Faculty responsibilities for improving the quality of student learning through Distance Education |
| <p><i>We provide a comprehensive range of student development programs and services that support student success and enrich student lives.</i></p> | 8.6 Student Success and Support Program (3/11/2014) | Responds to Student Success Act. Student Success and Support—articulates how students will be served through orientation, assessment, counseling, advising, and educational planning to better support their success through SRJC programs |
| | 8.3.4 Assessment (6/10/2014) | Ensures consistent placement test procedures for all students and all programs. Assessment—clarifying student opportunities to retake Math and English Placement Tests and potentially move more quickly through Math and English Pathway |
| <p><i>We promote personal and professional growth and cultivate joy at work and in lifelong learning.</i></p> | 3.27 Faculty professional development to improve teaching and work skills (7/9/2013) 5.15 Employment Fee Reimbursement Program (2/12/2013) | Faculty professional development to improve teaching and work skills Reimburses faculty and staff for tuition fee for SRJC classes designed to increase knowledge and skills related to work |
| <p><i>We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.</i></p> | 7.1 Communication with the public | Defines responsibilities of Public Relations Manager to increase District communications and connections with community |

IV.B.1.b

The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

DESCRIPTIVE SUMMARY

As described in I.A, the Board approved a new, collaboratively developed mission statement in fall 2013, shown in Illustration IV.B.1. This statement is on the College's website and listed as Policy 1.0 within the Policy Manual. The Board also adopted new statements of the vision, values, and Strategic Plan goals and objectives to guide the College in fully meeting its mission.

Quality, Integrity, and Improvement

Throughout the 2014/2015, the College has been transitioning from College Initiative-driven actions to the Strategic Plan's methods for assessing goals and objectives. This transition and the new processes are described in depth in Standard I.B. During this transition, general policies that relate to the quality, integrity, and improvement of student learning programs have continued to apply, even as specific parts of policies have been updated to more directly relate to the current mission. Examples of recently reviewed, revised, and approved policies that support improvement of student learning programs and institutional support are shown in Illustration IV.B.2.

Besides approving and supporting policies recommended by faculty and shared governance committees related to student programs, the Board regularly receives information and updates from College administrators in order to monitor how effectively the College is promoting student learning. Examples of this are:

- College Initiative status final update presented at the November 2014 Board meeting (IV.B.12)
- Strategic Plan finalized and approved by Board at February 2014 meeting (IV.B.13)

- Student Success Scorecard 2014 report presented to the Board at its May 2014 meeting (IV.B.14)

Ensuring Resources

Through its policies and commitments, the Board continues to provide the College with the resources necessary to implement successful educational programs and services, within the allowance and recommendations of the vice president of finance, who regularly provides an in-depth report to the Board at the regular open meetings. Board members have a history of requiring full information about financial impacts in light of expected outcomes when additional funding is required.

Policy 5.1, Role of Board: Financial, describes the Board's role in approving a budget that provides the necessary resources for College learning programs within available revenues from all sources. Specific Board members sit on the president's Budget Advisory Committee (BAC) and have direct knowledge of the needs of student learning programs and budgetary challenges (IV.B.15,16). Policies 5.2, The Superintendent/President's Budget Activities, and 5.3, Budget Development and Administration, clarify the Board's relationship within District Finances. Illustration IV.B.3 gives an example of the Board's careful consideration of budgetary issues.

Employees who responded to the 2013 Accreditation Faculty/Staff Survey (IV.A.8) believe that Board policies support the appropriate allocation of resources. Over 75 percent agreed with the statement, "Governing policies support the quality, integrity, and effectiveness of student learning programs and services."

SELF EVALUATION

The College meets the Standard. Through Policy 2.1, Procedures for Developing District Policies and Administrative Procedures and other governance-related policies, student learning services and programs and are ensured integrated and coordinated support. The Board has historically approved policies and taken other actions that are recommended by College administrators and faculty who are experts in their fields and have firsthand knowledge of student programs, success and improvement. The Board's careful fiscal management and support of the College are well known by employees and the community.

Illustration IV.B.3 Preparation for the Measure H Bond Proposal

The Board's careful consideration of its responsibility in terms of supporting College finances was demonstrated in the process for launching a bond. The process started in fall 2013 when the College president introduced the feasibility of a new bond to be placed on the November 2014 ballot. The vice president of Business Services and the director of Institutional Technology (IT) submitted reports regarding the College's need for technological resources and facility improvement (see Standard III.C and II.D) to support student learning. The Board discussed at length whether this request was appropriate to voters at this time. Understanding their responsibility to both the public and the students, the majority of Board members approved funds for a survey to determine county support for such a bond. Several months later, results demonstrated that a clear majority of citizens would be willing to vote for such a bond. With this information, the Board as a whole moved forward to approve District action to launch the bond measure. The initial indications of support were borne out in November 2014, when the \$410M bond measure was approved by 61 percent of voters.

IV.B.1.c.

The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

In accordance with College policies, the Board has ultimate responsibility for the educational quality, financial integrity, and legal matters of the institution. Trustees are responsible for overseeing and maintaining the financial health and integrity of the institution and confirming that institutional practices are consistent with the Board approved institutional mission statement, strategic plan, and other policies.

Educational Quality

The Board ensures the quality of SRJC's educational programs by approving curriculum and by receiving and discussing reports on significant programmatic changes and student achievement. Curriculum Review Committee deadlines are established so that all new courses and new and substantively revised majors and certificates appear on Board agendas in a timely manner. All curriculum changes, program development, and audited activities are provided to the Board for review, study, comment, and/or action.

The Office of Institutional Research and lead administrators and faculty for Career Technical Education (CTE) programs, degree and transfer majors, basic skills programs, and student services regularly report on student success and implications of state initiated changes, such as the Transfer Model Curriculum and the Student Success Act, upon students and curriculum. In addition, formal informational reports regarding education related efforts such as the integration of Student Learning Outcomes, academic achievements of specific student groups (for example, student athletes), and new grants and programs (such as the Gateway to College program) are presented to the Board at monthly meetings. Board minutes reflect the Board's consistent support of College educational activities.

Legal Matters

The Board has policies and procedures in place for taking ultimate responsibility for all legal matters of the District. Policy 0.12 states, "The Sonoma County Junior College District contracts with the Sonoma County Superintendent of Schools office for legal services and with such other sources of legal advice as the Board may from time to time deem appropriate." Any anticipated or ongoing litigation is considered and acted upon during the closed session of each monthly Board meeting. Any reportable actions taken during the closed sessions are announced during the open session of each monthly Board meeting.

Financial Integrity

The Board of Trustees, guided by Policy 2.1, take full responsibility for the financial integrity of the College. The Board Finance Committee, comprised of three trustees, meets as necessary to help review, evaluate, and assess the financial data and recommendations provided by administrators prior to final Board review and approval. The Finance Committee report is a part of every regular Board meeting (IV.B.17).

The Board is involved in College financial affairs through other means as well. The Board makes recommendations for collective bargaining. Trustees serve on other committees, including the Board Facilities Committee and the SRJC Foundation Board, and provide reports at each Board meeting. The Board is presented with periodic budget updates, and annually approves the new fiscal year budget (IV.B.18) nearly a year before it is implemented. Additionally, the independent auditor's report is presented to the Board annually for approval (IV.B.19). Finally, demonstrating its leadership in financial decisions within Policy 5.1, in 2014 the Board executed its responsibility to "[decide] the size and time of bond levy proposals to the electors."

SELF EVALUATION

The College meets the Standard. The Board of Trustees is directly engaged in all components of educational quality, supporting faculty, staff, administration, and students through discussion and approval of recommended courses and programs. The Board follows established policies for dealing with legal matters, and their active interest in and decisions regarding College finances reflect their fiduciary responsibility and integrity.

IV.B.1.d.

The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.

DESCRIPTIVE SUMMARY

The Board of Trustees is the legal entity responsible for establishing all District policies and procedures, and it maintains a strong tradition of participatory governance in matters of policy development. The publication and accessibility of Board bylaws is the responsibility of the president, as stated in Policy 2.1:

The Superintendent/President shall establish and maintain an orderly procedure for preserving and making accessible the District Bylaws and Policies, and Administrative Procedures found in the Board-approved District Policy Manual. These documents shall be accessible, updated periodically, and made available to all persons concerned.

In keeping with this policy, the bylaws of the Board of Trustees are published in the District Policy Manual, available online under the "District Governance" link from the College homepage and in a binder in the College president's office (which also houses hard copies of earlier versions of all policies). The bylaws, which comprise Policies 0.1-0.31, address all aspects of the Board, including composition, structure, operating procedures, responsibilities, conduct, and operating procedures. This entire section was reviewed, revised, and readopted in January 2012.

Section 2 on District Governance, Section 5 on Finance, and several other policies also refer to the Board's role in relation to College governance and relations with the community.

SELF EVALUATION

The College meets the Standard. Policy records show that policies regarding the Board's function in the District are well established and undergo a regular review, revision, and adoption or re-adoption process. The bylaws are readily accessible to the public through the College website.

IV.B.1.e.

The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

DESCRIPTIVE SUMMARY

The Board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. Its policies and practices, like all of those within the District, undergo a regular cycle of review and revision, per Policy 2.1.

Actions Consistent with Policies

Board actions always reflect District policies. Recent examples beyond routine actions include:

- Selecting president, Policy 4.3.10: Board consults with college community to develop specific hiring procedures.
- Selecting interim member, Policy 0.27: All procedures followed, including public meetings
- Bond, Policy 5.1: Board decides the size and time of bond levy proposals to the electors.
- Citizens' Bond Oversight Committee, Policy 0.29: Board establishes independent Citizens' Bond Oversight Committee to oversee new bond.

While adhering to existing policies, the governing Board also understands the need to regularly evaluate its policies and procedures and revise them as necessary. In accordance with AB1725 and Title 5 (IV.B.20), the revision and adoption of policies is based on participatory governance. Policy 2.1 and 2.1P, Procedures for Developing Board Policies and Administrative Procedures, define the Board's relationship with College Council and the governance committee system. The Board looks to the College Council as a resource and clearinghouse when establishing and reviewing policy and administrative procedures. While the College Council is representative of all core constituents—faculty, administrators, classified staff, and students—the Academic Senate representatives' have final recommending powers to the Board over the 10+1 topics covered in AB1725 (IV.B.21). The College Council generally operates efficiently and effectively, and although the transient nature of the student population sometimes makes students' attendance less consistent, the College Council is very inclusive and representative.

As needed or periodically, College Council reviews all nine sections of the SRJC Board Policy Manual are reviewed for currency with education codes and College practices. The most recent periodic master review occurred at the end of spring 2014. However, given the size and complexity of the District, there is rarely a time when there is not a policy or

administrative procedure in some form of development or review. For this reason, College Council or policy/procedure work is seen as ongoing and regular district business.

As College Council review means that all constituent groups have had an opportunity to read and make comments on drafts, the District Policy Manual represents a broad record of Board and constituent group communication.

The Board requires that policies and procedures brought to it for final review and adoption, as well as periodic evaluation, undergo College Council review. This process ensures input from faculty, students, classified staff and administrators prior to final review or adoption by the Board. The Board sees all new policy material for a first and second reading during regular public meetings. Board Policy 0.16 states, "The formal adoption of policies shall be by majority vote of all members of the Board and the action shall be recorded in the minutes by the Board. Only those written statements so adopted and so recorded shall be regarded as official policy."

Examples of typical Board actions regarding policies appear in the minutes of the March 11, 2014, Board meeting, where the Board approved minor or technical changes to four policies, deletion of one policy, and substantial revisions to six other policies. In addition, at this same meeting the Board was presented with an informational first reading of a revised version of policy 2.6.2, Academic Senate Professional Ethics Code (IV.B.22).

Procedure 2.1P, (IV.B.23) lists the administrative offices and governance groups that are responsible for reviewing new material and significant revisions to policies that are forwarded from College Council. These constituent groups are:

- Academic Senate
- Classified Senate
- Associated Students Senate
- All Faculty Association

- Service Employees International Union
- Superintendent/President's Cabinet

Often, the Academic Affairs Council (AAC), The Educational Planning and Coordination Council (EPPC), the Student Services Council, the Department Chairs Council/Instructional Management (DCC/IM), and, as appropriate, related standing committees (e.g., Basic Skills Committee, Student Success and Equity Committee) review and provide feedback regarding new and revised policies as well.

The regular evaluation of existing policies is institutionalized through Policy and Procedure 2.1/ 2.1.P. Specific administrative offices are named within the policy as responsible for reviewing and maintaining currency in their policy/procedures areas, as shown in Illustration I.V.B.4.

As stated in Policy 2.1P, the Board is informed of the recommendations of the constituents and generally votes in support of them. In terms of procedures, the Board follows Policy 0.1: "The Board shall concern itself primarily with broad questions of policy, rather than with administrative details." This is reiterated in Policy 0.17 (IV.B.24, 25). The Board has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and staff to autonomously apply District policy to College educational programs and services.

SELF EVALUATION

The College meets the Standard. The Board uses a well-established, detailed, and current Policy Manual to govern its actions and decision-making. Policies and procedures for the regular evaluation and revision of policies are in place and routinely applied by all administrative offices. Minutes of College Council, constituent groups, and Board meetings, as well as the record of revision dates listed with each policy, demonstrate a thorough and consistent evaluation and revision process for all policies.

Illustration IV.B.4

| Policy No. | Policy Name | Responsible Administrative Office |
|------------|---------------------------------|-----------------------------------|
| 0.0 | By-Laws of the Board of Trustee | Superintendent/President |
| 1.0 | Philosophy, Mission and Goals | Superintendent/President |
| 2.0 | District Governance | Superintendent/President |
| 3.0 | Academic Program | Academic Affairs |
| 4.0 | Human Resources | Human Resources |
| 5.0 | Finance | Business Services |
| 6.0 | Facilities Planning | Facilities Operations |
| 7.0 | Community Relations | Superintendent/President |
| 8.0 | Student Services | Student Services |

IV.B.1.f.

The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

DESCRIPTIVE SUMMARY

The first section of the District Policy Manual, Bylaws of the Board of Trustees, has established procedures for orienting new members, supporting their development, maintaining continuity, and staggering terms of office.

Board Development and Orientation

Policy 0.30 (IV.B.26) states that the Superintendent/President shall develop and conduct an orientation for each new trustee, including the student trustee, within two months of election to the Board. The policy lists specific preparatory documents that are provided to new trustees, including the College Catalog and Schedule of Classes, organizational charts, recent accreditation reports, the current approved budget, the Bylaws, and the Brown Act.

New trustees attend the earliest possible orientation session of the annual statewide Community College League of California (CCLC) orientation. The student trustee is expected to attend the conference developed by CCLC for students.

The development of a Board member's knowledge and experience continues throughout each trustee's term in office. All trustees are required to participate in an annual retreat at the start of each calendar year, an occasion that begins the mentoring process for new Board members. In addition, the Board shares membership in several statewide organizations, including the CCLC, the Accrediting Commission for Community and Junior Colleges (ACCJC), the American Association of Community Colleges (AACC), the Council for Higher Education Accreditation (CHEA), the League for Innovation in the Community College (LICCC), and the California Community Colleges Trustees (CCCT) organization. The Board's annual self evaluation process reflects the expectation of growth and development through criteria such as:

- Board members are knowledgeable about community college and state related issues.
- Board meetings include some education or information time.
- The Board demonstrates a good understanding of collegial consultation and related processes.

Mechanisms for Board Membership

The mechanisms to ensure continuity of Board membership and staggered terms of office are described in Policy 0.4 (IV.B.2). To provide appropriate representation of the public interest, District Policy 0.4 divides the composition of the seven publicly elected members into areas representing the various geographic areas of the district. Three members are elected from the most populated area, central Santa Rosa, and the remaining four represent surrounding areas within the county.

Trustee terms are staggered by an election process that opens only a portion of the seven seats every two years, and at all times at least one of the three members from the central district remains in office. Each term lasts four years, with an option for re-election, except the student trustee, which is one year. The democratic process behind this policy was demonstrated in November 2014 when three new trustees were elected.

SELF EVALUATION

The College meets the Standard. The calendar and outline for the orientation and continuity of Board development is clearly stated in policies and is supported by the College president and his administrative staff. This provides new members with a consistent program for training and familiarizing themselves with the protocols and practices of the current membership. Annual Board retreats, informative presentations at Board meetings, and opportunities for statewide involvement and training allow for ongoing development of all Board members in areas of state legislation, accreditation and college programs. The continuity of the Board has remained due to stable and well-qualified membership and staggered elections.

With the installation of three new Board of Trustees members in December 2014, the president and the Board will take the necessary actions to ensure that these trustees receive comprehensive orientation, mentoring, and development through all means possible.

See Actionable Improvement Plan at the conclusion of Standard IV.B.

Illustration IV.B.5 Policy 0.31, Board Self Evaluation

Ratings: 4=Excellent; 3=Acceptable; 2=Needs Improvement; 1=Unsatisfactory

1. Board meetings are conducted in a manner that the purposes are achieved effectively and efficiently.
2. Board members are punctual to and attend all meetings to conclusion.
3. The Board reviews agenda materials and is prepared for Board meeting.
4. Board members respect the opinions of one another.
5. Discussions are structured so that all members have an opportunity to contribute to the decision.
6. Board members have adequate information upon which to base decisions.
7. The Board reaches decisions on the basis of study of all available background data and consideration of the recommendation of the Superintendent/President.
8. New Board members, including student trustees, receive an orientation to rules and responsibilities and District mission and policies.
9. Board members are knowledgeable about community college and state related issues.
10. The Board acts as an advocate for community colleges.
11. The Board shows its support for the District through members attending various events.
12. The Board is sensitive to the concerns of students and employees while maintaining impartiality.
13. The Board is knowledgeable about the District's history, values, strengths and weaknesses.
14. Members of the Board reflect Board policy in individual answers to public questions and in public statements.
15. The Board reflects the interests of the District.
16. The Board has processes in place for appropriately involving the community in relevant decisions.
17. The Board helps promote the image of the District in the community.
18. The Board agendas focus on policy issues that relate to Board responsibilities.
19. The Board conducts its meetings in compliance with state laws including the Brown Act.
20. Agendas include legislative and state policy issues that will impact the District, as appropriate.
21. The Board understands the collective bargaining process and its role in that process.
22. Board meetings include some education or information time.
23. The Board is involved in and understands the budget process.
24. Board meetings provide adequate time for discussion.
25. The Board gives adequate attention to the mission and goals of the District.
26. The Board gives adequate attention to future planning.
27. The Board has a procedure for the annual evaluation of the Superintendent/President.
28. The Board demonstrates a good understanding of collegial consultation and related processes.
29. In general, what rating does the Board as a whole deserve?

IV.B.1.g.

The governing board's self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.

DESCRIPTIVE SUMMARY

The Board of Trustees conducts an annual self-evaluation as part of the Policy 0.20, Periodic Review and Evaluation, which is published online in the Policy Manual to maintain currency and accessibility (IV.B.27).

The specifics of this review are detailed in Policy 0.30, Board Self Evaluation (IV.B.28). This policy, instituted in 2006, calls for an annual self evaluation in conjunction with the evaluation of the superintendent/president as part of the summer retreat. The purpose of the self-evaluation is to review the functioning, strengths, and weaknesses of the Board and identify specific functions working well and those needing improvement. Illustration IV.B.5 shows the criteria and ratings that the Board uses. A summary of the evaluation is prepared by the Board president, a Board sub-committee, or the president, as determined by the Board.

The Board annually reports at a public meeting following the retreat that the self evaluation of the Board and the evaluation of the superintendent/president have been performed and no action is required when evaluations are satisfactory. Historically, reports have required no action.

SELF EVALUATION

The College meets the Standard. The District has a policy that includes a formal assessment instrument for self evaluation to assess how the Board can be more productive and effective. The Board uses this instrument, along with open and honest dialogue, at the annual retreat and then reports to the public that this has occurred.

IV.B.1.h.

The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

DESCRIPTIVE SUMMARY

The Code of Ethics for the Board of Trustees is listed in Policy 0.22 of the Board Policy Manual (IV.B.29). Trustees perform duties in accordance with their oath of office and commit to serving the educational needs of the citizens of the district in both the educational and employment environments of the District.

In the adoption and review of this code of ethics, the Board develops, reviews, and complies with its own Code of Ethics statement. These policy-level practices include obligations that encompass objectivity, teamwork, stewardship of resources, and responsibility. In addition, the Board complies with the open meeting law, the Brown Act. The college community is invited to Board meetings and has access within the appropriate time span to agendas and minutes either electronically on the SRJC website or through hard copies in the College's libraries.

Also included in the Board's Code of Ethics are clearly stated procedures for censure and for addressing any charge or complaint of trustee misconduct. Conflict of interest is addressed in Policy 0.25, and Removal from Office in Policy 0.26 (IV.B.5, 30). The Board has a long history of following its code of ethics and treating each other and the college community with courtesy and respect. No apparent or known incidents deserving censure or reflecting conflict of interest have been reported in at least 20 years.

SELF EVALUATION

The College meets the Standard. District policy, minutes, and other records demonstrate that the Board consistently follows its own Code of Ethics and, while the policy for dealing with unethical conduct is clearly stated, those procedures have not needed to be applied in recent history.

IV.B.1.i.

The governing board is informed about and involved in the accreditation process.

DESCRIPTIVE SUMMARY

Understanding that the accreditation and self-evaluation process is ongoing within each six-year cycle, the Board receives regular updates from the Vice President of Instruction and the Academic Senate on all significant actions and stages of the process. The five current Board members who were involved in the 2009 Accreditation process have provided a context for the full Board's understanding of the current process. Board members are invited to participate in all parts of the accreditation self-evaluation, and one Trustee serves on the Accreditation Steering Committee to ensure the Board's direct involvement in every stage. The Accreditation Liaison Officer (ALO, the Vice President of Academic Affairs) and the Self Evaluation Chair (a faculty member) regularly provide informative and often interactive reports to the Board.

Activities related to the accreditation process that have Board participation include matters such as submission of Substantive Change reports to ACCJC related to Distance Education and Relocation of the Culinary Arts Program

IV.A.22, 23). Another is the College's new vision, mission, and values statements, developed as part of the recent strategic planning process and adopted as revised Policy 1.1 by the Board at its November 2013 meeting (IV.B.31). Illustration IV.B.6 lists the Board's involvement with accreditation since the 2011 Midterm Report.

SELF EVALUATION

The College meets the Standard. Board members not only receive regular reports on matters related to accreditation, but have been directly involved in the self evaluation process through interactive presentations, communications with the ALO, and Steering Committee membership.

Illustration IV.B.6
Board of Trustees Activities Related to Accreditation 2011-2014

| DATE | ACCREDITATION REVIEW, ACTIVITY, OR APPROVAL |
|----------------|--|
| September 2011 | Summary and approval of Midterm Report |
| March 2012 | Student Learning Outcomes and Accreditation presentation |
| November 2012 | Academic Senate reports on selection of Self Evaluation chair |
| March 2013 | Submission to ACCJC of Substantive Change Proposal—Culinary Arts Program |
| | Submission to ACCJC of College Status Report on Student Learning Outcomes |
| July 2013 | Update on launch of Self Evaluation |
| October 2013 | Board update on Self Evaluation progress |
| February 2014 | Board update on Self Evaluation, with invitation/link to review first draft |
| June 2014 | Board special study session on Accreditation and Self Evaluation |
| August 2014 | Accreditation Steering Committee meeting with Board representation |
| November 2014 | Board notified and final draft of Self Evaluation submitted for Board review |
| December 2014 | Board report on Self Evaluation and subsequent approval |
| January 2015 | Board included in communications in preparation for March visiting team |

IV.B.1.j.

The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and holds him/her accountable for the operation of the district/system or college, respectively.

DESCRIPTIVE SUMMARY

The Board of Trustees has policies and procedures for selecting and evaluating the superintendent/president (referred to as “president” in this document). The Board also follows clear policies for the delegation of the president’s responsibilities and his accountability for the operation of the College.

Selection of the President

In its 97-year history, SRJC has had only five presidents. The current president took office in January 2012, replacing his predecessor, who had served for 22 years before retiring. Because terms of office have lasted so long, the specific procedures for the recruitment and selection process between one decade and another may need to change significantly. Thus, Policy 4.3.10, Management Team Hiring, contains an intentionally general statement regarding the hiring of the president:

The Sonoma County Junior College District will maintain procedures for the hiring of all Management Team positions, with the exception of the Superintendent/President. The process for filling that position will be established by the Board of Trustees in consultation with the campus community. (IV.B.32)

This policy, readopted with no change in January 2012 after the new president was installed, served the College well during the 2011 hiring process, setting the stage for the Board’s communication with the college community to develop the most appropriate approach. This is shown in Illustration IV.B.7, the 2010-2011 hiring process. Of note is the inclusion of representative bodies in the initial decisions about the process, the responsiveness of the Board during the first round, and the decision to hire a professional firm to broaden the search for more experienced, higher caliber candidates.

Illustration IV.B.7

The Hiring Process for the Superintendent/President, 2010-2012

1. Through consultation with Human Resources (HR) and other College representatives, Board decide to follow the Procedure 4.3.10P for management hiring (IV.B.33) except that:
 - The screening and interviewing committee for the position of superintendent/president was appointed by constituent groups and considered advisory to the Board.
 - Faculty and classified representation on the hiring committee expanded.
 - The Board of Trustees filled the role of the “component administrator” in terms of receiving recommendations and interviewing semi-finalists and consulting with the hiring committee chair.
2. Three candidates were selected and met with college community through District arranged forums.
3. Based on college community feedback and their own evaluation of candidates, the Board decided to launch a second recruitment process, this time in consultation with a search firm.
4. Consultants expanded the recruitment field and advised the hiring committee and Board on the interview and public forum processes.
5. A proposed process was approved by Board, documented by HR, and communicated to the college community (IV.B.34).
6. Two well qualified, high profile candidates participated in public forums, allowing for feedback to the Board from all interested parties.
7. Based on input, hiring committee recommendations, and their own evaluation, Board selected the new (and current) superintendent/president, who took office in January 2012.

Evaluation of the President

The Board of Trustees annually evaluates the performance of the president per Policy 0.20 and invites input from the major constituent groups of the College (IV.B.35). The evaluation includes meetings with representatives of the constituent groups prior to the annual retreat in June, a self evaluation by the president regarding his/her achievement of goals, a review of the president's goals, and the setting of new goals and evaluation at the retreat. The outcomes of the evaluation are finalized during a closed session at the next regular Board meeting, and the general outcome and Board's decision regarding the president's contract are shared with the college community at a Board meeting immediately following the closed session. The evaluation becomes part of the president's permanent personnel file.

The Board has continued to follow the evaluation process during the current president's tenure, reporting results at its public meetings and, in response to a favorable evaluation, extended the president's contract through June 2016 with a salary adjustment consistent with other management (IV.B.36).

Delegation of Responsibility and Authority

Policy 2.2.1 begins, "The basic authority for the administration of the Sonoma County Junior College District and Santa Rosa Junior College is delegated by the Board of Trustees to the Superintendent/President." The remainder of that policy and its procedures (2.2.1P) specifically defines the president's responsibilities involved in that authority. Among there are:

- His/her role in recommending, organizing and assigning all staff positions;
- Supervision and coordinating all planning, from curriculum to facilities;
- Acting as liaison with external (e.g., county, state) organizations; and,
- General responsibilities such as budget, reporting, and maintaining policies.

The Board strictly limits its own role as stated in Policy 0.1: "The Board shall concern itself primarily with broad questions of policy, rather than with administrative details. The application of policies is an administrative task to be performed by the Superintendent/President and staff, who shall be held responsible for the effective administration and supervision of the District's programs."

The president maintains accountability to the College in several ways. One is by communicating and setting goals in consultation with the Board so all parties are focused on the same areas for improvement, development, or maintenance, as stated in Policy 0.20 (IV.B.27). Another is by providing clear, complete, and accurate information and analysis at the Board meetings. To this end, a typical Board meeting involves reports and information on many aspects of the College, including:

- The College president's direct report
- Information pertinent to college operations such as facility and technology needs and development
- Regular and by invitation presentations by the Vice President of Business Services
- Presentations by the director of Institutional Research on aspects of student achievement and institutional effectiveness, especially prior to state reports
- Regular reports from groups representing faculty, classified staff, and students

The president also ensures accountability to the Board by responding promptly to questions and concerns or finding a source that will address them.

SELF EVALUATION

The College meets the Standard. The College has had a general policy regarding the selection and evaluation of the president in place for many years. The flexibility within the policy served the College well during the 2011 hiring process, confirmed by the Board's approval of the policy with no changes in 2012. The process for evaluating the president is particularly well defined, and the Board has a long record of adhering to those procedures.

Policies that define the president's role and relationship to the Board and that specify the position's responsibilities are clear, detailed, and accessible. Again, based on a history of respectful and constructive relationships between the Board and each president, the policies have been consistently applied. The president's accountability for district operations is illustrated in ongoing communications with the Board regarding goals, college activities and results.

Policies, procedures, and practices regarding the selection, evaluation, and defined responsibilities of the president have resulted in highly successful presidential leadership throughout the College's history.

IV.B.2

The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

DESCRIPTIVE SUMMARY

SRJC has policies, procedures and practices that define the role and responsibilities of the College president. The effectiveness of these policies has been well demonstrated as SRJC transitioned from the 22-year long administration of one president to the current president, who brought a new perspective and set of experiences to the College. The policies and organizational structure set the stage for a smooth shift in leadership and allowed the College to maintain the high level of responsibility, communication and accountability expected of the president. The current president has demonstrated effective leadership in all duties defined in the policies and the job description while bringing his own style to the organization. Particularly representative of his leadership was his role in initiating and then actively supporting the College's inclusive, collaborative effort to create the Strategic Plan, which is described in depth in Standard I.

SELF EVALUATION

The College meets the Standard. The College, having the advantage of very stable presidential leadership throughout its history, has well established policies and systems that support the president's role in shared governance and Board relations. Within this framework, the current president was able to "hit the ground running," not only carrying on effective practices, but initiating new approaches and soliciting innovative ideas from the college community to deal with ongoing issues.

IV.B.2.a

The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

DESCRIPTIVE SUMMARY

The president is the chief executive and administrative officer of the College and the District, as defined in Policy 2.2.1 and Procedure 2.2.1P, District Superintendent/President and Policy 5.2, Superintendent/President's Budget Activities (IV.B.37, 38, 39). These policies and procedures describe the president's duties as both an over-arching set of responsibilities and a series of specific leadership activities within the College. The president brings to this structure a codified list of duties and a philosophy that fosters the ongoing stability of the institution as well as valuing a dynamic approach to meeting the College's ever-changing needs.

Organization of and Delegation within the Administrative Structure

In his central leadership role, and in accordance with Policy 2.2.1P, II.A, the College president plans and oversees an administrative structure outlined in Policy 2.2.2 and Procedure 2.2.2P (IV.B.40,41). The areas of delegation currently include more than 85 individual positions throughout the College, including the two campuses and numerous sites where SRJC offers instruction or services. The first level of supervision is shown in the organizational chart in Illustration IV.B.8, and the subsequent levels are in the organizational charts in Institutional Information section at the beginning of this report. This structure, while undergoing periodic review and revision, has remained fairly stable over the years, reflecting that it adequately supports the size and complexity of the College. An example of a recent revision to meet the newly developed Strategic Plan goals of the College was the reorganization of clusters (groups of related departments) so that one of the cluster deans, re-titled Dean of Instruction and Strategic Program Development, could take on the additional responsibilities of coordinating grants and other alternative funding approaches.

The College president delegates authority to administrators and others consistent with the responsibilities listed in Policy 2.2.2 and in the job descriptions of the individual management positions. He maintains close contact with all aspects of the College through his Cabinet, his advisory committees, and other governance groups such as Institutional Planning Council (IPC).

Illustration IV.B.8 The President's Cabinet and Administrative Positions

President's Cabinet

The President's Cabinet comprises five vice presidents and four key managers. The vice presidents work directly with the College president and coordinate their respective specific component areas, taking direction from and reporting directly to him. In keeping with the policy and reflecting the collegial culture of SRJC, the vice presidents serve as a team for and source of support to the president's ultimate responsibility for the institution. The president meets regularly with the vice presidents through weekly Cabinet meetings, in one-on-one meetings, and as part of the larger shared governance structure such as the weekly IPC meetings, which are chaired by the Vice President of the Petaluma Campus and attended by the four other vice presidents.

The College president meets with the specific managers, directors, and officers that report directly to him through Cabinet meetings and on an as-needed basis to ensure that institutional concerns that cross all areas of the College are directly communicated and addressed.

| VICE PRESIDENT | AREAS OF RESPONSIBILITY |
|---------------------------------------|--|
| Vice President of the Petaluma Campus | All operations located on that campus, and Institutional Research |
| Vice President of Academic Affairs | Faculty and Instructional programs Grant development and oversight for all Policies and Procedures |
| Vice President of Business Services | Fiscal Services, Bookstore, Purchasing and Graphics, Facilities Operations, Environmental Health and Safety, and District Police |
| Vice President of Student Services | Admissions, Records and Enrollment Development, Counseling, Student Health Services, Student Affairs, Matriculation, Financial Aid, Extended Opportunity Program and Services [EOPS], CalWORKS, and Disability Resources |
| Vice President of Human Resources | Human Resources, Compliance, and Staff Development |
| KEY MANAGERS | GENERAL RESPONSIBILITIES |
| Director, Communication and Marketing | Public Relations and SRJC communications |
| Director, Information Technology | Technology supervision, planning, implementation |
| SRJC Foundation Director | Administration regarding donations, gifts, scholarships |
| Director, Institutional Research | Research, data analysis, institutional reports, assessment, and communications institutional effectiveness |

Each administrative/management position has specific areas of responsibility, detailed in Policy 2.2 and the job descriptions on the Human Resources website (VI.B.42).

The president participates actively in the selection of senior administration. To foster the professional development of newly hired deans, the president arranges for them to have leadership training. He directs the annual evaluation process of all administrators to ensure that duties are fully and appropriately fulfilled. Furthermore, according to the guidelines in Policy 2.2, he works with his administration to periodically evaluate the management structure itself.

Advisory and Governance Committees

The president has established and leads seven active President's Advisory Committees that also serve to ensure the College's stability, collaboration and balance of authority. These Advisory Committees enjoy robust representation and participation from all constituent groups:

- Auxiliary Enterprise
- Board of Review
- Budget Advisory
- Faculty Staffing
- Health Services Advisory
- Institutional Technology Group
- Integrated Environmental Planning
- Student Success and Equity
- LGBTQ Campus Climate Committee

It is through these committees that the president remains directly involved in College issues and activities and executes leadership as appropriate.

Faculty and Staff

The president supports faculty and staff in several ways. While the hiring of full-time faculty is a highly collaborative, department-centered process that recommends to the appropriate vice president, the president interviews the finalist and makes final recommendations to the Board for all contract faculty hiring. He demonstrates support for the professional development of all employee groups at the College and has been instrumental in bringing in invited nationally recognized leaders in higher education to broaden perspectives and generate dialogue among College employees. For instance, for the Fall 2012 PDA Day, the president invited Rob Johnstone, a senior research fellow for the Research and Planning (RP) group, to act as keynote speaker and workshop facilitator. Dr. Johnstone, who served as an evaluator for the Aspen Institute Community College Excellence competition, shared ideas that were later incorporated into the strategic planning process (IV.B.43).

According to the 2013 Employee Accreditation Survey, 84.6 percent of respondents from all constituencies Agree or Strongly Agree that the Superintendent/President "... provides effective leadership for SRJC" (IV.B.44).

SELF EVALUATION

The College meets the Standard. Policies and procedures are in place to ensure that the president takes ultimate responsibility for the quality of the institution and the structure and effectiveness of personnel while delegating authority appropriately within an administrative structure that reflects the size, complexity, and mission of the College. Based on College functioning, Board evaluation, and the continued strength of College management during the administrative transition, the president has fully adopted his responsibilities. His leadership is visible and collegial, and he strives to cultivate a culture of respect, dialogue, and professionalism.

IV.B.2.b

The president guides institutional improvement of the teaching and learning environment by the following:

- **Establishing a collegial process that sets values, goals, and priorities;**
- **Ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions;**
- **Ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; and,**
- **Establishing procedures to evaluate overall institutional planning and implementation efforts.**

DESCRIPTIVE SUMMARY

The president supports institutional improvement and the evaluation and planning for the teaching and learning environment in multiple ways. Once again, the policies, procedures and structures that have been established at the College have proven to be successful platforms for the succession of leadership. Even as leadership style has changed, the dialogue, collegiality, and integration of responsibilities within the administrative and shared governance structure have allowed the president to provide guidance and initiative to the instructional program.

Specific to the current administration, immediately after being installed in his new position in January 2012, the president initiated a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis, asking for input from all constituency group leaders in the District: the Academic and Classified Senates, the faculty and classified unions, department chairs, supervising administrators, and student leaders. The president personally visited nearly all groups on campus, including shared governance committees and councils, instructional departments, and student groups. One of the main outcomes of this effort was the establishment of the Strategic Planning Task Force, (IV.B.45).

Establishing a Collegial Process

Santa Rosa Junior College's Policy 2.5 states the collegial process for shared governance and the structure that supports the development of values, goals, and priorities:

Participatory governance is the collective responsibility of the Board of Trustees and four constituent groups: faculty, administration, classified staff and students. The Board of Trustees and its designee, the Superintendent/President, receive advice and recommendations through the District governance committee system, collegial consultation with constituent groups, and the drafting or revising of written policy and procedures (IV.B.46).

Within this policy the prescribed structure, goals, plans, and priorities are formulated and discussed and then provided ample time and support to develop prior to Board action. The president's office provides the organizational opportunity for the college to communicate goals and priorities to the Board of Trustees through periodic Board reports, frequent Board briefs, and monthly Board agenda items.

The application of these policies, plus the energy spurred by the change in leadership, is well illustrated by the College's Strategic Planning process, initiated in spring 2012. The president, in partnership with the immediate past president of the Academic Senate and the executive vice president for the Petaluma Campus, provided the leadership for the Strategic Planning process and was instrumental in setting the stage for a process that was embraced by the entire college community. The Strategic Planning Task Force (SPTF) and the six work groups subsequently formed had membership from all constituency groups—management, faculty, classified staff, and students—and worked collegially with all stakeholders to accomplish the following:

- Revise the College's Vision, Mission, and Values statements.
- Conduct research via internal and external environmental scans.
- Articulate goals, objectives, and strategies for the College for the next five to seven years.
- Continuously communicate the ongoing work to communities within and surrounding the College.
- Evaluate the Strategic Planning process as well as the resulting Strategic Plan and its effectiveness in improving all aspects of work at the college, from quality of instruction to student services, facilities and resource use, and integrated planning.

Using email, a website, town hall "community conversations," and mandatory professional development days, the president, SPTF, and work groups sought constant feedback and participation from the college community, as well as from key stakeholders, elected officials, and residents of

Sonoma County. The president and work groups kept the Board apprised of the progress of the Strategic Planning work (IV.B.47), and the final draft of the Strategic Plan was approved by the Board in February 2014. Finally, as a result of the leadership of the SPTF and the president, a summit in April 2014 composed of members from all constituent groups began developing the plans for evaluating the College according to the new goals and objectives. While institutional improvement has always been an ongoing effort at SRJC, this summit marked the first substantive step towards institutional improvement in the context of the new Strategic Plan.

Evaluations and Planning

SRJC has a history of collecting and analyzing data to inform decision making at all levels of governance. For instance, data and reports from the Office of Institutional Research (OIR) were integral elements when the previous administration established planning groups:

- Linkage Task Force, which led to the current Program and Resource Planning Process, (PRPP),
- Multi-Site Task Force, to enhance planning and activity between campuses
- Roseland Task Force, to explore needs and opportunities in this region of Santa Rosa

In more recent years, as external agencies demand greater attention to research analysis, and as the College uses data and analysis to demonstrate its effectiveness and areas for improvement, the president has increased communication with OIR by including the director as part of his Cabinet, recommended additional funding, and advocated for more frequent updates, greater accessibility to data, and more reports regarding student success, budget effectiveness and college trends.

The Program and Resource Planning Process (PRPP) that the College uses to document the effectiveness of every program relies on data and its analysis to support requests for resources to achieve that improvement (IV.B.48). The president receives the PRPP summaries and recommendations from the vice presidents, confers with the vice president of Business Services and the rest of the Cabinet, and makes his final decisions and recommendations to the Board for the allocation of resources. His reliance on the data analysis demonstrates that high quality research and analysis are driving factors in his decision-making.

The president's emphasis on the use of high quality research and analysis is also illustrated in the Strategic Planning process. From the start, the Strategic Planning process has been data-driven, utilizing research from both the Environmental Scan and Data Gathering work group in concert with information from OIR. The research included internal studies as well as pertinent data about the county, state, and nation (IV.B.49).

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

Integrated Educational Planning

As mentioned above, the PRPP ensures a direct and transparent relationship between educational planning and resource distribution in support of student learning outcomes (SLOs). The president's reliance on PRPPs, which reference SLOs throughout, demonstrates his support of an institutional process connecting resource allocation to student achievement.

As the new mission, values, goals and objectives have been established through the Strategic Planning Process, the president has been instrumental in ensuring a strong evaluative component within the entire structure. One Strategic Plan work group, Evaluation, was charged with evaluating the Strategic Planning process as well as the resulting Strategic Plan and its effectiveness in improving all aspects of work at the College, from quality of instruction to student services, facilities and resource use, and integrated planning. During the summit, this effort led to the establishment of the mechanisms for evaluating how well the College meets the goals and objectives. This includes not only data on student achievement, but results from the assessment of SLOs at the course, program, and institutional level.

Within established processes for resource planning, one of the most important tasks facing the president and the College is to plan for improvements and expansion of College facilities, technological enhancements to classrooms, and faculty hiring. These areas of responsibility include the faculty through participatory governance (Academic Senate); the departments under the leadership of the department chairs; and, under the leadership of the vice presidents, the Academic Affairs staff, Student Services staff, and deans. The president is responsible for ensuring there is appropriate and integrated input from all constituent groups as well as overseeing the planning process for facilities improvement and new construction. Examples of the president's leadership include:

- During the previous administration, the College president was instrumental in advocating for funding and building major construction projects at the college, including the Doyle Library, the multilevel parking structure at the Santa Rosa Campus, the Bertolini Student Services building, and Phases I, II, and R on the Petaluma Campus.
- The current College president, focusing on SRJC's stated value of diversity, led SRJC in developing its "multi-ethnic global perspectives and cultural competencies" by supporting the International Students program. The program has expanded to include a director, a website, a recruitment plan, and a growing number of students, currently representing over 36 countries and six continents (IV.B.50).

Establishing Procedures: Evaluate Institutional Planning and Implementation Efforts

College policies and procedures, such as 2.5 and 2.5P, state the role of the president in reviewing the shared governance system:

The Office of the Superintendent/President maintains the District Policy Manual and will request periodic review of those sections of policy and/or procedures associated with the committee system.

It is through shared governance that institutional planning and implementation occur, so the policy ensures that the president is highly involved in evaluating these processes.

The current president's leadership in establishing, evaluating, and revising procedures related to teaching and learning has been clearly demonstrated by his active role in the Strategic Planning process. He used his position to draw attention to this inclusive and often exciting movement to create a new college vision as well as the mission, values, and goals to support that vision. Through frequent college-wide email communications, articles and speeches in the community, and reports to the Board, the president supported an inclusive approach to evaluating and re-envisioning the College.

The president strongly supports and provides leadership for the examination and review of the governance and administrative organization of the College in other venues as well. He requires that all matters concerning the development or review of policy or procedures undergo constituent review in the College Council process and that appropriate Education Code or Title 5 statute research is completed prior to new or revised policy material being placed on the Board Agenda. He also works with College Council (cite) to ensure the effectiveness of all participatory governance committees and reporting structures, seeking ways to streamline processes and eliminate redundant or inoperative committees. For instance, the Strategic Enrollment Planning (StEP) committee was phased out as the new Student Success and Equity Committee, created to address the state's required Student Success and Support Plan, absorbed the tasks of the former committee (IV.B.51).

The president meets his responsibility to guide and delegate institutional improvement by receiving input from appropriate administrative, constituent, and governance leaders and groups. He reviews all annual or periodic reports on administrative structure, faculty composition, facilities, research data, and the organization of the major instructional sites. Key reports or data regularly submitted for his review come from:

- Educational Planning and Coordinating Council
- Academic Senate
- Component Administrators
- College Council
- Office of Institutional Research
- Program and Resource Planning Process

SELF EVALUATION

The College meets the Standard. The president not only follows established policies and practices that ensures the use of research and analysis to connect achievement and resources, he does so through his Cabinet, standing committees, the strategic planning process, and other mechanisms that ensure collegiality and integrated planning. The current president has also initiated a higher profile for OIR, collaborative planning processes through strategic planning, and greater community connections, carrying on the SRJC legacy of quality leadership.

IV.B.2.c

The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

DESCRIPTIVE SUMMARY

Policies and procedures undergo review and are updated by the Board of Trustees, the president, and the constituent governance groups on a regular basis to ensure that they are consistent with the requirements of statutes as well as the College's mission and goals. The president ensures implementation of statutes, regulations, and District policies by reviewing items presented to the BOT for action and by directing administrative staff to follow rules and regulations. In spring 2014, the College thoroughly revised Policy and Procedure 2.1 and 2.1P, Procedures for Developing Board Policies and Administrative Procedures, significantly clarifying and detailing the roles, including that of the president, plus the expectations and procedures involved in revising and introducing policies and procedures.

This means that all policies and procedures of the District Policy Manual are cross-referenced with pertinent provisions in the Education Code, state law, and federal law. The president may utilize legal counsel or other specialists as needed to ensure compliance with statutes, regulations, and governing policies. He also meets and confers with the District Compliance Officer on a regular basis.

This policy was applied in spring 2014 when, under advisement from the Office of Civil Rights, the college revised policy and procedure 2.7 and 2.7P, Discrimination and Complaint, to bring it into compliance with the most recent federal regulations. The vice president of Human Resources, with input from all interested constituency groups, is responsible for this revised policy, which is essential to the College's mission of fostering a first-rate learning environment. Under the president's guidance, the proposed revision followed all the steps prescribed in Policy and Procedure 2.1 and 2.1P and was approved by the Board in June 2014.

SELF EVALUATION

The College meets the Standard. The president reviews all Board agenda material and ensures that all proposed and revised policies and procedures added to the agenda have undergone constituent review, relevant research and appropriate statute references.

IV.B.2.d

The president effectively controls budget and expenditures.

DESCRIPTIVE SUMMARY

The president's role in relation to the College budget is defined in policies, procedures, and his job description.

- 2.2.1P, The Superintendent/President shall... prepare recommendations on all matters including...(1) budget and fiscal affairs; Salary schedules; make periodic reports to the Board of Trustees on academic and fiscal affairs; supervise long-range planning in district finances; be responsible for overseeing and finalizing the composition of the District budget.
- Job description: Consistent with educational excellence the Superintendent/President shall provide sound financial management of the College. Directs the development of the College budget for submission to the Board.

The past president and current president both have a strong record of adhering to these prescribed responsibilities. The president regularly reviews the budget with the vice president of Business Services and performs a detailed analysis of revenues and expenditures for the college. He actively participates in the budget development process by meeting with the Budget Advisory Committee and through personal communication with his cabinet, district administrators, the SRJC Foundation, and other college leaders. The procedures used by the College and the president to develop and monitor the budget throughout the years have been effective in ensuring that the College consistently maintains a reserve above the state-mandated minimum. This occurs in spite of state budget cuts and increasing costs necessary to achieve desired enrollment levels.

At a time with restricted and unstable state financing, both presidents worked closely with the Board, the vice president of Business Services, and college leaders to strategize approaches. In the worst crises from 2008-2011, the president managed the painful district wide efforts to reduce the schedule, re-engineer classified positions to avoid layoffs, and make cuts in facilities and other budgets. While the District remained financially afloat, and state financing has strengthened somewhat, the District has faced continuing challenges that the current president has addressed on multiple fronts.

Recent efforts to regain lost enrollments include:

- Enhanced outreach
- Building specific programs to attract students, such as the International Students program
- Qualifying for grants, such as the recently awarded Federal Title V Hispanic Serving Institution (HSI) grant
- Managing substantial monetary gifts through the Foundation
- Launching a successful bond measure in fall 2014

The presidents, past and present, have maintained their accountability to the Board and the college community by providing regular financial reports at Board meetings and to employees and the public via email messages and memos. As part of that communication effort, the vice president of Business Services is often asked to provide the Board and any other constituents such as the Academic Senate or Department Chair Council/Instructional Managers (DCC/IM) with detailed information on College finances from the local, state, and federal perspectives along with the potential impacts on students and/or employees.

The communication among constituencies and the dialogue between the Board and the president regarding a bond proposal illustrate the president's ability to manage the budget in the best interests of students and the College's fiscal stability. Once the Board approved the College's bond measure effort, the president exercised strong leadership, initiating a sequence of communications to educate his administration and then other College employees about their role in relation to the voting process.

SELF EVALUATION

The president has continued to demonstrate sound leadership in fiscal matters. In the face of ongoing financial challenges due to external circumstances, the president has ensured that the budgetary actions taken by the college have ensured stability and set the stage for well-managed growth.

IV.B.2.e

The president works and communicates effectively with the communities served by the institution.

DESCRIPTIVE SUMMARY

SRJC has a long and prominent history in Sonoma County, and the president has always been a key figure in the very positive relationship with the many constituents of the community. Communications have been maintained by the president's active involvement in both formal events and regular activities throughout the region. As the current president has said, "You have to go out into the community, if you're a president of a community college, to know what's going on out there" (IV.B.52).

The "Office of the President" webpage represents the current president's leadership and his work at the College and in the community (IV.B.53). This resource provides biographical information as well as access to articles, speeches, media coverage, and upcoming events in which the president will participate. Examples of ongoing and recent communications include:

- The annual President's Address to the Community, a large, formal event where the president presents a report to the community that highlights facts and activities of the College, informs community members about services available at the College, and recognizes significant contributions of key individuals to the College (IV.B.54).
- Involvement in local boards and organizations such as the North Bay Leadership Council, the Santa Rosa Chamber of Commerce, the Rotary Club, the Health Action Coalition of Sonoma County, and the Sonoma County Economic Development Council.
- Dialogue with administrators of local high schools and community centers, including a forum with the Superintendent of Santa Rosa City Schools and Sonoma County Supervisors who presented research on the county's demographics, workforce and industries, and environmental challenges and successes.
- Speaking engagements at non-profits and church-based organizations such as the Redwood Empire Chinese Association, NAACP of Sonoma County, and the Sonoma Taxpayers Association.

- Interviews, reports, responses, and op-ed pieces to local newspapers regarding College developments and issues. For example, the president provided an interview to the North Bay Business Journal of Sonoma, Marin, and Napa Counties (IV.B.52).
- Community Conversations to inform the community about the College's Strategic Planning process and opportunities to participate (IV.B.55).

Ongoing communication with the community and at state and national levels has been a high priority for the current president and has served to maintain a strong support network for the college.

SELF EVALUATION

The College meets the Standard. The president has an excellent working relationship with the media and communicates effectively with the community. The success of the bond measure reflects the regions respect and support for the College, and the president has been involved in maintaining the College's strong reputation.

IV.B.3

This section is for multi-college districts and does not apply to SRJC, as it is a single-college district.

Standard IV.B Actionable Improvement Plan

| Standard | Plan | Responsibility | Implementation Date |
|----------|---|--|---------------------|
| IV.B.1.f | In accordance with Policy 0.30, new Board members will receive full orientation through the District and the Community College League of California, and their development will be supported through mentoring, the Board retreat, conferences, Board evaluation mechanisms, and any other appropriate means. | Superintendent/President Board of Trustees President's Cabinet | Fall 2015 |

Evidence:

Standard IV.A Decision Making Roles and Processes

- IV.A.1 **Strategic Planning Task Force Website**
<http://libguides.santarosa.edu/strategicplanning>
- IV.A.2 **Board Policy and Procedures 2.5/2.5P, Governance and the Committee System**
<http://www.santarosa.edu/polman/2govern/2.5.pdf>
<http://www.santarosa.edu/polman/2govern/2.5P.pdf>
- IV.A.3 **2011 Faculty/Staff Survey Results**
<http://www.santarosa.edu/administration/planning/pdfs>
- IV.A.4 **2013 Accreditation Employee Survey**
<http://goo.gl/ywUh8n>
- IV.A.5 **The Insider Online Newsletter Website**
<http://www.santarosa.edu/insider/>
- IV.A.6 **Board Policy and Procedure 2.1/2.1P, Development and Adoption of District Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- IV.A.7 **College Council Homepage**
<https://bussharepoint.santarosa.edu/committees/college-council/SitePages/Committee%20Home%20Page.aspx>
- IV.A.8 **Sonoma County Junior College District (SCJCD) Committee System Best Practices**
<http://www2.santarosa.edu/f/?nBvPWQyA>
- IV.A.9 **District Health and Safety Committee Homepage**
<http://goo.gl/scHRDS>
- IV.A.10 **Human Resources Website Page: District Information, Union Contracts**
<http://www.santarosa.edu/hr/district-information/index.shtml#union>
- IV.A.11 **Board Policy Manual, Section 0.0, Bylaws of the Board of Trustees** <http://www.santarosa.edu/polman/0bylaws/index.php>
- IV.A.12 **Academic Senate Website**
<http://www.santarosa.edu/senate/>
- IV.A.13 **Board Policy 3.9, Faculty Obligation to Students**
<http://www.santarosa.edu/polman/3acadpro/3.9.pdf>
- IV.A.14 **Student Success and Equity Committee Homepage**
<http://goo.gl/MZGrjl>
- IV.A.15 **Academic Senate Minutes, October 12, 2012, Discussion on Prerequisite Pilot**
<http://www.santarosa.edu/senate/archive.shtml>
- IV.A.16 **Academic Senate Minutes, April 2, 2014, Approval of General Education Learning Outcomes**
<http://www2.santarosa.edu/f/?nALTTzTK>
- IV.A.17 **Petaluma Faculty Forum (PFF) Website**
<http://www.santarosa.edu/senate/PFF/>

- IV.A.18 District Committees and Councils Website**
<https://bussharepoint.santarosa.edu/committees/default.aspx>
- IV.A.19 Staff Resource Center Website, New Employee Orientation**
<http://www.santarosa.edu/src/orientation.html>
- IV.A.20 Accreditation 2015 Website**
<http://accreditation.santarosa.edu/>
- IV.A.21 Institutional Planning Website**
<http://www.santarosa.edu/administration/planning/>
- IV.A.22 2013 Substantive Change Proposal, Culinary Arts Program Relocation**
<http://www.santarosa.edu/accred2015/pdfs2>
- IV.A.23 2012 Substantive Change Distance Education Degrees and CTE Certificates**
<http://www2.santarosa.edu/f/?nBCyUxUJ>
- IV.A.24 2010 Substantive Change Proposal: Additional Online Degrees and Certificates**
<http://www.santarosa.edu/administration/planning/pdfs>
- IV.A.25 College Council Minutes, March 6, 2014 (Example of Cross-constituent Involvement in Policy Issues)**
<http://goo.gl/5zWKkq>
- IV.A.26 College Council Committee Review Sheet**
<http://www2.santarosa.edu/f/?nDzyGQGw>
- IV.A.27 Institutional Planning Council (IPC) Homepage**
<http://goo.gl/6FeLJ9>
- IV.A.28 Report on Distance Education to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.29 Instructional Technology Group (ITG) Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.30 Sustainability Initiative Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.31 Facilities Master Plan and Five-Year Scheduled Maintenance Plan Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.32 Emergency Preparedness Planning Report to IPC**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.A.33 2011 College Council/IPC Survey on Governance**
<http://www.santarosa.edu/administration/planning/pdfs>
- IV.A.34 Strategic Planning Task Force, Evaluation Work Group Web Page**
<http://libguides.santarosa.edu/SPevaluation>
- IV.A.35 Associated Students Constitution**
http://www.santarosa.edu/for_students/as/pdf/constitution.pdf
- IV.A.36 Associated Students Minutes and Agendas Website**
http://www.santarosa.edu/for_students/as/agendas-minutes/
- IV.A.37 SCJCD Board of Trustees Agendas and Minutes**
<http://goo.gl/LeCpT1>
<http://accreditation.santarosa.edu/>

Evidence:

Standard IV.B Board and Administrative Organization

- IV.B.1 **Sonoma County Junior College District (SCJCD) Board Policy Manual (Website Access)**
<http://www.santarosa.edu/polman/>
- IV.B.2 **Board Policy 0.4, Number of Regular Members and Terms of Office**
<http://www.santarosa.edu/polman/0bylaws/0.4.pdf>
- IV.B.3 **Board Policy 0.6, Student Member**
<http://www.santarosa.edu/polman/0bylaws/0.6.pdf>
- IV.B.4 **SRJC Press Release: Three New Trustees to Join Santa Rosa Junior College Board, November 7, 2014**
<http://goo.gl/YzPUmK>
- IV.B.5 **Board Policy 0.25, Conflict of Interest Code**
<http://www.santarosa.edu/polman/0bylaws/0.25.pdf>
- IV.B.6 **Board of Trustees (BOT) Meeting Agendas and Minutes Homepage**
<http://goo.gl/LeCpT1>
- IV.B.7 **BOT Minutes from July 22, 2014, as Example of Public Comment Items**
<http://goo.gl/CbqkmP>
- IV.B.8 **Board Policy 0.3, Public Statement by Board Members**
<http://www.santarosa.edu/polman/0bylaws/0.3.pdf>
- IV.B.9 **Fact Sheet, Measure H**
http://www.santarosa.edu/about_srjc/bond2014/pdfs/SRJC-Bond-Fact-Sheet.pdf
- IV.B.10 **Press Democrat, "Removal of Diseased Oaks Begins Today," April 17, 2014**
<http://goo.gl/Fsb2lk>
- IV.B.11 **Board Policy and Procedure 6.5.4/6.5.4P, Native Oak and Landmark Tree Protection**
<http://www.santarosa.edu/polman/6facilit/6.5.4.pdf>
- IV.B.12 **BOT Meeting Minutes, 2013/2014 College Initiatives Status Update, November 12, 2014**
<http://goo.gl/EAH43l>
- IV.B.13 **BOT Meeting Minutes, Approval of SCJCD Strategic Plan, February 11, 2014**
<http://goo.gl/t0HiRL>
- IV.B.14 **BOT Meeting Minutes, Student Success Scorecard Report, May 13, 2014**
<http://goo.gl/WyuscE>
- IV.B.15 **Board Policy 5.1, Role of Board: Financial**
<http://www.santarosa.edu/polman/5finance/5.1.pdf>
- IV.B.16 **Budget Advisory Committee (BAC) Homepage**
<http://goo.gl/Nuyz7S>
- IV.B.17 **Board Finance Committee Homepage**
<http://goo.gl/Evm7ip>
- IV.B.18 **SCJCD 2014/2015 Adopted Budget, Presented to Board of Trustees, September 9, 2014**
<http://goo.gl/RRwBE5>

- IV.B.19 SCJCD Financial Statements with Independent Auditor's Report, Year Ended June 30, 2014**
<http://goo.gl/lz2A10>
- IV.B.20 Title 5, Subchapter 2, Academic Senate**
<http://www2.santarosa.edu/f/?nAOBUQPA>
- IV.B.21 Board Policy 2.1, Development and Adoption of District Policies and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1.pdf>
- IV.B.22 BOT Meeting Minutes, March 11, 2014**
<http://goo.gl/RnbjyS>
- IV.B.23 Board Procedure 2.1P, Procedures for Developing and Revising District Policy and Administrative Procedures**
<http://www.santarosa.edu/polman/2govern/2.1P.pdf>
- IV.B.24 Board Policy 0.1, Role of the Board and Members (Powers, Purposes, Duties)**
<http://www.santarosa.edu/polman/0bylaws/0.1.pdf>
- IV.B.25 Board Policy 0.17, Formulation, Approval, Amendment of Administrative Procedures**
<http://www.santarosa.edu/polman/0bylaws/0.17.pdf>
- IV.B.26 Board Policy 0.30, Orientation of New Board Members**
<http://www.santarosa.edu/polman/0bylaws/0.30.pdf>
- IV.B.27 Board Policy 0.20, Periodic Review and Evaluation**
<http://www.santarosa.edu/polman/0bylaws/0.20.pdf>
- IV.B.28 Policy 0.31, Board Self-Evaluation**
<http://www.santarosa.edu/polman/0bylaws/0.31.pdf>
- IV.B.29 Board Policy 0.22, Code of Ethics for Board of Trustees**
<http://www.santarosa.edu/polman/0bylaws/0.22.pdf>
- IV.B.30 Board Policy 0.26, Removal from Office**
<http://www.santarosa.edu/polman/0bylaws/0.26.pdf>
- IV.B.31 Board Policy 1.1, Vision, Mission Statement, Values**
<http://www.santarosa.edu/polman/1mission/index.php>
- IV.B.32 Board Policy 4.3.10, Management Team Hiring**
<http://www.santarosa.edu/polman/4person/4.3.10.pdf>
- IV.B.33 Board Procedure 4.3.10, Management Team Hiring**
<http://www.santarosa.edu/polman/4person/4.3.10P.pdf>
- IV.B.34 Process for Hiring the New President, 2011**
<http://online.santarosa.edu/presentation/schedule/?6145>
- IV.B.35 Board Procedure 0.20P, Periodic Review and Evaluation of the Superintendent/President**
<http://www.santarosa.edu/polman/0bylaws/0.20P.pdf>
- IV.B.36 BOT Minutes, Announcement of Reportable Action Taken in Closed Session, August 13, 2013**
<http://goo.gl/b8hMEP>
- IV.B.37 Board Policy 2.2.1, District Superintendent/President**
<http://www.santarosa.edu/polman/2govern/2.2.1.pdf>

- IV.B.38 Board Procedure 2.2.1P, District Superintendent/President**
<http://www.santarosa.edu/polman/2govern/2.2.1P.pdf>
- IV.B.39 Board Policy 5.2, Superintendent/President's Budget Activities**
<http://www.santarosa.edu/polman/5finance/>
- IV.B.40 Board Policy 2.2.2, Administrative, Classified Management and Confidential Positions**
<http://www.santarosa.edu/polman/2govern/2.2.2.pdf>
- IV.B.41 Board Procedure 2.2.2P, Administrative, Classified Management and Confidential Positions**
<http://www.santarosa.edu/polman/2govern/2.2.2P.pdf>
- IV.B.42 Human Resources Website, Page: Management Team Job Descriptions**
<http://www.santarosa.edu/hr/pages/management.html>
- IV.B.43 "Seeds of Change" Fall 2012 All District PDA Day Schedule (Screenshot, Excerpt)**
<http://www2.santarosa.edu/f/?nBODRACL>
- IV.B.44 2013 Accreditation Employee Survey**
<http://goo.gl/ywUh8n>
- IV.B.45 Strategic Planning Task Force Website**
<http://libguides.santarosa.edu/strategicplanning>
- IV.B.46 Board Policy and Procedure 2.5/2.5P, Governance and the Committee System**
<http://www.santarosa.edu/polman/2govern/2.5.pdf>
- IV.B.47 Board Study Session on Strategic Planning, September 10, 2013**
<http://goo.gl/4FLdzi>
- IV.B.48 Program and Resource Planning Process Website**
<http://goo.gl/n9F0jG>
- IV.B.49 Strategic Plan Task Force Website, Page: Environmental Scan and Data Gathering Work Group**
<http://libguides.santarosa.edu/environmentalscan>
- IV.B.50 International Student Program Website**
<http://international.santarosa.edu/>
- IV.B.51 Student Success and Equity Committee (SSEC) Homepage**
<http://goo.gl/MZGrjI>
- IV.B.52 "Business Journal Q&A: SRJC President Frank Chong," by Eric Gneckow, North Bay Business Journal, March 26, 2012**
<http://goo.gl/gXCctI>
- IV.B.53 Office of the President Website**
http://www.santarosa.edu/about_srjc/presidents_message/
- IV.B.54 Santa Rosa Junior College President Lauds School's Future," by Chris Smith, Press-Democrat, May 29, 2014**
<http://goo.gl/uxU2R6>
- IV.B.55 SRJC Insider Online Newsletter, April 19, 2013, Community Conversations, Page 4**
<http://www.santarosa.edu/insider/d/?i.4.19.13.pdf>

Appendices



SANTA ROSA JUNIOR COLLEGE





SANTA ROSA JUNIOR COLLEGE



Appendices

Sonoma County Junior College District

Student Achievement Data

Provided by the Office of Institutional Research

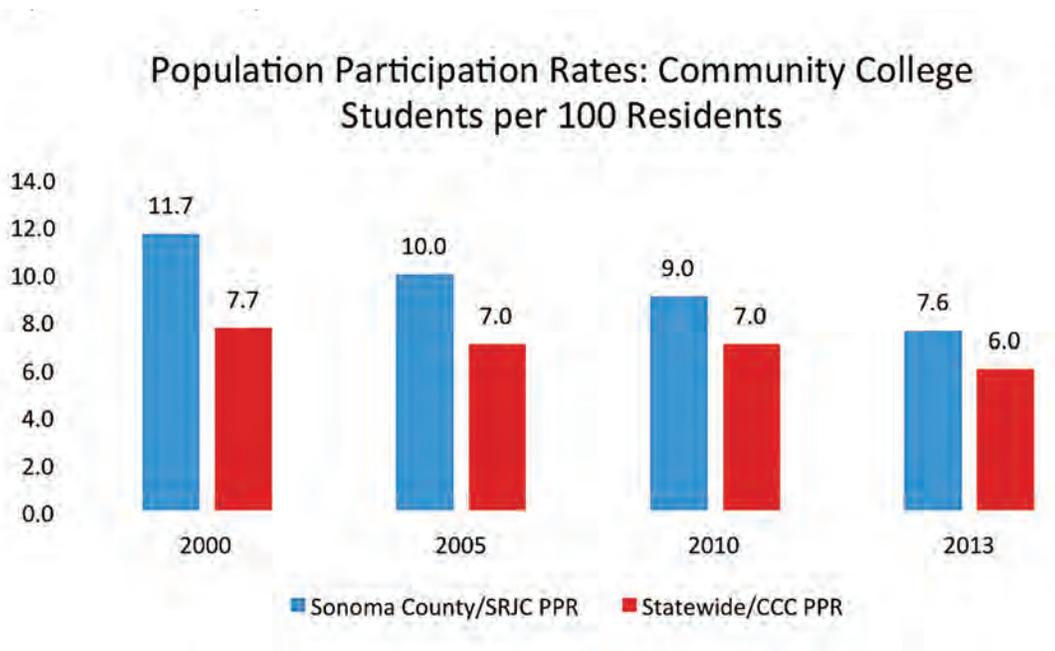
Appendix A: Data on Incoming Students

Appendix B: Data on Enrolled Students

Appendix C: Data on Graduates

Appendix D: Career and Technical Education (CTE) Employment Outcomes Survey 2014

Appendix A: Data on Incoming Students

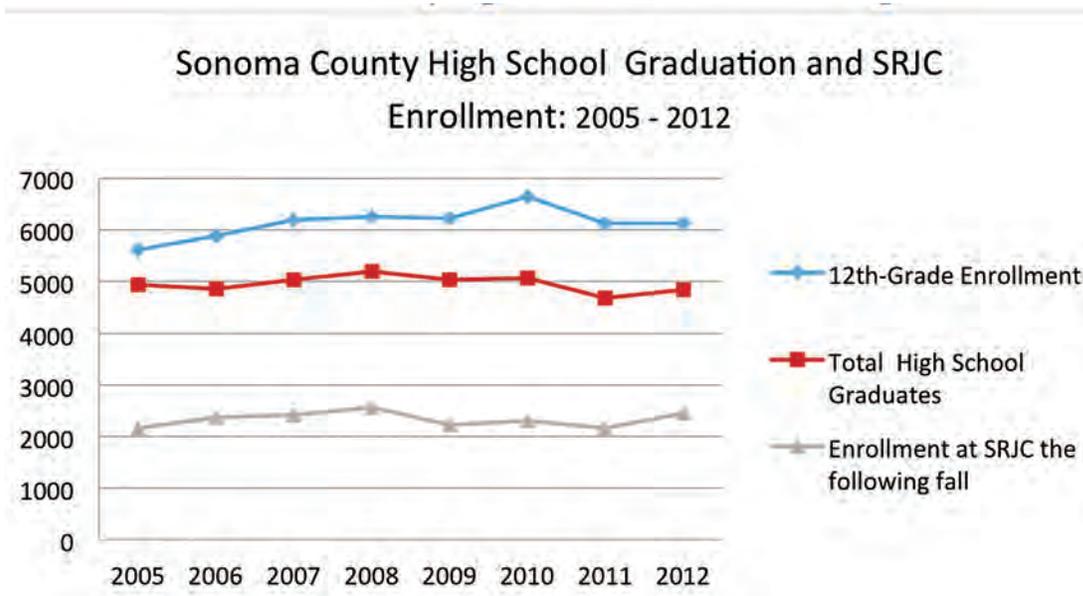


Population Participation Rates

| | Sonoma County Population | SRJC Annual Student Headcount | Sonoma County PPR | California State Population | CCC Annual Student Headcount | Statewide PPR |
|------|--------------------------|-------------------------------|-------------------|-----------------------------|------------------------------|---------------|
| 2013 | 495,025 | 37,569 | 7.60% | 38,332,521 | 2,283,288 | 6.00% |
| 2010 | 483,878 | 43,744 | 9.00% | 37,253,956 | 2,610,204 | 7.00% |
| 2005 | 476,192 | 47,404 | 10.00% | 35,885,415 | 2,515,375 | 7.00% |
| 2000 | 458,614 | 53,520 | 11.70% | 33,871,648 | 2,606,400 | 7.70% |

Source: Institutional Effectiveness Report, <http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>
<http://accreditation.santarosa.edu/>

Annual Yield of Sonoma County High School Students Attending SRJC



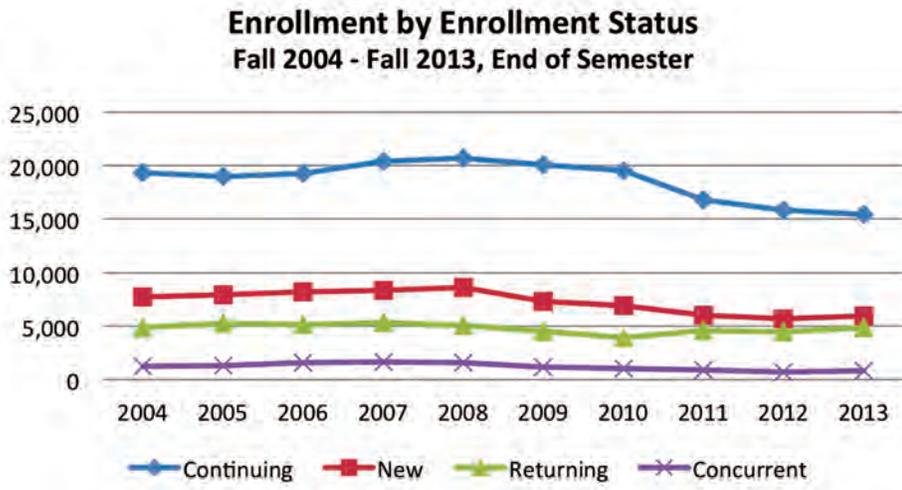
Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

Sonoma County High School Students

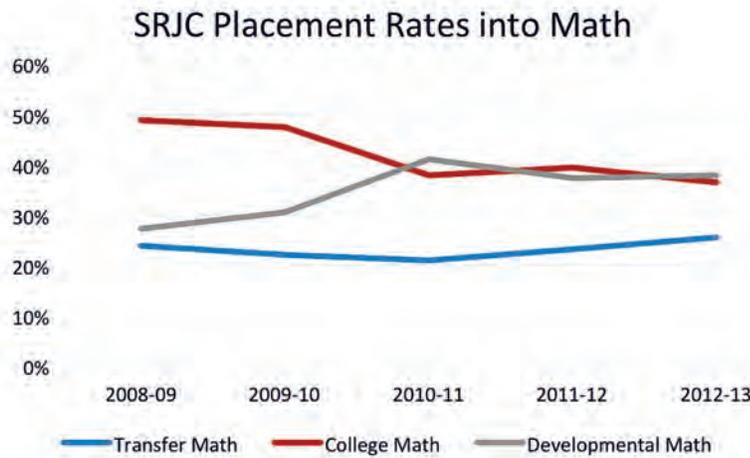
| Year | SoCo High School Graduation Rates | | | SoCo HS Grads enrolling in SRJC the following Fall* | |
|------|-----------------------------------|-----------------------------|----------------------------|---|--------------------------|
| | 12th-Grade Enrollment | Total High School Graduates | 12th-Grade Graduation Rate | # | % of Total SoCo HS Grads |
| 2005 | 5,607 | 4,934 | 88.0% | 2,160 | 43.8% |
| 2006 | 5,888 | 4,857 | 82.5% | 2,380 | 49.0% |
| 2007 | 6,192 | 5,037 | 81.3% | 2,430 | 48.2% |
| 2008 | 6,253 | 5,198 | 83.1% | 2,562 | 49.3% |
| 2009 | 6,225 | 5,026 | 80.7% | 2,234 | 44.4% |
| 2010 | 6,647 | 5,059 | 76.1% | 2,304 | 45.5% |
| 2011 | 6,126 | 4,674 | 76.3% | 2,164 | 46.3% |
| 2012 | 6,123 | 4,832 | 78.9% | 2,451 | 50.7% |

Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

Student Enrollment by Enrollment Status



Students Placing at the Basic Skills or Transfer Level

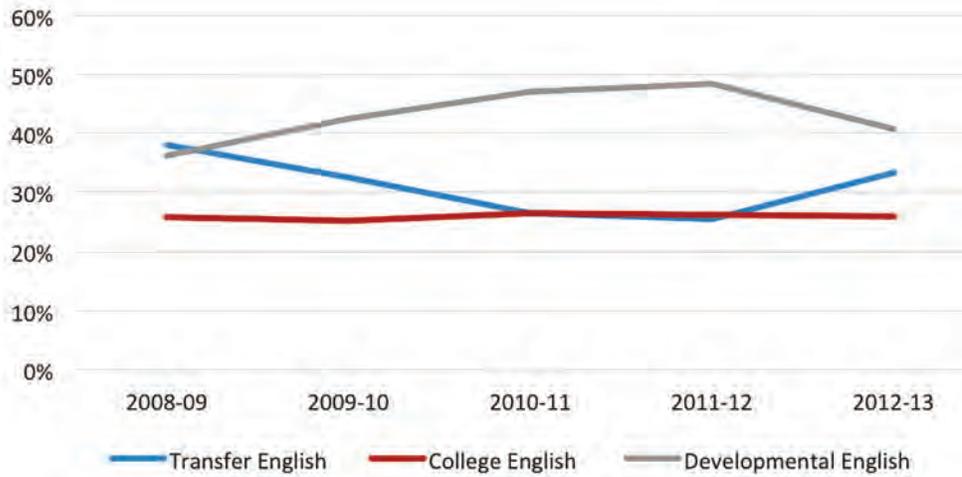


| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | |
|--------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| Transfer Math | 1,271 | 23.9% | 1,084 | 22.1% | 1,422 | 21.0% | 1,501 | 23.3% | 1,556 | 25.6% |
| College Math | 2,599 | 48.8% | 2,329 | 47.4% | 2,568 | 37.9% | 2,542 | 39.4% | 2,217 | 36.5% |
| Developmental Math | 1,452 | 27.3% | 1,500 | 30.5% | 2,785 | 41.1% | 2,407 | 37.3% | 2,307 | 37.9% |
| Total | 5,322 | 100% | 4,913 | 100% | 6,775 | 100% | 6,450 | 100% | 6,080 | 100% |

Note: At SRJC, Transfer Math = Math 1A,8A,9,10,15,16,25,27,36,58; College Math = Math 150A/151,155; Developmental Math = CSKLS 100,371,372,368A

Source: Institutional Effectiveness Report - <http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

SRJC Placement Rates into English

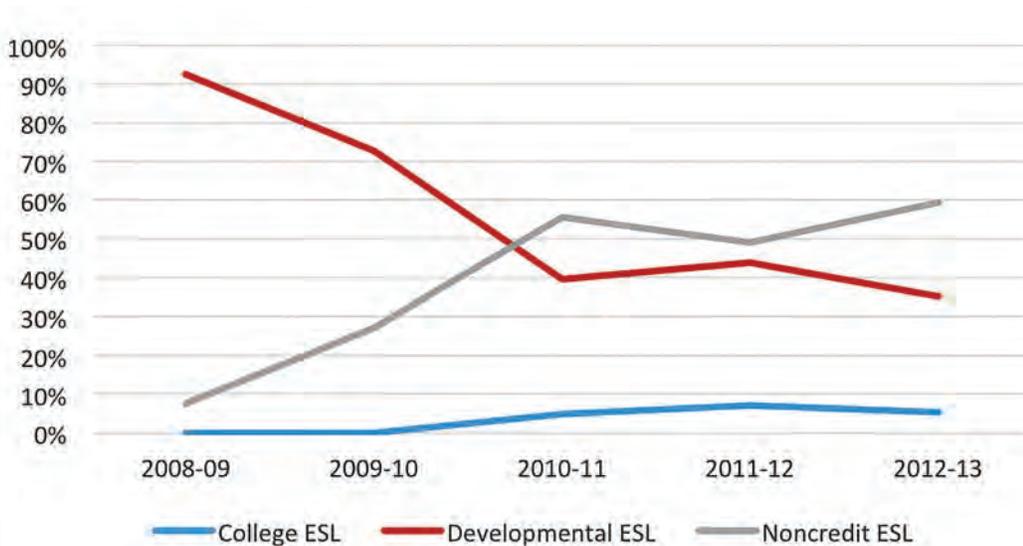


| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | |
|-----------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| Transfer English | 2,462 | 38.0% | 2,150 | 32.4% | 1,782 | 26.5% | 1,587 | 25.4% | 1,940 | 33.3% |
| College English | 1,670 | 25.8% | 1,665 | 25.1% | 1,781 | 26.5% | 1,634 | 26.2% | 1,509 | 25.9% |
| Developmental English | 2,343 | 36.2% | 2,811 | 42.4% | 3,169 | 47.1% | 3,026 | 48.4% | 2,372 | 40.7% |
| Total | 6,475 | 100% | 6,626 | 100% | 6,732 | 100% | 6,247 | 100% | 5,821 | 100% |

Note: At SRJC, Transfer English = English 1A, College English = English 100, Developmental English = English 302,305,355,357 CSKLS 313,318

Source: Institutional Effectiveness Report - <http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

SRJC Placement Rates into ESL English as a Second Language



SRJC Placement Rates into ESL English as a Second Language

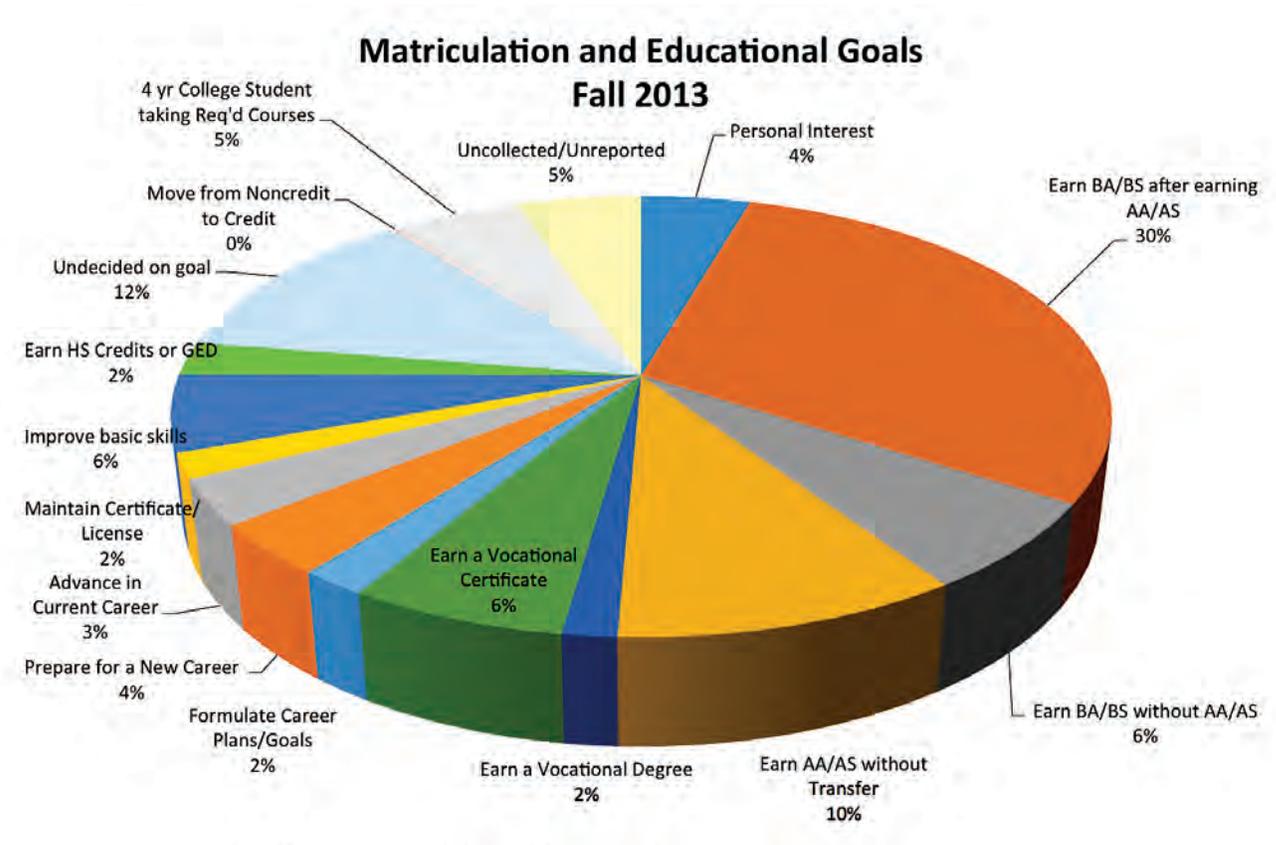
| | 2008-09 | | 2009-10 | | 2010-11 | | 2011-12 | | 2012-13 | |
|-------------------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| College ESL | - | 0.0% | - | 0.0% | 94 | 4.9% | 112 | 7.2% | 109 | 5.4% |
| Developmental ESL | 879 | 92.5% | 730 | 72.8% | 761 | 39.5% | 683 | 43.8% | 706 | 35.1% |
| Noncredit ESL | 71 | 7.5% | 273 | 27.2% | 1,070 | 55.6% | 764 | 49.0% | 1,195 | 59.5% |
| Total | 950 | 100% | 1,003 | 100% | 1,925 | 100% | 1,559 | 100% | 2,010 | 100% |

Note: SRJC does not offer a transfer level ESL course. At SRJC, one level below transfer = English 100.

Source: Institutional Effectiveness Report - <http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

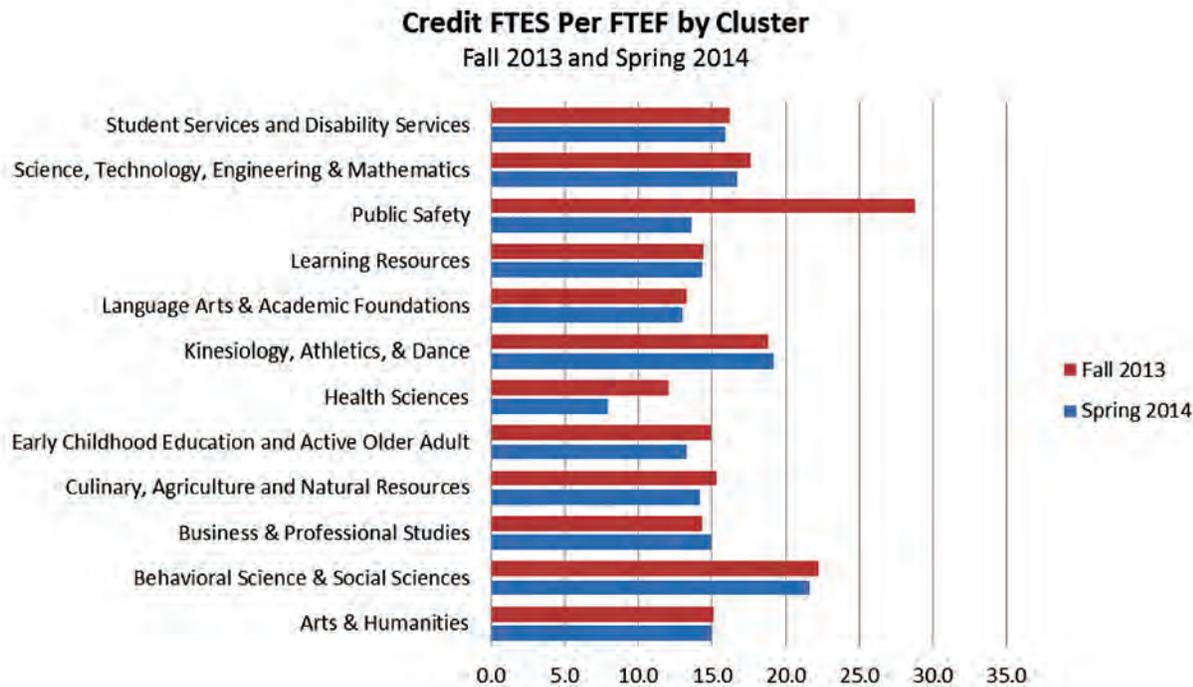
Appendix B: Data on Enrolled Students

Student Goals

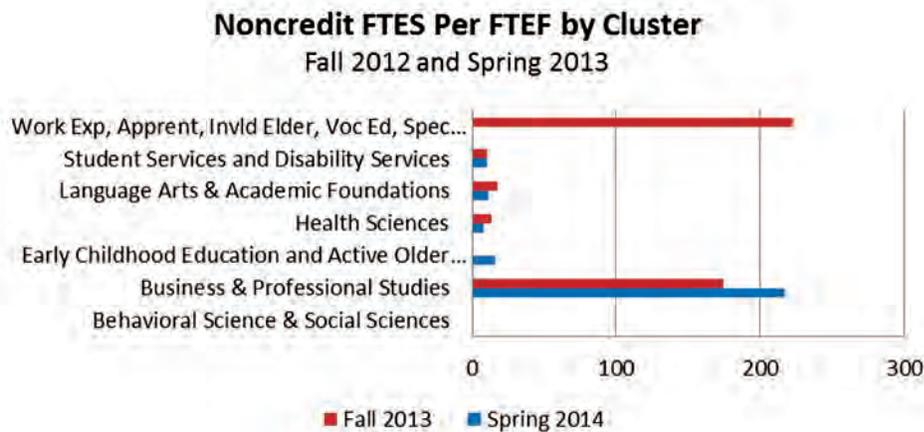


Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

FT/PT student enrollment across the institution range of instructional programs



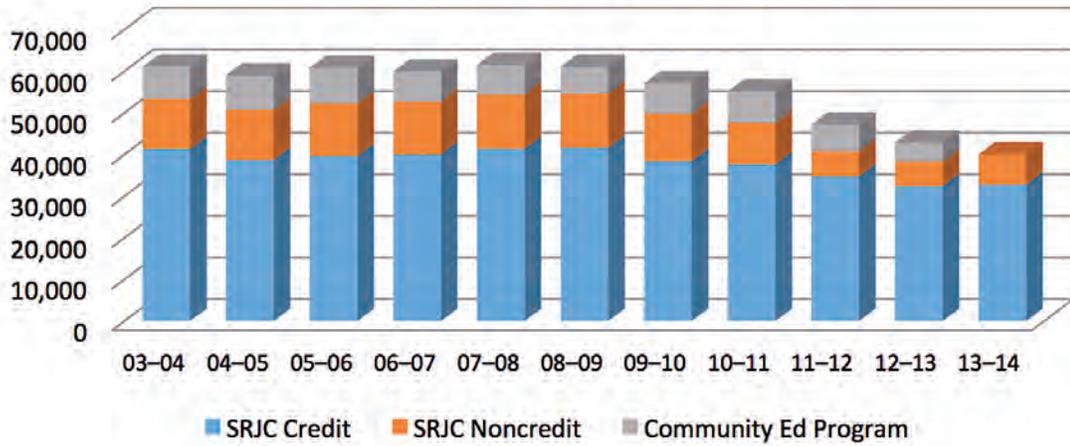
Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>



Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

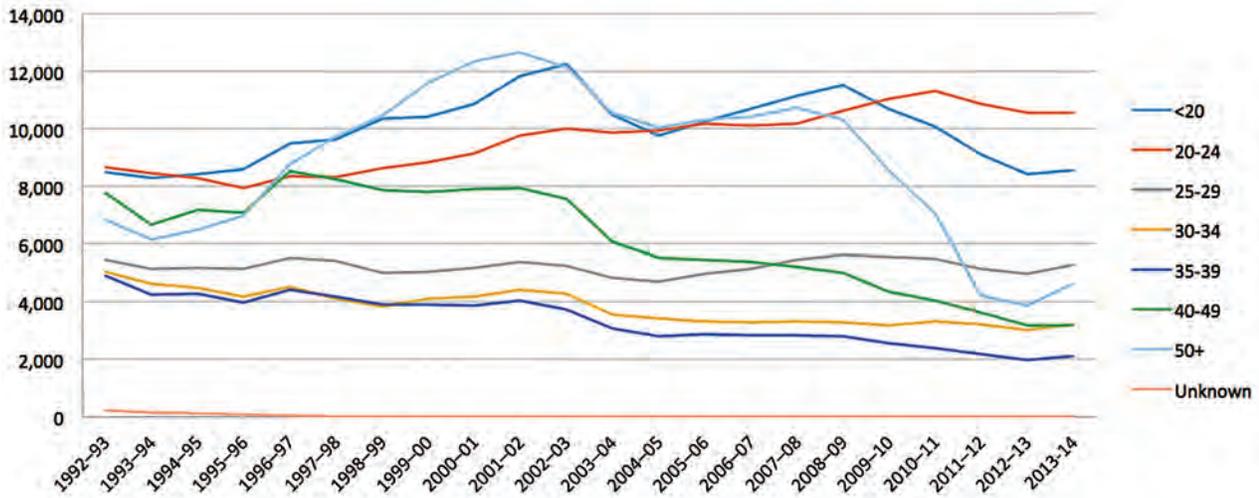
Annual growth/decline in headcount enrollment

**Total Number of Students Enrolled Per Year
2003–04 to 2012–13, including Community Education**



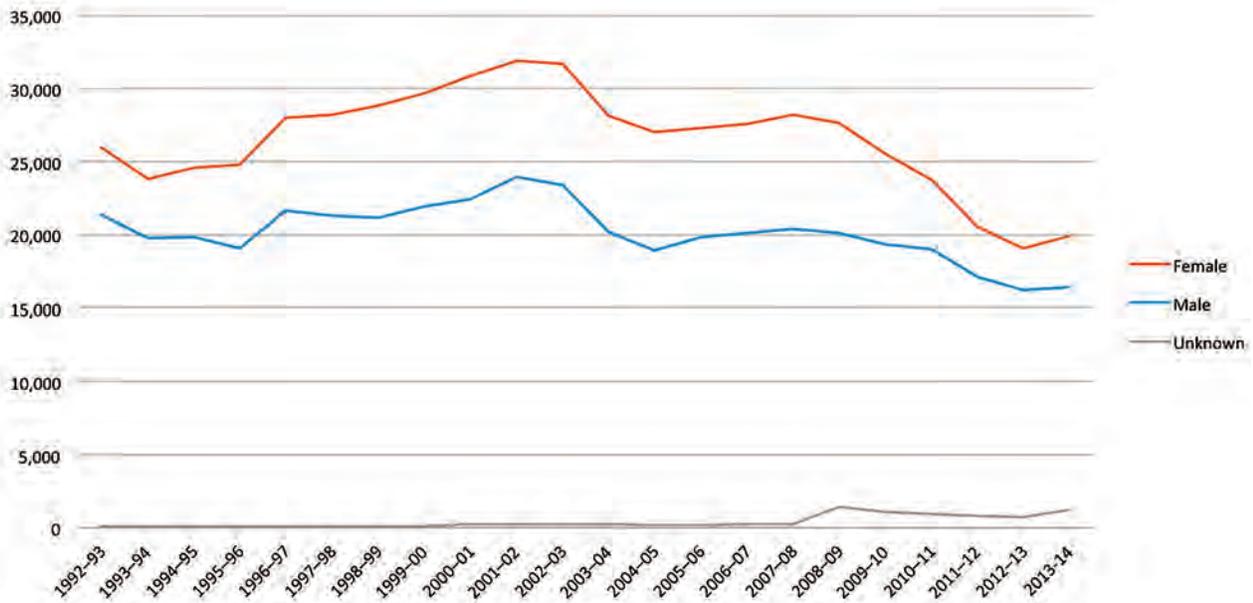
| | Unduplicated Credit Headcount | | Unduplicated Non-Credit Headcount | | Unduplicated Community Education Headcount | | Total Number of Students Enrolled | |
|----------------|-------------------------------|-----------------------------|-----------------------------------|-----------------------------|--|-----------------------------|-----------------------------------|-----------------------------|
| | # | % change from previous year | # | % change from previous year | # | % change from previous year | # | % change from previous year |
| 2003–04 | 41,342 | -13.5% | 11,987 | -4.7% | 7,714 | 24.0% | 61,043 | -8.3% |
| 2004–05 | 38,667 | -6.5% | 12,001 | 0.1% | 8,328 | 8.0% | 58,996 | -3.4% |
| 2005–06 | 39,588 | 2.4% | 12,635 | 5.3% | 8,540 | 2.5% | 60,763 | 3.0% |
| 2006–07 | 40,008 | 1.1% | 12,746 | 0.9% | 7,106 | -16.8% | 59,860 | -1.5% |
| 2007–08 | 41,384 | 3.4% | 13,017 | 2.1% | 7,079 | -0.4% | 61,480 | 2.7% |
| 2008–09 | 41,563 | 0.4% | 13,042 | 0.2% | 6,419 | -9.3% | 61,024 | -0.7% |
| 2009–10 | 38,358 | -7.7% | 11,425 | -12.4% | 7,242 | 12.8% | 57,025 | -6.6% |
| 2010–11 | 37,651 | -1.8% | 9,992 | -12.5% | 7,444 | 2.8% | 55,087 | -3.4% |
| 2011–12 | 34,726 | -7.8% | 5,947 | -40.5% | 6,431 | -13.6% | 47,104 | -14.5% |
| 2012–13 | 32,373 | -6.8% | 5,909 | -0.6% | 4,494 | -30.1% | 42,776 | -9.2% |
| 2013-14 | 32,675 | 0.9% | 7,288 | 23.3% | 5,815 | 29.4% | 45,778 | 7.0% |

Annual Enrollment by Age, 1992-93 to 2013-14



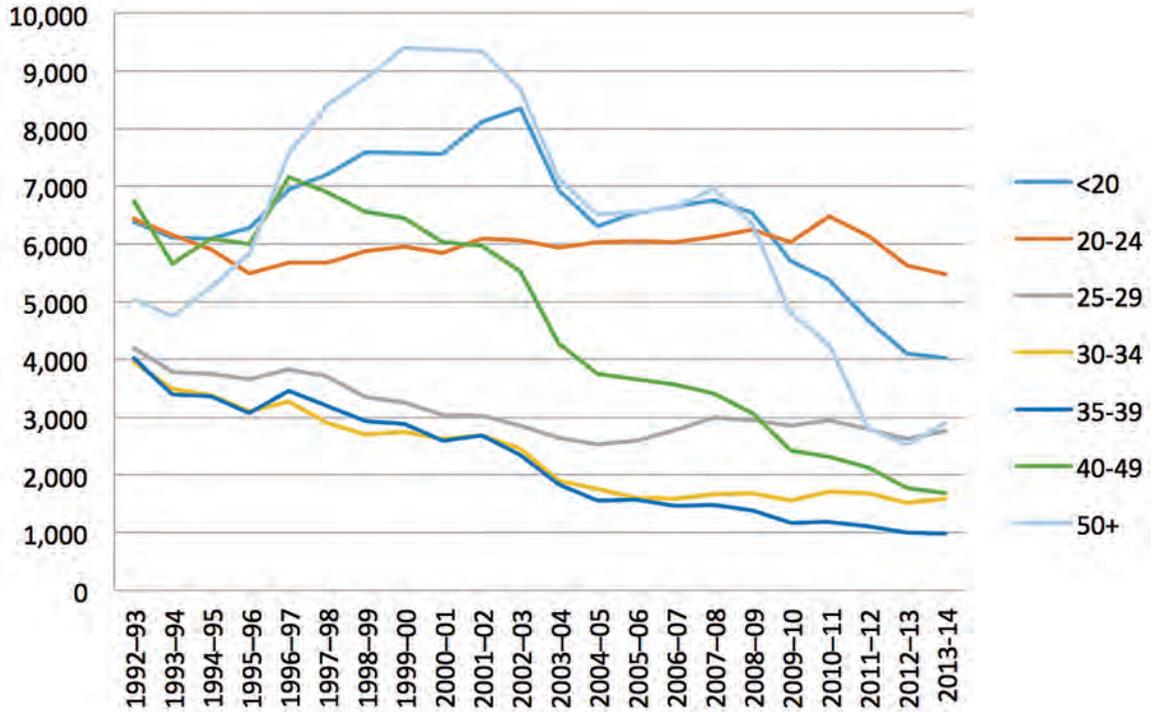
Annual Enrollment by Gender and Ethnicity

Annual Enrollment by Gender, 1992-93 to 2013-14



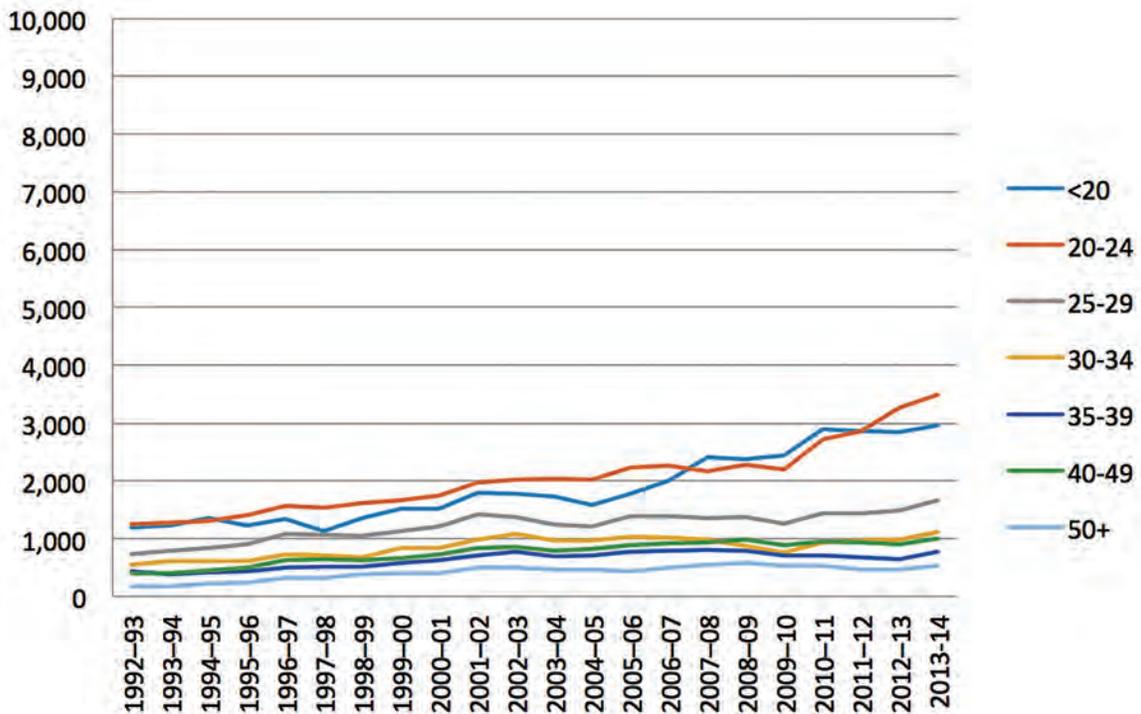
Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

White Annual Count by Age



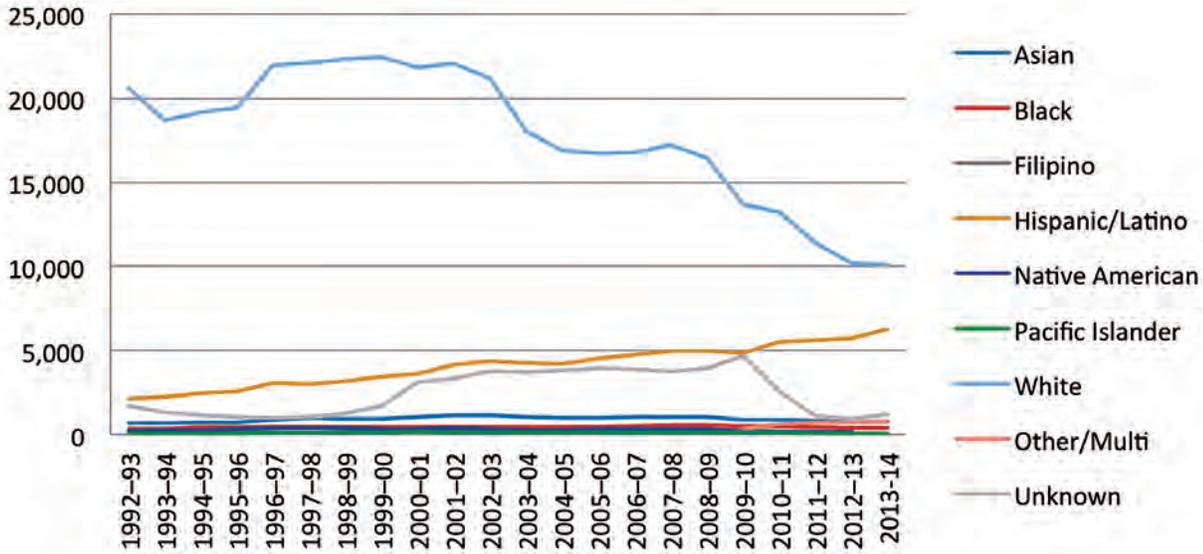
Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

Hispanic/Latino(a) Annual Count by Age



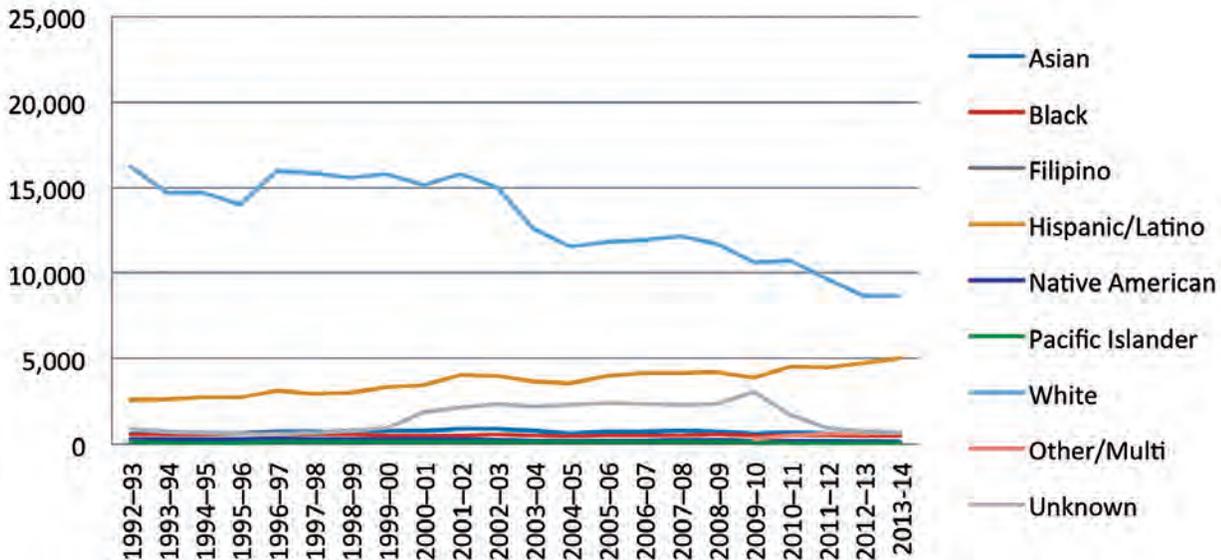
Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

Female Annual Enrollment by Ethnicity, 1992-93 to 2013-14



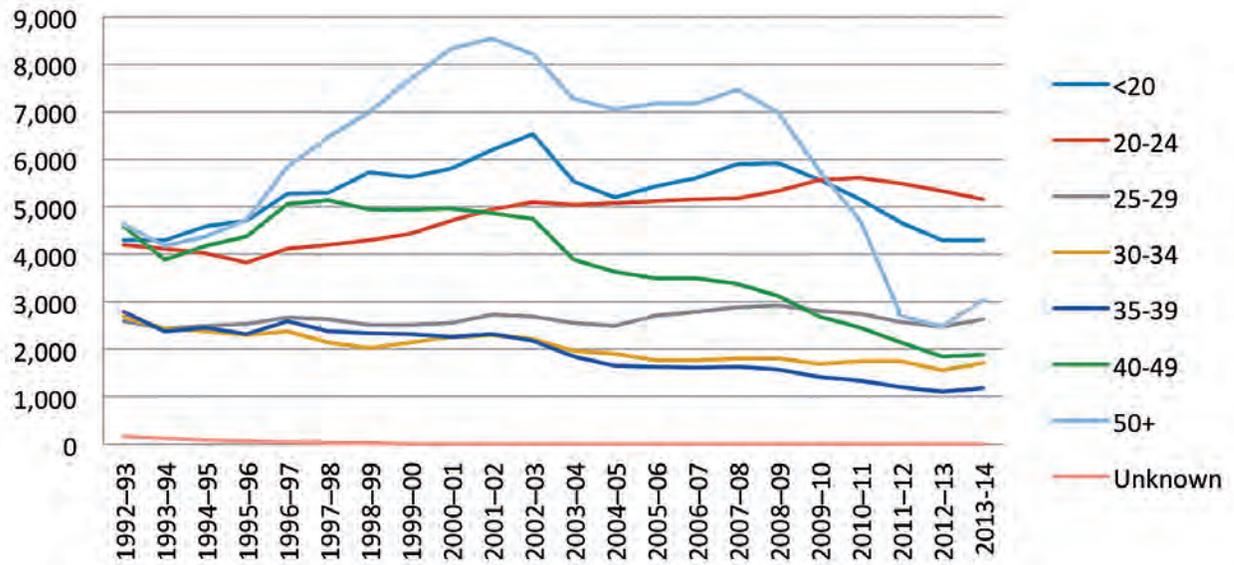
Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

Male Annual Enrollment by Ethnicity, 1992-93 to 2013-14



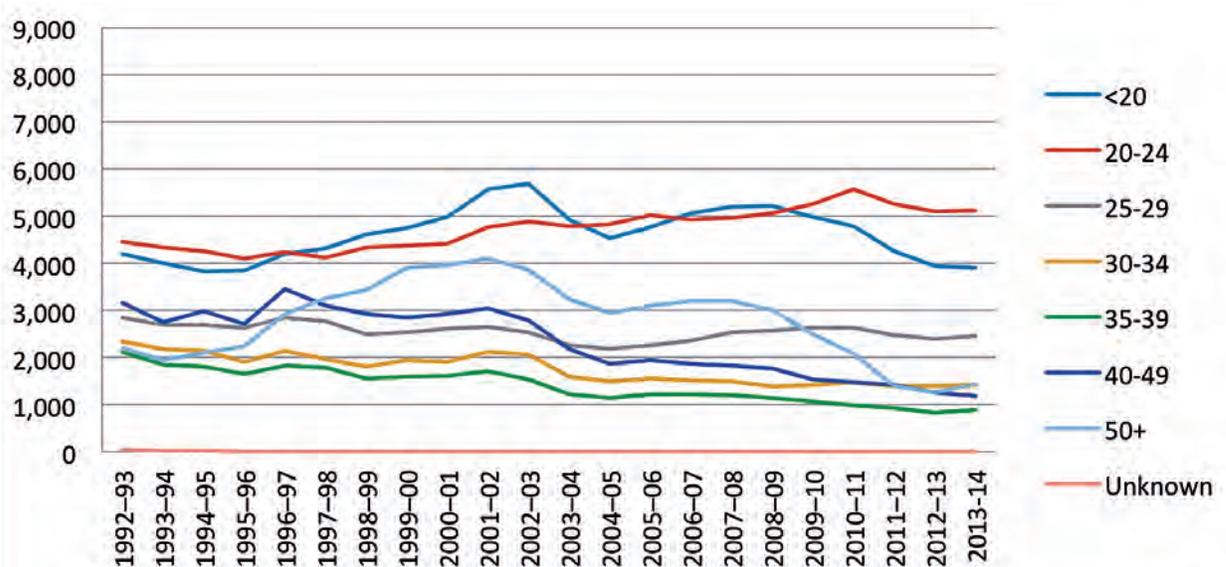
Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

Female Annual Enrollment by Age, 1992-93 to 2013-14



Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

Male Annual Enrollment by Age, 1992-93 to 2013-14



Source: CCCO Datamart 2.0 Annual Student Count Report – <http://datamart.cccco.edu/>

STUDENT SUCCESS, COMPLETION, RETENTION

Completion/Student Progress and Attainment SPA

Cohort 03/04-08/09 04/05-09/10 05/06-10/11 06/07-11/12 07/08-12/13

Overall

| | | | | | |
|-------------|-------|-------|-------|-------|-------|
| SRJC | 51.7 | 54.1 | 53.5 | 53.1 | 54.4 |
| Cohort size | 2,170 | 1,915 | 2,641 | 2,560 | 2,741 |
| State | 46.9 | 48.1 | 48.9 | 49.2 | 48.1 |

| | | | | | |
|------------------|-------|-------|-------|-------|-------|
| White | 56.3 | 55.7 | 55.6 | 56.4 | 57.7 |
| Cohort size | 1,423 | 1,291 | 1,744 | 1,645 | 1,745 |
| Asian | 55.3 | 61.4 | 57.2 | 52.8 | 65.2 |
| Cohort size | 94 | 88 | 138 | 123 | 135 |
| Black | 39.7 | 57.6 | 51.9 | 52.9 | 53.7 |
| Cohort size | 58 | 59 | 77 | 87 | 95 |
| Hispanic | 36.3 | 40.4 | 44.8 | 40.9 | 39.5 |
| Cohort size | 344 | 277 | 431 | 421 | 483 |
| Native American | 21.4 | 42.1 | 27.6 | 44.1 | 45.8 |
| Cohort size | 28 | 19 | 29 | 34 | 24 |
| Pacific Islander | 45 | 35.3 | 50 | 27.8 | 48 |
| Cohort size | 20 | 17 | 18 | 18 | 25 |
| Filipino | 63.6 | 66.7 | 70.8 | 55.3 | 53.8 |
| Cohort size | 33 | 27 | 24 | 38 | 26 |

| | | | | | |
|-------------|-------|-----|-------|-------|-------|
| Female | 51.5 | 56 | 56 | 55.4 | 56.2 |
| Cohort size | 1,106 | 987 | 1,371 | 1,302 | 1,418 |
| Male | 51.7 | 52 | 50.9 | 50.6 | 52.5 |
| Cohort size | 1,052 | 920 | 1,262 | 1,247 | 1,316 |

| | | | | | |
|--------------------|------|------|------|------|------|
| < 20 years old | 54.2 | 56.2 | 56 | 54.9 | 56.5 |
| Cohort size | 1803 | 1613 | 2355 | 2291 | 2441 |
| 20 to 24 years old | 33.3 | 44.1 | 34.6 | 42.1 | 40.3 |
| Cohort size | 159 | 127 | 130 | 133 | 134 |
| 25 to 39 years old | 44.4 | 42 | 32.9 | 32.8 | 35.6 |
| Cohort size | 131 | 112 | 100 | 87 | 106 |
| 40+ years old | 31.6 | 38.9 | 15.4 | 42.9 | 23.5 |
| Cohort size | 77 | 63 | 56 | 49 | 60 |

| | | | | | |
|--------------------------|-------|-------|-------|-------|-------|
| Non-Disabled Students | 52.2 | 54.8 | 54.6 | 53.8 | 55.7 |
| Cohort size | 1,995 | 1,775 | 2,442 | 2,331 | 2,495 |
| Disabled Students (DSPS) | 45.7 | 45.7 | 40.2 | 45.4 | 41.5 |
| Cohort size | 175 | 140 | 199 | 229 | 246 |

| | | | | | |
|---------------------------|-------|-------|-------|-------|-------|
| BOG eligible (low income) | 47.5 | 51.9 | 51.4 | 50.5 | 51.7 |
| Cohort size | 927 | 879 | 1,126 | 1,148 | 1,280 |
| Non-BOG eligible | 54.8 | 56 | 55 | 55.2 | 56.7 |
| Cohort size | 1,243 | 1,036 | 1,515 | 1,412 | 1,461 |

Source: ARCC Report, <http://scorecard.cccco.edu/scorecard.aspx>

SRJC Institutional Effectiveness report -

<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

Course Completion - Success Rate by term

| | | Fall | | | | |
|-------------------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Non-basic Skills Students | % | 72.0% | 72.1% | 73.5% | 74.0% | 70.1% |
| | # | 64,515 | 62,610 | 59,289 | 56,223 | 54,256 |
| Basic Skills ESL Students | % | 79.6% | 76.4% | 77.2% | 77.4% | 74.8% |
| | # | 1,643 | 1,434 | 1,217 | 1,112 | 1,102 |
| Basic Skills English Students | % | 60.6% | 66.1% | 62.6% | 63.5% | 59.2% |
| | # | 3,915 | 3,474 | 3,397 | 2,883 | 2,768 |
| Basic Skills Math Students | % | 62.6% | 63.9% | 65.8% | 65.4% | 64.6% |
| | # | 2,906 | 3,018 | 3,148 | 3,160 | 8,113 |
| | | | | | | |
| Non-Disabled Students | % | 71.6% | 71.7% | 73.0% | 73.3% | 69.2% |
| | # | 67,965 | 65,493 | 61,811 | 58,317 | 60,562 |
| Disabled Students (DSPS) | % | 67.2% | 69.2% | 69.9% | 72.9% | 69.2% |
| | # | 4,106 | 4,192 | 4,326 | 4,245 | 4,304 |
| | | | | | | |
| Non-BOG Eligible | % | 72.0% | 72.6% | 73.9% | 74.7% | 70.5% |
| | # | 63,418 | 49,990 | 44,479 | 41,092 | 42,489 |
| BOG Eligible (low income) | % | 66.7% | 69.0% | 70.5% | 70.5% | 66.8% |
| | # | 8,653 | 19,695 | 21,658 | 21,470 | 22,377 |
| | | | | | | |
| Age 61+ | % | 75.2% | 73.7% | 79.0% | 74.2% | 73.5% |
| | # | 1,090 | 956 | 771 | 702 | 702 |
| Age 51 to 60 | % | 77.2% | 78.6% | 77.6% | 81.1% | 71.9% |
| | # | 3,077 | 2,783 | 2,369 | 2,142 | 2,379 |
| Age 46 to 50 | % | 78.6% | 79.2% | 79.2% | 79.8% | 76.4% |
| | # | 2,221 | 2,067 | 1,921 | 1,741 | 1,628 |
| Age 41 to 45 | % | 80.0% | 79.0% | 78.2% | 76.8% | 72.3% |
| | # | 2,324 | 2,271 | 2,091 | 1,872 | 1,930 |
| Age 36 to 40 | % | 76.9% | 75.9% | 79.8% | 78.6% | 72.9% |
| | # | 2,670 | 2,271 | 2,418 | 2,240 | 2,312 |
| Age 31 to 35 | % | 77.5% | 76.6% | 76.6% | 76.8% | 72.2% |
| | # | 3,528 | 3,425 | 3,622 | 3,336 | 3,505 |
| Age 26 to 30 | % | 73.4% | 72.9% | 75.3% | 74.6% | 69.8% |
| | # | 6,557 | 6,534 | 6,345 | 6,342 | 6,457 |
| Age 21 to 25 | % | 68.5% | 69.1% | 70.1% | 71.2% | 67.9% |
| | # | 15,537 | 16,247 | 16,258 | 15,511 | 16,704 |
| Age 19 to 20 | % | 68.9% | 69.2% | 71.0% | 72.2% | 69.2% |
| | # | 19,592 | 18,216 | 17,530 | 16,891 | 16,610 |
| Age 0 to 18 | % | 70.2% | 71.1% | 71.8% | 71.9% | 67.2% |
| | # | 15,475 | 14,468 | 12,812 | 11,785 | 12,639 |

| | | Fall | | | | |
|----------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Female | % | 73.3% | 73.5% | 74.6% | 75.4% | 71.1% |
| | # | 38,490 | 36,553 | 34,842 | 33,451 | 34,139 |
| Male | % | 69.1% | 69.5% | 70.9% | 70.8% | 67.3% |
| | # | 32,451 | 31,410 | 29,802 | 28,125 | 28,576 |
| Unknown | % | 71.7% | 69.2% | 69.6% | 69.3% | 65.6% |
| | # | 1,130 | 1,722 | 1,493 | 986 | 2,151 |
| | | | | | | |
| Unknown Ethnicity | % | 71.1% | 72.6% | 72.2% | 74.8% | 70.4% |
| | # | 7,169 | 4,100 | 2,696 | 2,071 | 2,497 |
| Multiple Ethnicities | % | 63.7% | 66.4% | 68.5% | 69.5% | 66.3% |
| | # | 3,025 | 6,367 | 7,553 | 8,376 | 9,188 |
| Filipino | % | 74.0% | 76.3% | 78.9% | 79.9% | 74.1% |
| | # | 747 | 595 | 592 | 508 | 528 |
| Pacific Islander | % | 68.9% | 68.8% | 74.3% | 72.4% | 53.4% |
| | # | 485 | 359 | 292 | 243 | 221 |
| Native American | % | 67.7% | 65.6% | 68.9% | 71.2% | 65.3% |
| | # | 485 | 691 | 694 | 520 | 475 |
| Hispanic | % | 67.8% | 67.7% | 69.3% | 69.1% | 64.3% |
| | # | 11,614 | 11,453 | 11,654 | 12,073 | 13,140 |
| Black | % | 64.5% | 64.0% | 65.3% | 66.0% | 61.2% |
| | # | 1,978 | 1,875 | 1,933 | 1,698 | 1,821 |
| Asian | % | 76.0% | 75.3% | 77.4% | 77.0% | 73.2% |
| | # | 2,856 | 2,559 | 2,403 | 2,288 | 2,216 |
| White | % | 72.9% | 73.5% | 74.8% | 75.6% | 72.1% |
| | # | 43,429 | 41,686 | 38,320 | 34,785 | 34,780 |
| | | | | | | |
| Overall | % | 71.3% | 71.6% | 72.8% | 73.3% | 69.2% |
| | # | 72,071 | 69,685 | 66,137 | 62,562 | 64,866 |

Source: PRPP Student Equity Report

Course Completion - Success Rate by term

| | | Spring | | | | |
|-------------------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Non-basic Skills Students | % | 72.7% | 72.5% | 73.4% | 74.9% | 73.7% |
| | # | 66,765 | 64,429 | 63,952 | 58,685 | 56,918 |
| Basic Skills ESL Students | % | 73.9% | 79.1% | 72.2% | 76.7% | 78.0% |
| | # | 1,566 | 1,467 | 1,408 | 1,169 | 1,039 |
| Basic Skills English Students | % | 58.3% | 60.1% | 60.9% | 62.1% | 60.8% |
| | # | 2,611 | 2,235 | 2,130 | 2,064 | 2,081 |
| Basic Skills Math Students | % | 63.8% | 65.1% | 63.5% | 67.7% | 68.4% |
| | # | 2,577 | 2,645 | 2,804 | 2,582 | 2,515 |
| | | | | | | |
| Non-Disabled Students | % | 72.2% | 72.1% | 72.8% | 74.5% | 73.3% |
| | # | 68,786 | 66,061 | 65,573 | 59,736 | 57,748 |
| Disabled Students (DSPS) | % | 68.5% | 70.4% | 70.8% | 72.6% | 72.2% |
| | # | 4,040 | 4,061 | 3,987 | 4,191 | 4,159 |
| | | | | | | |
| Non-BOG Eligible | % | 73.2% | 73.1% | 74.4% | 75.9% | 75.0% |
| | # | 57,803 | 60,045 | 49,408 | 43,119 | 40,960 |
| BOG Eligible (low income) | % | 67.4% | 65.8% | 68.6% | 71.1% | 69.7% |
| | # | 15,023 | 10,077 | 20,152 | 20,808 | 20,947 |
| | | | | | | |
| Age 61+ | % | 76.8% | 75.8% | 76.2% | 81.9% | 79.1% |
| | # | 1,485 | 1,013 | 1,035 | 767 | 731 |
| Age 51 to 60 | % | 78.4% | 79.2% | 80.1% | 82.4% | 80.6% |
| | # | 4,112 | 3,079 | 2,839 | 2,462 | 2,268 |
| Age 46 to 50 | % | 79.6% | 79.0% | 80.2% | 83.2% | 82.4% |
| | # | 2,735 | 2,122 | 2,158 | 1,834 | 1,569 |
| Age 41 to 45 | % | 78.3% | 79.7% | 79.6% | 81.5% | 79.5% |
| | # | 2,742 | 2,211 | 2,441 | 2,191 | 1,855 |
| Age 36 to 40 | % | 75.5% | 77.8% | 77.7% | 80.4% | 79.2% |
| | # | 2,907 | 2,806 | 2,679 | 2,523 | 2,177 |
| Age 31 to 35 | % | 75.7% | 76.3% | 76.8% | 78.8% | 78.0% |
| | # | 3,653 | 3,639 | 3,986 | 3,671 | 3,553 |
| Age 26 to 30 | % | 73.5% | 72.2% | 74.6% | 77.4% | 74.7% |
| | # | 6,864 | 7,035 | 6,999 | 6,639 | 6,528 |
| Age 21 to 25 | % | 69.0% | 69.9% | 70.6% | 70.9% | 71.0% |
| | # | 16,278 | 16,690 | 17,755 | 17,187 | 17,110 |
| Age 19 to 20 | % | 70.4% | 69.9% | 70.8% | 72.7% | 71.5% |
| | # | 19,703 | 20,354 | 19,419 | 17,616 | 17,504 |
| Age 0 to 18 | % | 69.8% | 71.1% | 70.3% | 72.1% | 70.9% |
| | # | 12,347 | 11,173 | 10,249 | 9,037 | 8,612 |

| | | Spring | | | | |
|----------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Female | % | 73.4% | 73.7% | 74.1% | 76.2% | 75.2% |
| | # | 39,618 | 37,226 | 36,024 | 33,536 | 32,802 |
| Male | % | 70.3% | 70.0% | 71.2% | 72.4% | 70.8% |
| | # | 31,751 | 31,791 | 31,808 | 29,057 | 28,230 |
| Unknown | % | 70.4% | 73.3% | 71.6% | 72.2% | 77.1% |
| | # | 1,457 | 1,105 | 1,728 | 1,334 | 875 |
| | | | | | | |
| Unknown Ethnicity | % | 73.8% | 74.3% | 75.3% | 77.3% | 78.1% |
| | # | 7,121 | 6,841 | 3,771 | 2,548 | 2,047 |
| Multiple Ethnicities | % | 61.9% | 64.8% | 67.5% | 70.3% | 68.8% |
| | # | 1,728 | 3,252 | 6,494 | 7,397 | 8,320 |
| Filipino | % | 73.5% | 72.7% | 75.8% | 78.9% | 75.9% |
| | # | 706 | 634 | 620 | 565 | 523 |
| Pacific Islander | % | 65.1% | 66.7% | 70.1% | 67.9% | 69.0% |
| | # | 536 | 505 | 414 | 324 | 242 |
| Native American | % | 64.5% | 64.8% | 66.9% | 72.3% | 73.4% |
| | # | 893 | 768 | 698 | 620 | 485 |
| Hispanic | % | 67.5% | 68.5% | 67.0% | 68.9% | 68.9% |
| | # | 11,238 | 11,004 | 11,704 | 11,391 | 12,006 |
| Black | % | 65.2% | 63.7% | 63.4% | 69.0% | 64.0% |
| | # | 2,062 | 1,946 | 1,954 | 1,840 | 1,664 |
| Asian | % | 75.7% | 78.6% | 77.8% | 77.7% | 78.1% |
| | # | 3,005 | 2,751 | 2,571 | 2,376 | 2,097 |
| White | % | 73.5% | 73.3% | 75.1% | 76.7% | 75.6% |
| | # | 45,537 | 42,421 | 41,334 | 36,866 | 34,523 |
| | | | | | | |
| Overall | % | 72.0% | 72.0% | 72.7% | 74.4% | 73.2% |
| | # | 72,826 | 70,122 | 69,560 | 63,927 | 61,907 |

Source: PRPP Student Equity Report

Course Completion - Retention Rate by term

| | | Fall | | | | |
|-------------------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Non-basic Skills Students | % | 76.1% | 76.3% | 77.8% | 78.4% | 74.0% |
| | # | 64,515 | 62,627 | 59,282 | 56,223 | 54,256 |
| Basic Skills ESL Students | % | 84.2% | 81.7% | 83.3% | 83.9% | 79.0% |
| | # | 1,643 | 1,435 | 1,217 | 1,112 | 1,102 |
| Basic Skills English Students | % | 67.8% | 73.1% | 70.5% | 71.1% | 66.8% |
| | # | 3,915 | 3,474 | 3,397 | 2,883 | 2,768 |
| Basic Skills Math Students | % | 68.4% | 69.3% | 71.7% | 71.5% | 71.2% |
| | # | 2,906 | 3,018 | 3,148 | 3,160 | 8,113 |
| | | | | | | |
| Non-Disabled Students | % | 75.9% | 76.1% | 77.5% | 77.9% | 73.4% |
| | # | 67,965 | 65,510 | 61,811 | 58,317 | 60,562 |
| Disabled Students (DSPS) | % | 72.4% | 74.5% | 75.1% | 78.1% | 74.7% |
| | # | 4,106 | 4,193 | 4,326 | 4,245 | 4,304 |
| | | | | | | |
| Non-BOG Eligible | % | 76.3% | 76.9% | 78.2% | 79.2% | 74.6% |
| | # | 63,418 | 50,007 | 44,479 | 41,092 | 42,489 |
| BOG Eligible (low income) | % | 71.2% | 73.8% | 75.4% | 75.6% | 71.6% |
| | # | 8,653 | 19,696 | 21,658 | 21,470 | 22,377 |
| | | | | | | |
| Age 61+ | % | 76.2% | 75.1% | 80.7% | 76.4% | 74.2% |
| | # | 1,090 | 956 | 771 | 702 | 702 |
| Age 51 to 60 | % | 78.4% | 79.7% | 79.7% | 82.6% | 74.3% |
| | # | 3,077 | 2,788 | 2,369 | 2,142 | 2,379 |
| Age 46 to 50 | % | 80.2% | 80.9% | 81.0% | 82.3% | 78.4% |
| | # | 2,221 | 2,067 | 1,921 | 1,741 | 1,628 |
| Age 41 to 45 | % | 81.9% | 81.7% | 81.0% | 79.7% | 74.6% |
| | # | 2,324 | 2,273 | 2,091 | 1,872 | 1,930 |
| Age 36 to 40 | % | 78.7% | 78.5% | 82.2% | 81.3% | 75.4% |
| | # | 2,670 | 2,719 | 2,418 | 2,240 | 2,312 |
| Age 31 to 35 | % | 79.5% | 79.0% | 79.0% | 79.7% | 74.9% |
| | # | 3,526 | 3,426 | 3,622 | 3,336 | 3,505 |
| Age 26 to 30 | % | 75.8% | 76.0% | 78.3% | 77.4% | 72.5% |
| | # | 6,557 | 6,536 | 6,345 | 6,342 | 6,457 |
| Age 21 to 25 | % | 72.7% | 73.4% | 74.4% | 75.7% | 72.0% |
| | # | 15,537 | 16,248 | 16,258 | 15,511 | 16,704 |
| Age 19 to 20 | % | 74.7% | 74.7% | 76.7% | 78.1% | 74.4% |
| | # | 19,592 | 18,211 | 17,530 | 16,891 | 16,610 |
| Age 0 to 18 | % | 76.4% | 77.4% | 78.2% | 78.1% | 73.2% |
| | # | 15,475 | 14,479 | 12,812 | 11,785 | 12,639 |

| | | Fall | | | | |
|-------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Female | % | 77.1% | 77.3% | 78.7% | 79.9% | 75.1% |
| | # | 38,490 | 36,936 | 34,842 | 33,451 | 34,139 |
| Male | % | 74.1% | 74.5% | 75.9% | 75.8% | 72.0% |
| | # | 32,451 | 31,713 | 29,802 | 28,125 | 34,139 |
| Unknown | % | 75.3% | 76.6% | 73.2% | 73.0% | 69.6% |
| | # | 1,130 | 1,054 | 1,493 | 986 | 2,151 |
| | | | | | | |
| Unknown Ethnicity | % | 75.8% | 76.6% | 76.4% | 78.1% | 74.0% |
| | # | 7,169 | 5,549 | 2,696 | 2,071 | 2,497 |
| Pacific Islander | % | 73.4% | 74.9% | 77.1% | 77.8% | 56.6% |
| | # | 485 | 371 | 292 | 243 | 221 |
| Native American | % | 70.4% | 66.7% | 73.9% | 76.4% | 69.3% |
| | # | 768 | 684 | 694 | 520 | 475 |
| Hispanic | % | 73.2% | 73.3% | 75.6% | 75.7% | 70.2% |
| | # | 11,614 | 11,503 | 11,654 | 12,073 | 13,140 |
| Black | % | 70.3% | 70.3% | 71.2% | 73.2% | 66.6% |
| | # | 1,978 | 1,883 | 1,933 | 1,698 | 1,821 |
| Asian | % | 80.5% | 80.1% | 81.6% | 81.4% | 76.4% |
| | # | 2,856 | 2,593 | 2,403 | 2,288 | 2,216 |
| White | % | 76.8% | 77.3% | 78.5% | 79.4% | 75.7% |
| | # | 43,429 | 41,390 | 38,320 | 34,785 | 34,780 |
| | | | | | | |
| Overall | % | 75.7% | 76.0% | 77.3% | 78.0% | 73.5% |
| | # | 72,071 | 69,703 | 66,137 | 62,562 | 64,866 |

Source: PRPP Student Equity Report

Course Completion - Retention Rate by term

| | | Spring | | | | |
|-------------------------------|---|--------|--------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Non-basic Skills Students | % | 76.4% | 76.5% | 77.3% | 79.1% | 77.9% |
| | # | 66,765 | 64,429 | 63,952 | 58,685 | 56,918 |
| Basic Skills ESL Students | % | 78.5% | 83.4% | 77.8% | 83.4% | 84.0% |
| | # | 1,566 | 1,467 | 1,408 | 1,169 | 1,039 |
| Basic Skills English Students | % | 64.2% | 67.1% | 68.3% | 70.2% | 68.4% |
| | # | 2,611 | 2,235 | 2,130 | 2,064 | 2,081 |
| Basic Skills Math Students | % | 68.5% | 69.9% | 68.9% | 73.3% | 74.2% |
| | # | 2,577 | 2,645 | 2,804 | 2,582 | 2,515 |
| | | | | | | |
| Non-Disabled Students | % | 76.0% | 76.2% | 76.9% | 78.9% | 77.6% |
| | # | 68,786 | 66,061 | 65,573 | 59,736 | 57,748 |
| Disabled Students (DSPS) | % | 73.3% | 75.4% | 75.5% | 77.1% | 77.5% |
| | # | 4,040 | 4,061 | 3,987 | 4,191 | 4,159 |
| | | | | | | |
| Non-BOG Eligible | % | 76.9% | 77.1% | 78.4% | 80.1% | 79.1% |
| | # | 57,803 | 60,045 | 49,408 | 43,119 | 40,960 |
| BOG Eligible (low income) | % | 71.6% | 70.6% | 73.0% | 76.0% | 74.7% |
| | # | 15,023 | 10,077 | 20,152 | 20,808 | 20,947 |
| | | | | | | |
| Age 61+ | % | 78.1% | 76.4% | 76.7% | 82.8% | 79.3% |
| | # | 1,485 | 1,013 | 1,035 | 767 | 731 |
| Age 51 to 60 | % | 79.4% | 80.2% | 81.5% | 83.8% | 82.2% |
| | # | 4,112 | 3,079 | 2,839 | 2,462 | 2,268 |
| Age 46 to 50 | % | 80.8% | 80.6% | 81.7% | 84.6% | 84.1% |
| | # | 2,735 | 2,122 | 2,158 | 1,834 | 1,569 |
| Age 41 to 45 | % | 80.3% | 81.2% | 82.1% | 83.9% | 81.4% |
| | # | 2,742 | 2,211 | 2,441 | 2,191 | 1,855 |
| Age 36 to 40 | % | 77.8% | 79.6% | 80.1% | 82.8% | 82.0% |
| | # | 2,907 | 2,806 | 2,679 | 2,523 | 2,177 |
| Age 31 to 35 | % | 78.4% | 78.9% | 79.3% | 81.3% | 80.5% |
| | # | 3,653 | 3,639 | 3,986 | 3,671 | 3,553 |
| Age 26 to 30 | % | 75.8% | 75.5% | 77.4% | 80.4% | 77.9% |
| | # | 6,864 | 7,035 | 6,999 | 6,639 | 6,528 |
| Age 21 to 25 | % | 73.2% | 74.0% | 74.4% | 75.3% | 75.5% |
| | # | 16,278 | 16,690 | 17,755 | 17,187 | 17,110 |
| Age 19 to 20 | % | 75.3% | 75.1% | 76.4% | 78.5% | 77.1% |
| | # | 19,703 | 20,354 | 19,419 | 17,616 | 17,504 |
| Age 0 to 18 | % | 75.4% | 76.9% | 76.0% | 78.4% | 76.9% |
| | # | 12,347 | 11,173 | 10,249 | 9,037 | 8,612 |

| | | Spring | | | | |
|-------------------|---|--------|---------|--------|--------|--------|
| | | 2009 | 2010 | 2011 | 2012 | 2013 |
| Female | % | 76.9% | 77.5% | 77.9% | 80.3% | 79.3% |
| | # | 39,618 | 37,226 | 36,024 | 33,536 | 32,802 |
| Male | % | 74.7% | 74.5% | 75.7% | 77.1% | 75.6% |
| | # | 31,751 | 31,791 | 31,808 | 29,057 | 28,230 |
| Unknown | % | 73.7% | 7683.0% | 75.1% | 75.7% | 79.4% |
| | # | 1,457 | 1,105 | 1,728 | 1,334 | 875 |
| | | | | | | |
| Unknown Ethnicity | % | 76.9% | 78.3% | 78.7% | 81.2% | 82.0% |
| | # | 7,121 | 6,841 | 3,771 | 2,548 | 2,047 |
| Pacific Islander | % | 68.5% | 71.7% | 74.2% | 73.5% | 73.1% |
| | # | 536 | 505 | 414 | 324 | 242 |
| Native American | % | 67.5% | 68.0% | 70.9% | 76.3% | 76.9% |
| | # | 893 | 768 | 698 | 620 | 485 |
| Hispanic | % | 72.6% | 74.3% | 72.9% | 75.5% | 75.1% |
| | # | 11,238 | 11,004 | 11,704 | 11,391 | 12,006 |
| Black | % | 70.4% | 68.8% | 68.6% | 74.2% | 69.2% |
| | # | 2,062 | 1,946 | 1,954 | 1,840 | 1,664 |
| Asian | % | 80.0% | 83.1% | 81.8% | 81.6% | 81.8% |
| | # | 3,005 | 2,751 | 2,571 | 2,376 | 2,097 |
| White | % | 77.0% | 76.9% | 78.6% | 80.4% | 79.2% |
| | # | 45,537 | 42,421 | 41,334 | 36,866 | 34,523 |
| | | | | | | |
| Overall | % | 75.8% | 76.1% | 76.8% | 78.8% | 77.6% |
| | # | 72,826 | 70,122 | 69,560 | 63,927 | 61,907 |

Source: PRPP Student Equity Report

Persistence of students from term to term

New Students who Persist Three Consecutive Semesters

Cohort 03/04-08/09 04/05-09/10 05/06-10/11 06/07-11/12 07/08-12/13

Overall

| | | | | | |
|-------------|-------|-------|-------|-------|-------|
| SRJC | 72.8 | 67 | 71.1 | 66.4 | 69.2 |
| Cohort size | 2,170 | 1,915 | 2,641 | 2,560 | 2,741 |
| State | 70.9 | 70.6 | 70.1 | 70.3 | 70.5 |

| | | | | | |
|------------------|-------|-------|-------|-------|-------|
| White | 72.9 | 66.2 | 71.4 | 67.8 | 69.7 |
| Cohort size | 1,423 | 1,291 | 1,744 | 1,645 | 1,745 |
| Asian | 69.1 | 68.2 | 78.3 | 69.9 | 77 |
| Cohort size | 94 | 88 | 138 | 123 | 135 |
| Black | 70.7 | 69.5 | 72.7 | 74.7 | 75.8 |
| Cohort size | 58 | 59 | 77 | 87 | 95 |
| Hispanic | 75.9 | 69.3 | 70.8 | 61.8 | 63.6 |
| Cohort size | 344 | 277 | 431 | 421 | 483 |
| Native American | 51.7 | 78.9 | 51.7 | 61.8 | 75 |
| Cohort size | 28 | 19 | 29 | 34 | 24 |
| Pacific Islander | 70 | 76.5 | 61.1 | 50 | 80 |
| Cohort size | 20 | 17 | 18 | 18 | 25 |
| Filipino | 87.9 | 59.3 | 75 | 61.8 | 65.4 |
| Cohort size | 33 | 27 | 24 | 38 | 26 |

| | | | | | |
|-------------|-------|------|-------|-------|-------|
| Female | 73.4 | 66.3 | 71 | 66.4 | 69 |
| Cohort size | 1,106 | 987 | 1,371 | 1,302 | 1,418 |
| Male | 71.9 | 67.9 | 71.4 | 66.4 | 69.5 |
| Cohort size | 1,052 | 920 | 1,262 | 1,247 | 1,316 |

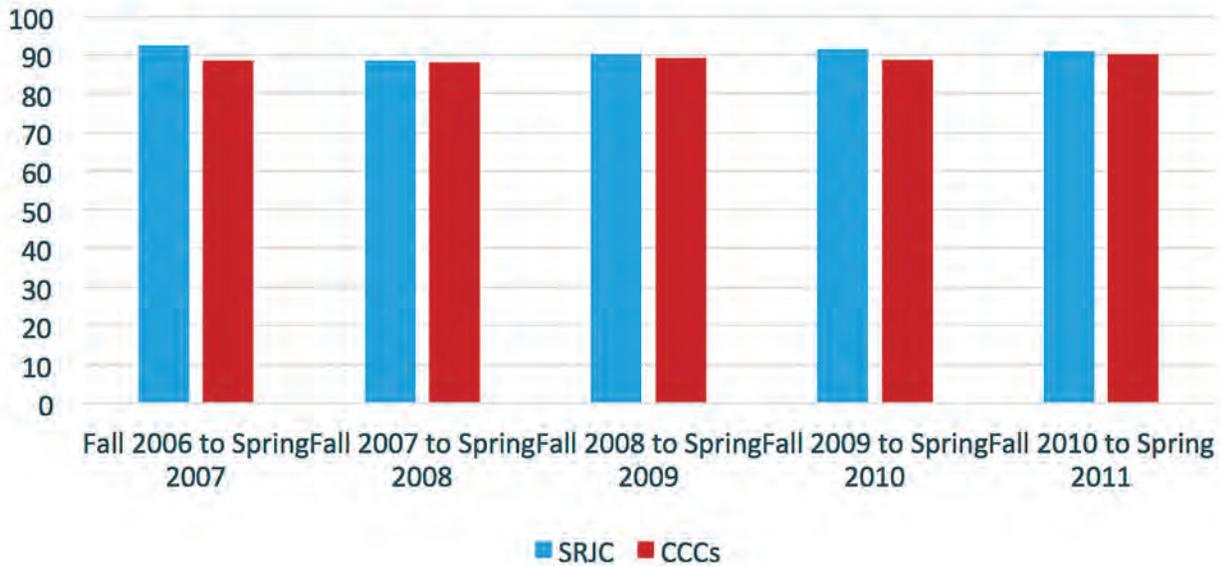
| | | | | | |
|--------------------|------|------|------|------|------|
| < 20 years old | 73 | 67.2 | 71.3 | 66.4 | 69.4 |
| Cohort size | 1803 | 1613 | 2355 | 2291 | 2441 |
| 20 to 24 years old | 69.2 | 63.8 | 66.2 | 66.9 | 63.4 |
| Cohort size | 159 | 127 | 130 | 133 | 134 |
| 25 to 39 years old | 73.5 | 67.5 | 73.4 | 66.4 | 73.8 |
| Cohort size | 131 | 112 | 100 | 87 | 106 |
| 40+ years old | 73.7 | 66.7 | 61.5 | 57.1 | 47.1 |
| Cohort size | 77 | 63 | 56 | 49 | 60 |

| | | | | | |
|--------------------------|-------|-------|-------|-------|-------|
| Disabled Students (DSPS) | 72.8 | 66.4 | 71.1 | 65.7 | 68.7 |
| Cohort size | 136 | 105 | 142 | 167 | 183 |
| Non-Disabled Students | 72.3 | 75 | 71.4 | 72.9 | 74.4 |
| Cohort size | 2,034 | 1,810 | 2,499 | 2,393 | 2,558 |

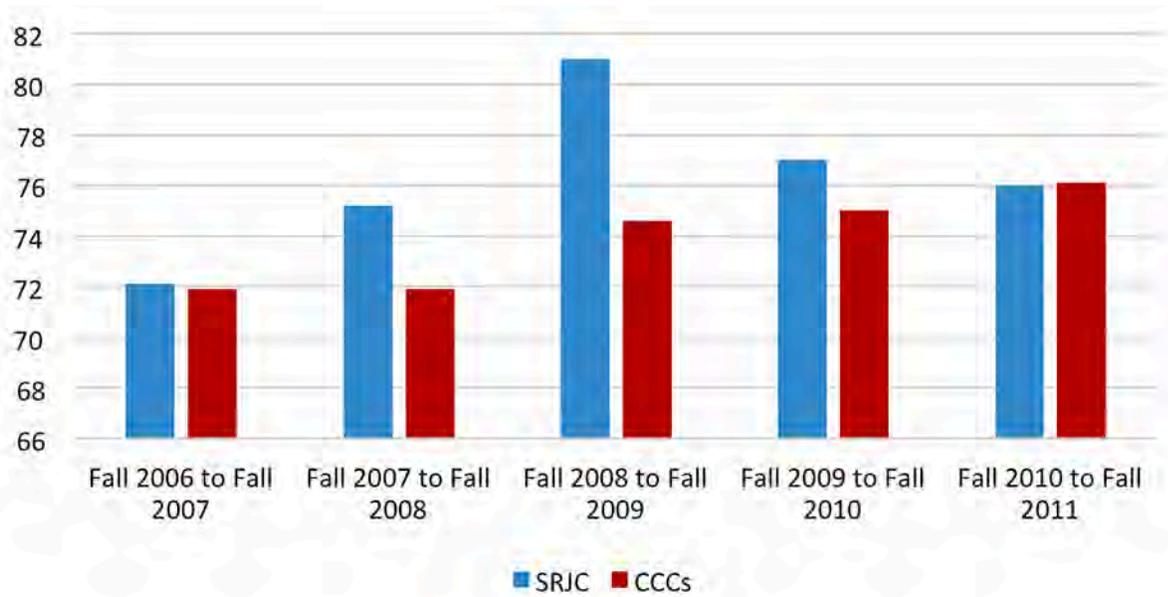
| | | | | | |
|---------------------------|-------|-------|-------|-------|-------|
| BOG eligible (low income) | 73.1 | 70.5 | 70.7 | 67.3 | 68.4 |
| Cohort size | 678 | 618 | 796 | 773 | 874 |
| Non-BOG eligible | 72.5 | 64 | 71.5 | 65.6 | 70 |
| Cohort size | 1,492 | 1,297 | 1,845 | 1,787 | 1,867 |

Source: ARCC Report, <http://scorecard.cccco.edu/scorecard.aspx>SRJC Institutional Effectiveness report - <http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>
<http://accreditation.santarosa.edu/>

Fall to Spring Persistence Rate for Basic Skills Students



Fall to Fall Persistence Rate for Basic Skills Students



Source: Institutional Effectiveness Report -

<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

Note: Basic Skills Accountability Report last published 2012

Student Progress – Students Completing 30 or more units

| Cohort | 03/04-08/09 | 04/05-09/10 | 05/06-10/11 | 06/07-11/12 | 07/08-12/13 |
|--------------------|-------------|-------------|-------------|-------------|-------------|
| Overall | | | | | |
| SRJC | 70.6 | 68.6 | 70.7 | 69.8 | 71.5 |
| Cohort size | 2,170 | 1,915 | 2,641 | 2,560 | 2,741 |
| State | 65 | 64.9 | 65.9 | 66.3 | 66.5 |
| White | 71.3 | 68.4 | 71 | 70.5 | 73.6 |
| Cohort size | 1,423 | 1,291 | 1,744 | 1,645 | 1,745 |
| Asian | 75.5 | 72.7 | 73.2 | 69.1 | 74.1 |
| Cohort size | 94 | 88 | 138 | 123 | 135 |
| Black | 60.3 | 71.2 | 70.1 | 67.8 | 72.6 |
| Cohort size | 58 | 59 | 77 | 87 | 95 |
| Hispanic | 66.6 | 65.7 | 67.7 | 66 | 63.1 |
| Cohort size | 344 | 277 | 431 | 421 | 483 |
| Native American | 53.6 | 63.2 | 62.1 | 70.6 | 62.5 |
| Cohort size | 28 | 19 | 29 | 34 | 24 |
| Pacific Islander | 75 | 64.7 | 77.8 | 55.6 | 80 |
| Cohort size | 20 | 17 | 18 | 18 | 25 |
| Filipino | 84.8 | 77.8 | 75 | 73.7 | 73.1 |
| Cohort size | 33 | 27 | 24 | 38 | 26 |
| Female | 71.2 | 69.5 | 72.1 | 69 | 72.3 |
| Cohort size | 1,106 | 987 | 1,371 | 1,302 | 1,418 |
| Male | 69.7 | 67.4 | 69.3 | 70.4 | 70.8 |
| Cohort size | 1,052 | 920 | 1,262 | 1,247 | 1,316 |
| < 20 years old | 72.4 | 70.2 | 72.6 | 71 | 72.2 |
| Cohort size | 1,803 | 1,613 | 2,355 | 2,291 | 2,441 |
| 20 to 24 years old | 61.6 | 63.8 | 50.8 | 62.4 | 68.7 |
| Cohort size | 159 | 127 | 130 | 133 | 134 |
| 25 to 39 years old | 62.4 | 58.6 | 60.1 | 57.4 | 67.8 |
| Cohort size | 131 | 112 | 100 | 87 | 106 |
| 40+ years old | 57.9 | 50 | 46.2 | 50 | 29.4 |
| Cohort size | 88 | 63 | 56 | 49 | 60 |

Source: ARCC Report, <http://scorecard.cccco.edu/scorecard.aspx>

Source: Institutional Effectiveness Report -

<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

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

Student Progress – Students Completing 30 or more units

Cohort 03/04-08/09 04/05-09/10 05/06-10/11 06/07-11/12 07/08-12/13

Overall

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|
| SRJC | 70.6 | 68.6 | 70.7 | 69.8 | 71.5 |
| Cohort size | 2,170 | 1,915 | 2,641 | 2,560 | 2,741 |
| State | 65 | 64.9 | 65.9 | 66.3 | 66.5 |

| | | | | | |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| White | 71.3 | 68.4 | 71 | 70.5 | 73.6 |
| Cohort size | 1,423 | 1,291 | 1,744 | 1,645 | 1,745 |
| Asian | 75.5 | 72.7 | 73.2 | 69.1 | 74.1 |
| Cohort size | 94 | 88 | 138 | 123 | 135 |
| Black | 60.3 | 71.2 | 70.1 | 67.8 | 72.6 |
| Cohort size | 58 | 59 | 77 | 87 | 95 |
| Hispanic | 66.6 | 65.7 | 67.7 | 66 | 63.1 |
| Cohort size | 344 | 277 | 431 | 421 | 483 |
| Native American | 53.6 | 63.2 | 62.1 | 70.6 | 62.5 |
| Cohort size | 28 | 19 | 29 | 34 | 24 |
| Pacific Islander | 75 | 64.7 | 77.8 | 55.6 | 80 |
| Cohort size | 20 | 17 | 18 | 18 | 25 |
| Filipino | 84.8 | 77.8 | 75 | 73.7 | 73.1 |
| Cohort size | 33 | 27 | 24 | 38 | 26 |

| | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Female | 71.2 | 69.5 | 72.1 | 69 | 72.3 |
| Cohort size | 1,106 | 987 | 1,371 | 1,302 | 1,418 |
| Male | 69.7 | 67.4 | 69.3 | 70.4 | 70.8 |
| Cohort size | 1,052 | 920 | 1,262 | 1,247 | 1,316 |

| | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| < 20 years old | 72.4 | 70.2 | 72.6 | 71 | 72.2 |
| Cohort size | 1,803 | 1,613 | 2,355 | 2,291 | 2,441 |
| 20 to 24 years old | 61.6 | 63.8 | 50.8 | 62.4 | 68.7 |
| Cohort size | 159 | 127 | 130 | 133 | 134 |
| 25 to 39 years old | 62.4 | 58.6 | 60.1 | 57.4 | 67.8 |
| Cohort size | 131 | 112 | 100 | 87 | 106 |
| 40+ years old | 57.9 | 50 | 46.2 | 50 | 29.4 |
| Cohort size | 88 | 63 | 56 | 49 | 60 |

Source: ARCC Report, <http://scorecard.cccco.edu/scorecard.aspx>

Source: Institutional Effectiveness Report -

<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

Student Progress – Career Technical Education Completion

Cohort 03/04-08/09 04/05-09/10 05/06-10/11 06/07-11/12 07/08-12/13
Overall

| | | | | | |
|--------------|-------------|-------------|-------------|-------------|-------------|
| SRJC | 52.5 | 53.2 | 54.8 | 54.5 | 54.1 |
| Cohort size | 1,727 | 1,617 | 1,649 | 1,716 | 1,689 |
| State | 54.1 | 54.2 | 54.4 | 54.9 | 53.9 |

| | | | | | |
|-------------------------|-------------|-------------|-------------|-------------|-------------|
| White | 54.3 | 55.5 | 58.5 | 57 | 56.4 |
| Cohort size | 1,177 | 1,088 | 1,060 | 1,096 | 1,126 |
| Asian | 52.9 | 67.6 | 47.9 | 57.3 | 61.4 |
| Cohort size | 70 | 71 | 94 | 103 | 83 |
| Black | 60 | 50 | 50 | 55.2 | 53.3 |
| Cohort size | 56 | 36 | 44 | 58 | 45 |
| Hispanic | 45.5 | 39.4 | 43.7 | 44.3 | 42.9 |
| Cohort size | 242 | 251 | 268 | 246 | 247 |
| Native American | 50 | 43.8 | 47.4 | 51.7 | 60 |
| Cohort size | 12 | 16 | 19 | 29 | 10 |
| Pacific Islander | 46.2 | 62.5 | 62.5 | 50 | 33.3 |
| Cohort size | 13 | <10 | <10 | <10 | 12 |
| Filipino | 68.2 | 73.7 | 44.8 | 69 | 53.5 |
| Cohort size | 22 | 19 | 29 | 29 | 30 |

| | | | | | |
|---------------|-------------|-------------|-------------|-------------|-------------|
| Female | 55.5 | 55.6 | 55.3 | 58.2 | 56 |
| Cohort size | 908 | 838 | 846 | 904 | 889 |
| Male | 49.3 | 50.8 | 54.1 | 50.6 | 51.7 |
| Cohort size | 810 | 770 | 802 | 808 | 791 |

| | | | | | |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| < 20 years old | 61.8 | 63.8 | 62.8 | 64.3 | 65.8 |
| Cohort size | 617 | 654 | 645 | 704 | 690 |
| 20 to 24 years old | 51.9 | 56.3 | 61.7 | 56.1 | 52.3 |
| Cohort size | 337 | 339 | 316 | 342 | 331 |
| 25 to 39 years old | 45 | 41.3 | 43.4 | 43.1 | 42.5 |
| Cohort size | 431 | 366 | 414 | 390 | 397 |
| 40+ years old | 46.5 | 36.4 | 48 | 45.2 | 44.9 |
| Cohort size | 342 | 258 | 274 | 280 | 271 |

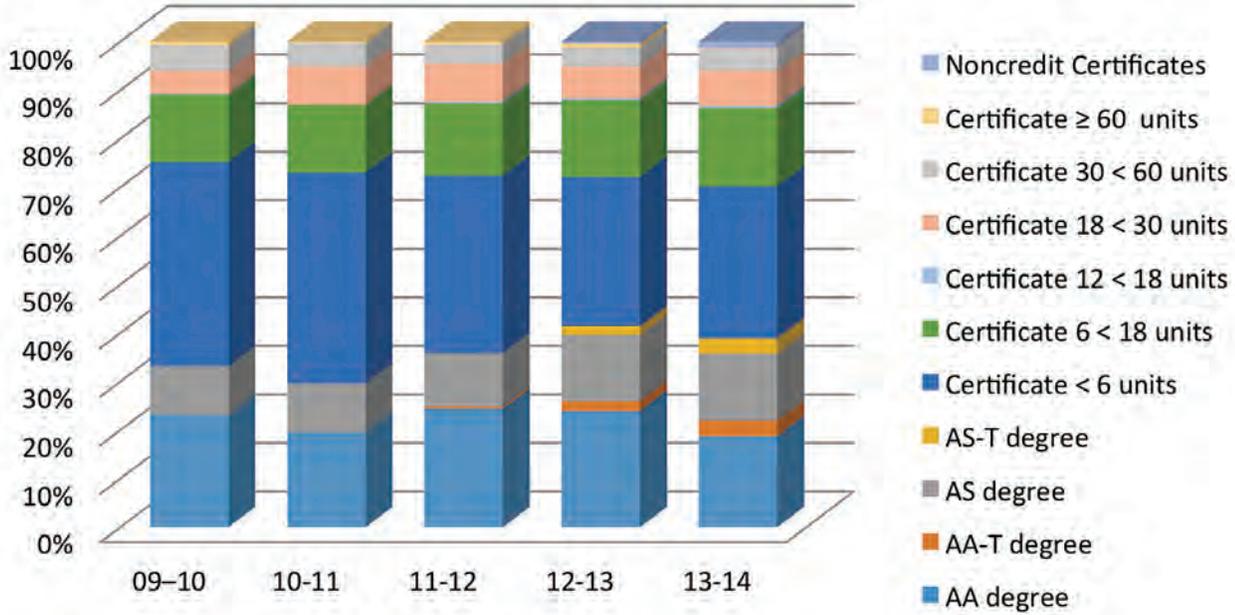
Source: ARCC Report, <http://scorecard.cccco.edu/scorecard.aspx>

Source: Institutional Effectiveness Report -

<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

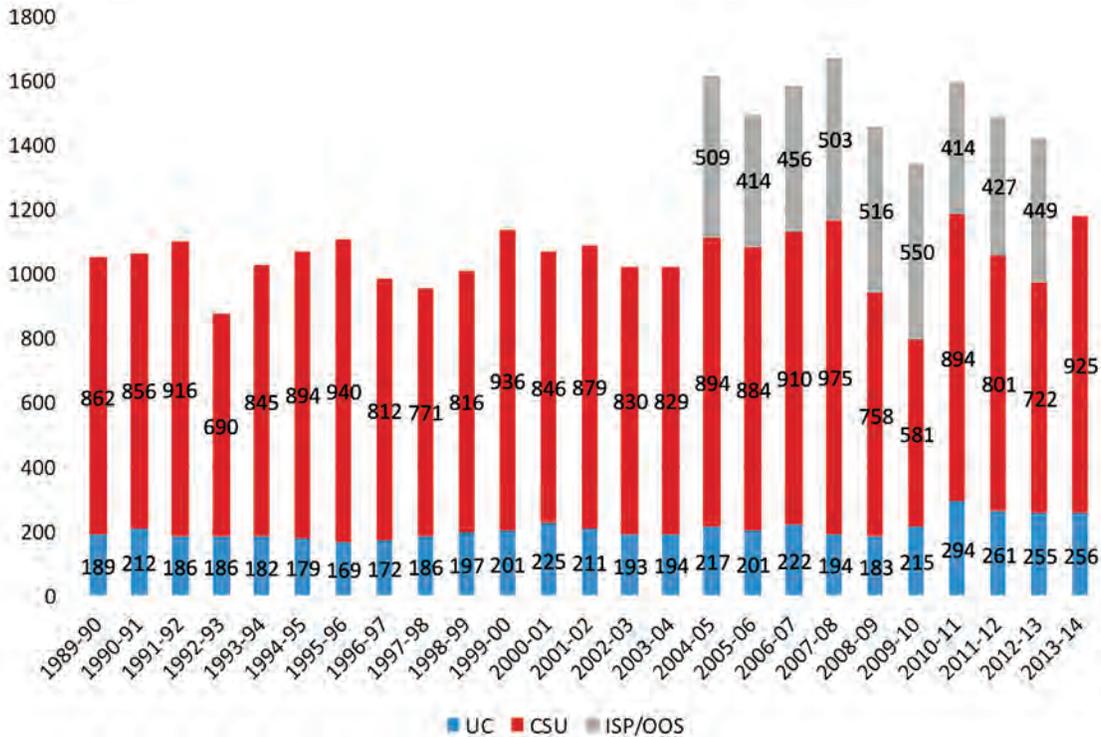
Appendix C: Data on Graduates

Degrees and Certificates Awarded 2009-10 to 2013-14



Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

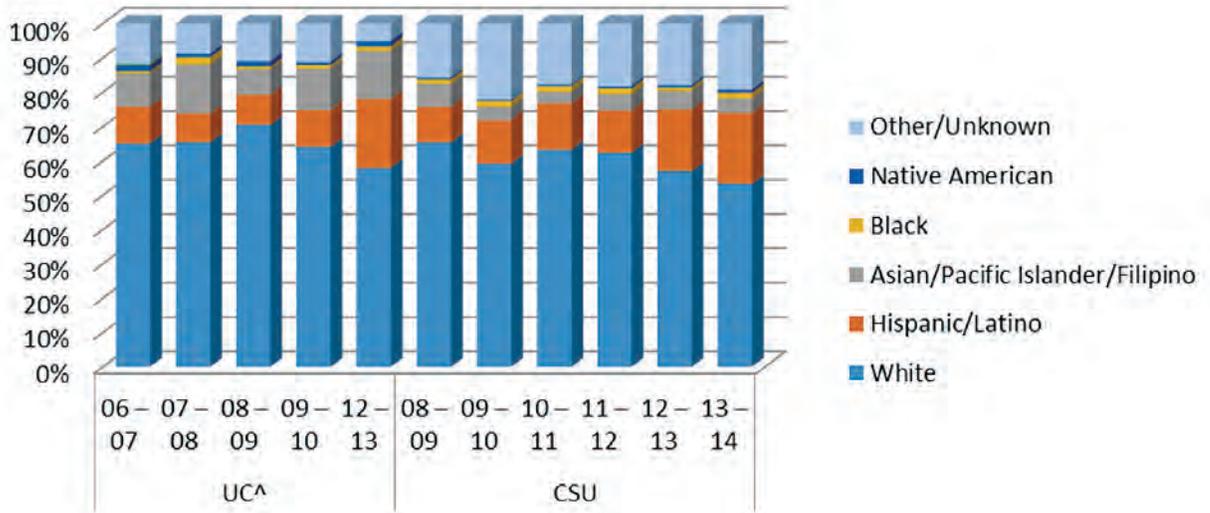
SRJC Transfer students to US, CSU, and ISP/OOS



Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

Source: Institutional Effectiveness Report - <http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

SRJC Student Transfers to UC and CSU by Ethnicity 2006-07 to 2013-14

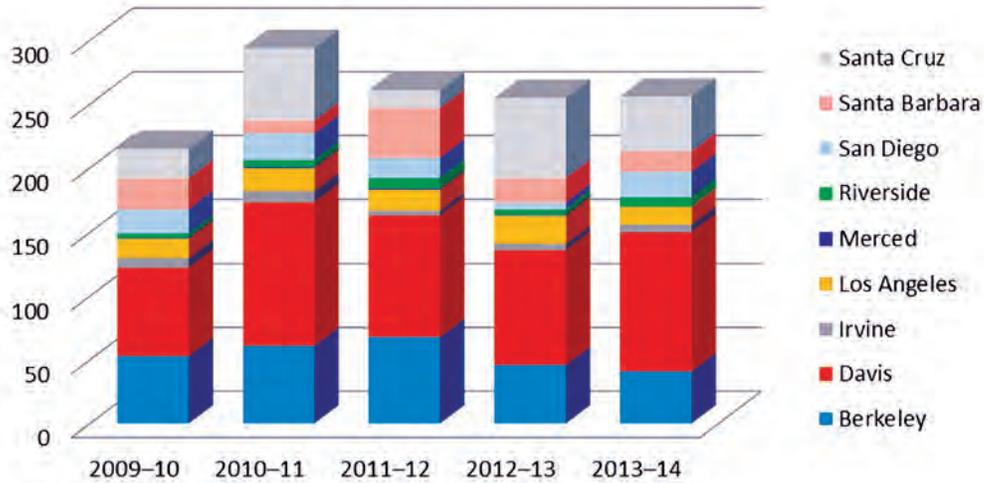


Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

| | | Asian/ Pacific Islander/ Filipino | | Black | | Hispanic/ Latino | | Native American | | White | | Other/ Unknown | | Grand Total |
|----------------|-----|-----------------------------------|-------|-------|-------|------------------|-------|-----------------|------|-------|-------|----------------|-------|-------------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | |
| | | 2007-08 | UC | 28 | 14.4% | 4 | 2.1% | 16 | 8.2% | 2 | 1.0% | 127 | 65.5% | |
| | CSU | 60 | 6.2% | 16 | 1.6% | 101 | 10.4% | 12 | 1.2% | 602 | 61.7% | 184 | 18.9% | 975 |
| 2008-09 | UC | 14 | 7.7% | 1 | 0.5% | 16 | 8.7% | 3 | 1.6% | 129 | 70.5% | 20 | 10.9% | 183 |
| | CSU | 51 | 6.7% | 10 | 1.3% | 78 | 10.3% | 4 | 0.5% | 496 | 65.4% | 119 | 15.7% | 758 |
| 2009-10 | UC | 26 | 12.1% | 2 | 0.9% | 23 | 10.7% | 2 | 0.9% | 138 | 64.2% | 24 | 11.2% | 215 |
| | CSU | 22 | 3.8% | 10 | 1.7% | 74 | 12.7% | 2 | 0.3% | 344 | 59.2% | 129 | 22.2% | 581 |
| 2010-11 | UC | Data not available | | | | | | | | | | | | 294 |
| | CSU | 25 | 3.5% | 11 | 1.6% | 95 | 13.4% | 3 | 0.4% | 449 | 63.3% | 126 | 17.8% | 709 |
| 2011-12 | UC | Data not available | | | | | | | | | | | | 261 |
| | CSU | 39 | 4.9% | 13 | 1.6% | 98 | 12.2% | 5 | 0.6% | 500 | 62.4% | 146 | 18.2% | 801 |
| 2012-13 | UC | 36 | 14.1% | 3 | 1.2% | 51 | 20.0% | 4 | 1.6% | 148 | 58.0% | 13 | 5.1% | 255 |
| | CSU | 39 | 5.4% | 7 | 1.0% | 130 | 18.0% | 4 | 0.6% | 412 | 57.1% | 130 | 18.0% | 722 |
| 2013-14 | UC | Data not available | | | | | | | | | | | | 255 |
| | CSU | 40 | 4.3% | 14 | 1.5% | 191 | 20.6% | 9 | 1.0% | 493 | 53.3% | 178 | 19.2% | 925 |

Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

SRJC Transfers to the University of California
2009–10 to 2013–14

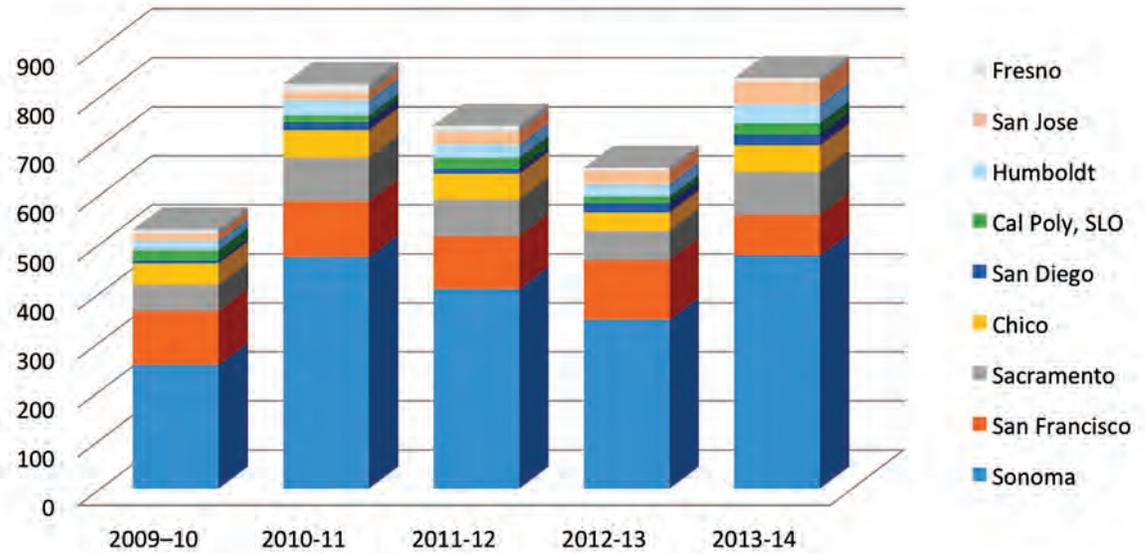


Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

| | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | Total | Percentage |
|---------------|------------|------------|------------|------------|------------|---------------|---------------|
| Berkeley | 53 | 61 | 68 | 46 | 41 | 2,358 | 10.0% |
| Davis | 69 | 112 | 95 | 90 | 109 | 2,868 | 12.5% |
| Irvine | 8 | 9 | 4 | 5 | 6 | 1,831 | 7.8% |
| Los Angeles | 15 | 18 | 16 | 22 | 14 | 2,616 | 11.1% |
| Merced | 1 | 1 | 1 | 1 | 0 | 119 | 0.5% |
| Riverside | 3 | 5 | 8 | 4 | 7 | 1,207 | 5.1% |
| San Diego | 19 | 21 | 16 | 5 | 20 | 2,509 | 10.6% |
| Santa Barbara | 24 | 10 | 39 | 19 | 16 | 1,397 | 5.9% |
| Santa Cruz | 23 | 57 | 14 | 63 | 43 | 991 | 4.2% |
| Total | 200 | 280 | 241 | 233 | 239 | 23,500 | 100.0% |

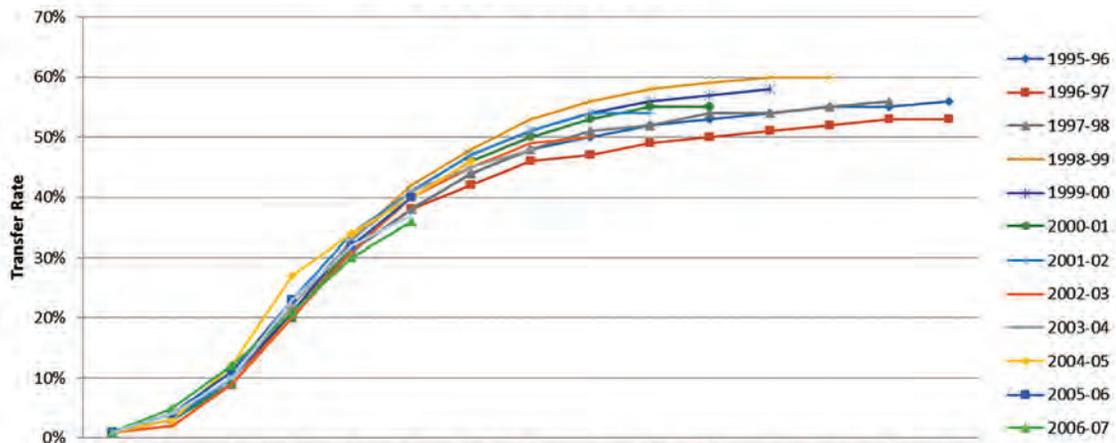
Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

Transfers to the California State University System 2009-10 to 2013-14

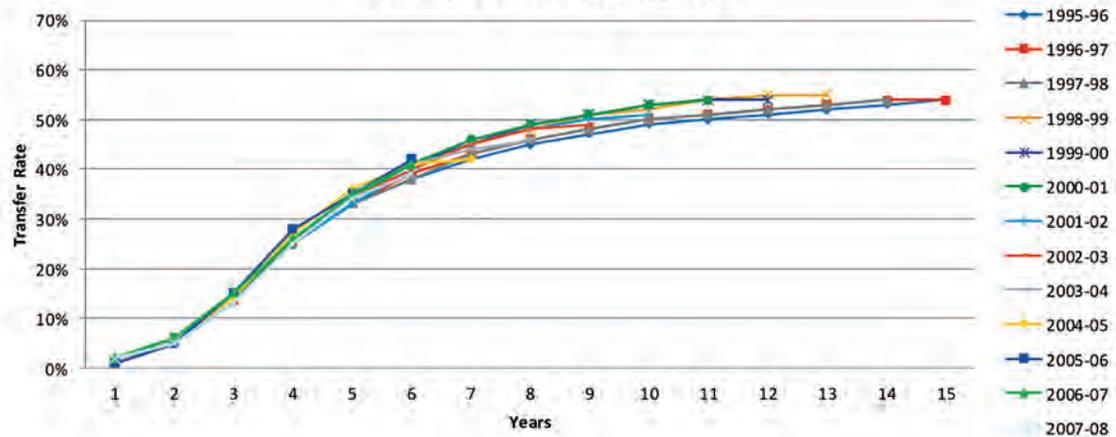


Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

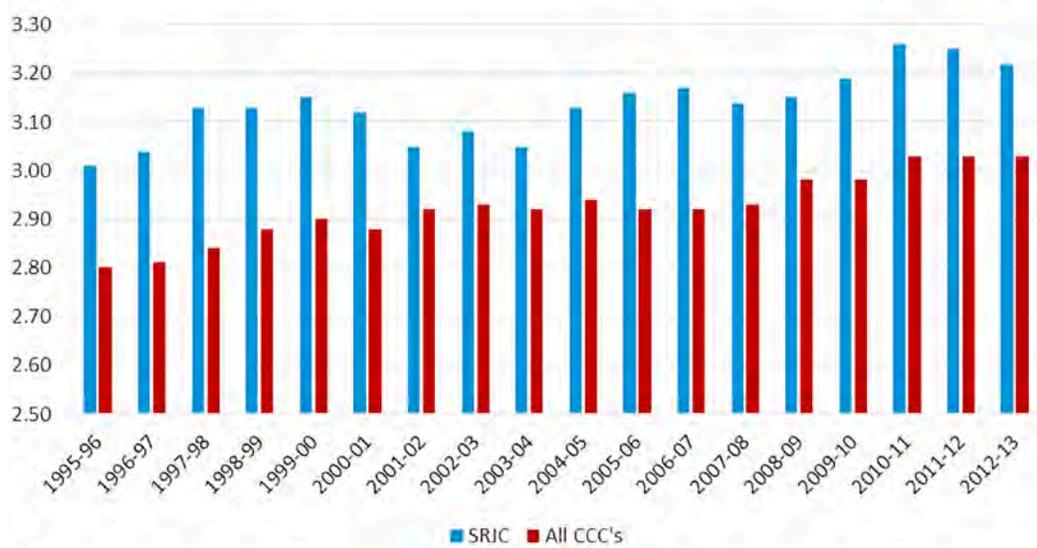
SRJC Time to Transfer



Statewide Time to Transfer

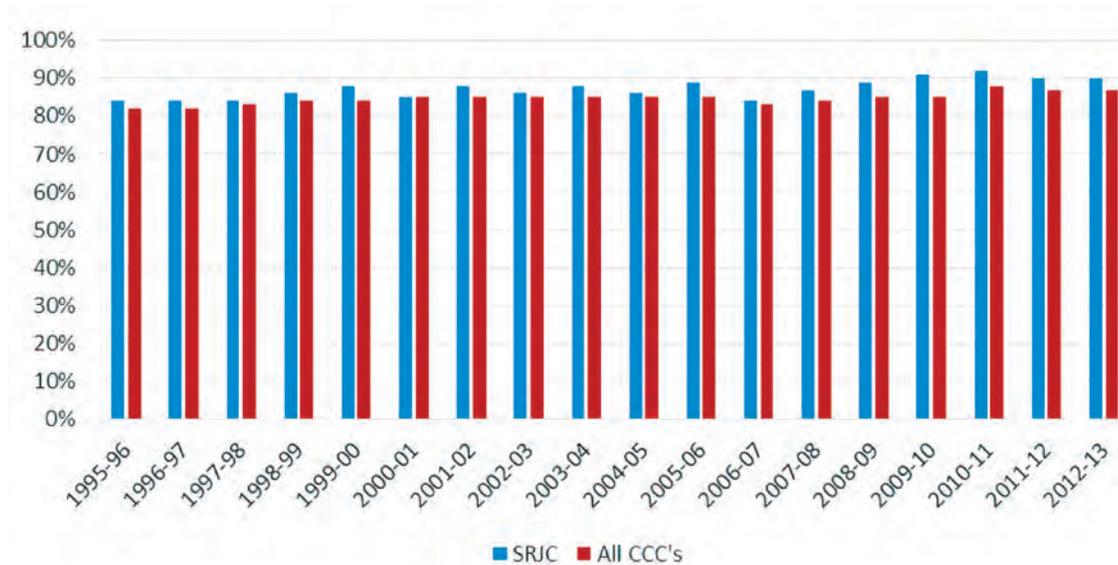


CSU GPA of California Community College Transfer Students



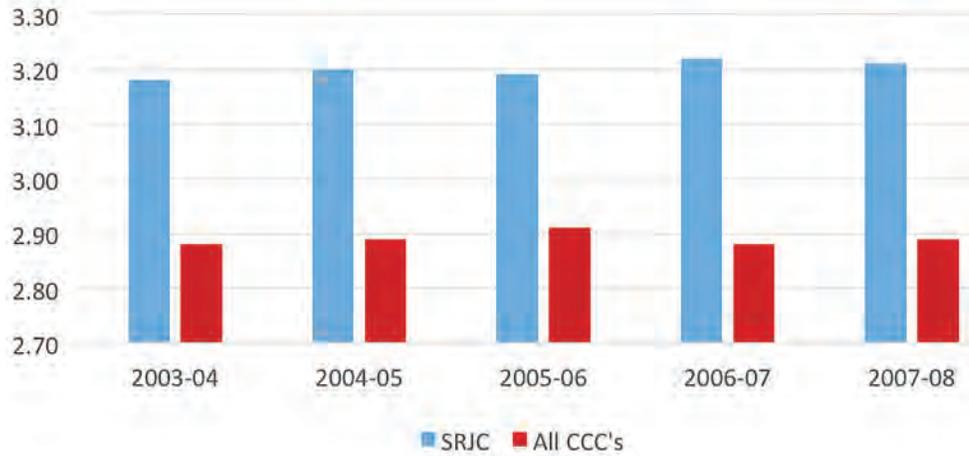
Source: Institutional Effectiveness Report
<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

CSU One-Year Continuation Rate (Fall to Fall) for California Community College Transfer Students



Source: Institutional Effectiveness Report
<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

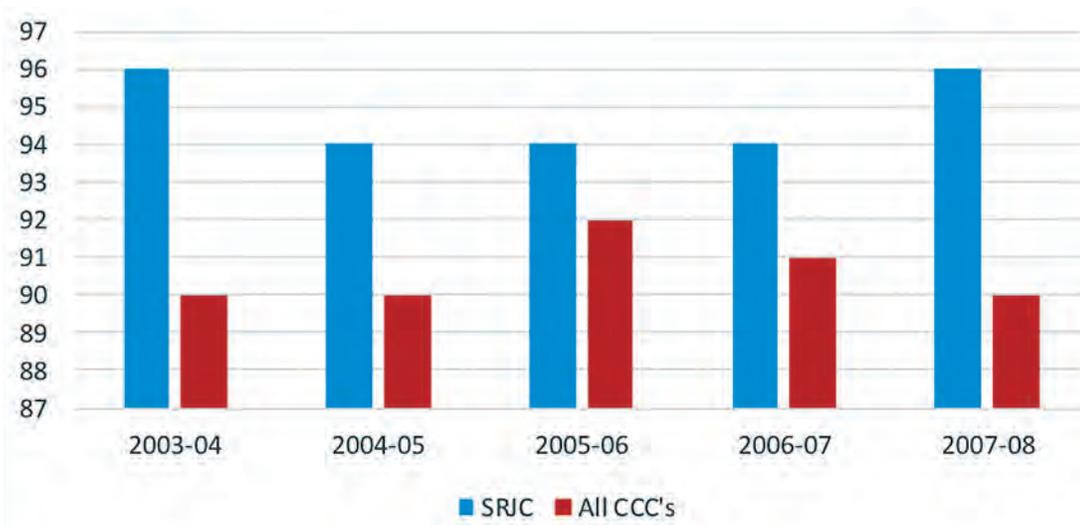
UC GPA of California College Transfer Students



Source: Institutional Effectiveness Report

<http://www.santarosa.edu/administration/planning/institutional-effectiveness.php>

UC Persistence Rate (Still enrolled at end of first year) for California Community College Transfer Students



NOTE: The University of California stopped providing this data after 2007-08 academic year.

Source: SRJC Fact Book - <http://www.santarosa.edu/research/fact-books.php>

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

Data on Graduates

Student Job Placement

| Program | CIP Code | 2010-11 | | 2011-12 | |
|---------------------------|----------|----------------------------|--------------------|----------------------------|--------------------|
| | | Institutional set standard | Job Placement Rate | Institutional set standard | Job Placement Rate |
| Basic Police Academy | 43.0107 | — | 40% | 0% | 16% |
| Paramedic Program | 43.0203 | — | — | 70% | 83% |
| Ranger Academy | 03.0208 | — | 50% | 0% | 62% |
| Nursing (ADN) | 51.3801 | — | 90% | 80% | 80% |
| Dental Assisting | 51.0601 | — | 100% | 80% | 82% |
| Dental Hygiene | — | — | 100% | 80% | 82% |
| Pharmacy Technician | 51.0805 | — | 82% | 80% | 82% |
| Radiologic Technology | 51.0911 | — | 81% | 80% | 85% |
| Vocation Nursing | 51.3901 | — | 100% | 80% | 50% |
| Dietetic Technician | 51.3103 | — | — | 75% | 80% |
| Firefighter I Academy | 43.0203 | — | — | 0% | 18% |
| Fire Tech | 43.0201 | — | 30% | — | — |
| Administration of Justice | 43.0104 | — | 34% | 0% | 38% |
| Medical Assisting | 51.0899 | — | — | 80% | 82% |
| Phlebotomy | 51.1009 | — | — | 80% | 72% |
| Certified Nursing Asst | 51.3902 | — | — | 80% | 85% |

Source: ACCJC 2013 and 2014 Annual Reports, Academic Affairs

Student Job Placement

| Program | CIP Code | 2010-11 | | | 2011-12 | | |
|------------------------------|----------|----------|----------------------------|--------------------------|----------|----------------------------|--------------------------|
| | | Exam | Institutional set standard | Licensure exam pass rate | Exam | Institutional set standard | Licensure exam pass rate |
| Associate Degree Nursing | 51.38 | National | — | 93% | National | 75% | 93% |
| Certified Nursing Assistant | 51.3908 | — | — | — | State | 0% | 93% |
| Dental Assistant | 51.06 | — | — | — | State | 100% | 100% |
| Dental Assistant | — | Other | — | 100% | — | — | — |
| Dental Assistant | — | Other | — | 94% | — | — | — |
| Dental Hygiene | — | Other | — | 100% | — | — | — |
| Dental Hygiene | — | National | — | 100% | — | — | — |
| Dental Hygiene | 51.06 | — | — | — | State | 100% | 100% |
| Medical Assisting | 51.0899 | State | — | 100% | State | 0% | 100% |
| NurseAsst/Home Health Aide | — | State | — | 100% | — | — | — |
| NurseAsst/Home Health Aide | — | Other | — | 100% | — | — | — |
| Pharmacy Technician | 51.08 | — | — | — | National | 80% | 100% |
| Phlebotomy | — | National | — | 100% | National | 0% | 100% |
| Radiologic Tech | 51 | National | — | 100% | National | 100% | 100% |
| Vocational Nursing | 51.39 | National | — | 100% | National | 100% | 100% |
| Dietetic Technician | 51.3103 | National | — | 80% | National | 70% | 80% |
| Basic Police Academy | 43.0107 | State | — | 100% | State | 80% | 0% |
| Emergency Medical Technician | 51.0904 | National | — | 100% | — | — | — |
| Firefighter 1 Academy | 43.0201 | State | — | 90% | State | 80% | 92% |
| Law Enforcement | 43.0107 | State | — | 100% | — | — | — |
| Paramedic Program | 43.0203 | — | — | — | National | 70% | 100% |
| Ranger Academy | 03.0208 | National | — | 75% | National | 0% | 67% |

Appendix D: Career and Technical Education (CTE)

Employment Outcomes Survey 2014

BACKGROUND

Skills-building students from Santa Rosa Junior College were surveyed if they met one of the following criteria in 2011-2012, and did not enroll in 2012-2013: earned a certificate of 6 or more units, earned a vocational degree, or earned 9+ CTE units. The survey was administered in early 2014 by e-mail, telephone and US mail. The survey addressed student perceptions of their CTE program, employment outcomes, and how their coursework and training relate to their current career.

2698 students were surveyed and 761 unduplicated students responded, 194 of whom responded by e-mail (25.5%), 351 by telephone (46.1%), and 216 (28.4%) by US Mail, for a total response rate of 28.2%.

Figure 1. Primary Reason for Studying

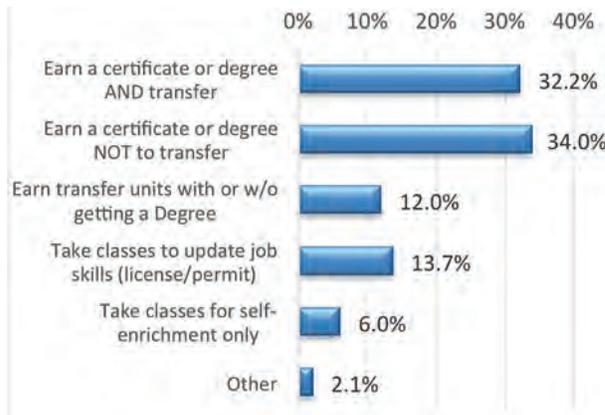
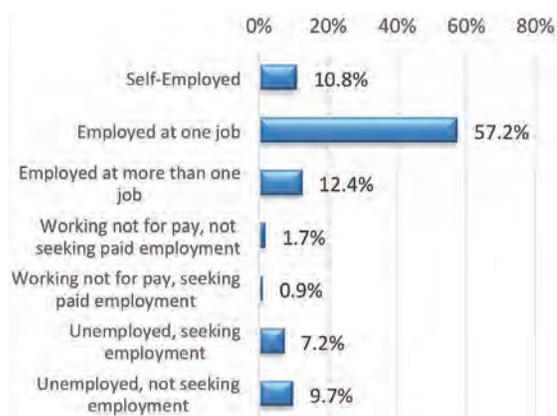


Figure 2. Current Employment Status



Results

- Respondents were asked their primary reason for studying at Santa Rosa Junior College, and the majority (66.2%) indicated earning a certificate or degree (with or without transfer). Figure 1 shows the results.
- Respondents were asked why they stopped taking classes at Santa Rosa Junior College. Here are the most frequently cited reasons, in rank order of frequency:
 - My goals were met (308)
 - I completed the program (287)
 - I got a job (167)
 - Transferred to another school (160)
- 61% of former students were “very satisfied” with the education and training they received at Santa Rosa Junior College, and 32.9% were “satisfied” for an overall satisfaction rate of 93.8%.
- 28.6% of respondents indicated they had transferred to another College or University.
- 80.4% of respondents are employed for pay. Figure 2 shows the results.
- Overall, statewide, students who transferred have 1.7 times the likelihood of being unemployed and not seeking employment (7.3% for not transferring vs. 12.2% for transferring), likely because they are enrolled at a four year institution.
- Respondents were asked, if currently employed, how closely related their job is to their field of study at Santa Rosa Junior College. 49.3% indicated they are working in the same field as their studies and training, followed 21.1% indicating they work in a field that is “close” to their studies and training, and 29.6% indicated their job is not related to their studies.
- Of those respondents who engaged in a job search after finishing their studies, 81.6% reported finding a job and 18.4% were still looking. Of those with a successful job search, 78.5% found a job within six months (60.9% within three months).
- 57 respondents (7.5%) indicated they obtained an industry certification or licensure and 18.9% indicated they obtained journey-level status in the same field of study after finishing their coursework.
- Before their studies, 47.7% of respondents worked full time. After completing their studies, 66.3% work full time. Figure 3 shows the results.

Figure 3.
Work status before studies/training and after

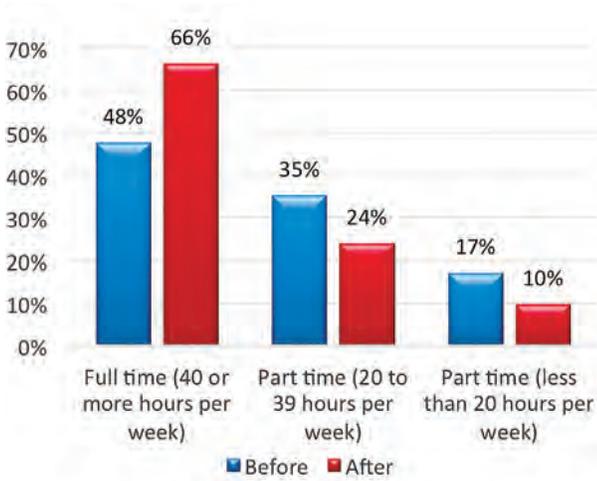


Figure 4.
Earnings before studies/training and after



- The hourly wage of all respondents increased 28.8% from their hourly wage before their studies (\$18.72) to their hourly wage after completing their studies (\$24.11). Figure 4 shows the results.
- Respondents were asked what impact their coursework had on their employment. Here are the reasons, listed in rank order of frequency:
- No impact on my employment (218)
- Enabled me to learn skills that allowed me to get a job at a new organization (174)
- Prepared me for a possible new job (174)
- Enabled me to learn skills that allowed me to stay in my current job (92)
- Enabled me to learn skills that allowed me to get a promotion at my same organization (54)
- Enabled me to start my own business (33)

Summary and Conclusions

The results of the survey showed that completing CTE studies and training – whether or not a credential is earned, whether or not a student transfers – is related to positive employment outcomes. The preponderance of respondents are employed, are working in the same field as their studies or training, and are working full time. Respondents overall posted a 28.8% increase in their hourly wage after completing their studies at Santa Rosa Junior College and the vast majority were satisfied with the education and training they received



