



Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by

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

to

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

December 2021

Certification



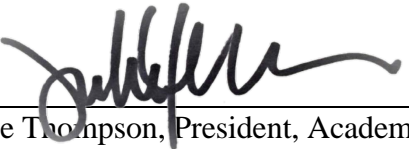
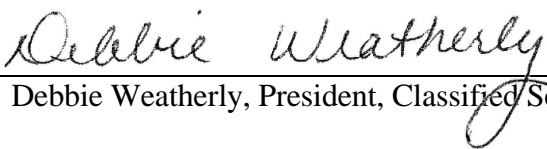
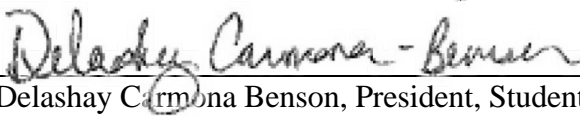
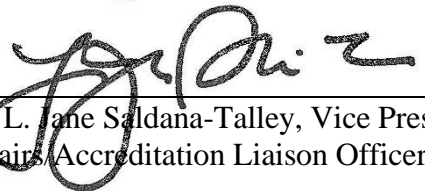
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Dr. Frank Chong
Santa Rosa Junior College
Sonoma County Junior College District
1501 Mendocino Avenue
Santa Rosa, CA 95401

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

 _____ Dr. Frank Chong, Superintendent/President (CEO)	11/30/2021 _____ [Date]
 _____ Dorothy Battenfeld, President, Board of Trustees	11/30/2021 _____ [Date]
 _____ Julie Thompson, President, Academic Senate	11/30/2021 _____ [Date]
 _____ Debbie Weatherly, President, Classified Senate	11/30/2021 _____ [Date]
 _____ Delashay Carmona-Benson, President, Student Government Assembly	11/30/2021 _____ [Date]
 _____ Dr. L. Jane Saldana-Talley, Vice President of Academic Affairs/Accreditation Liaison Officer	11/30/2021 _____ [Date]

Contents

A. Introduction	1
College History	1
Student Housing.....	2
Student Enrollment Data.....	3
Labor Market Data	6
Demographic Data	18
Socio-economic Data	25
Sites	32
Specialized or Programmatic Accreditation	33
B. Presentation of Student Achievement Data and Institution-Set Standards	34
C. Organization of the Self-Evaluation Process.....	48
D. Organizational Information.....	54
E. Certification of Continued Compliance with Eligibility Requirements.....	55
F. Certification of Continued Institutional Compliance with Commission Policies.....	57
G. Institutional Analysis	63
Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity.....	63
A. Mission.....	63
B. Assuring Academic Quality and Institutional Effectiveness	69
C. Institutional Integrity	85
Standard II: Student Learning Programs and Support Services.....	99
A. Instructional Programs.....	99
B. Library and Learning Support Services.....	129
C. Student Support Services.....	139
Standard III: Resources.....	163
A. Human Resources	163
B. Physical Resources	181
C. Technology Resources.....	187
D. Financial Resources	196
Standard IV: Leadership and Governance.....	225
A. Decision-Making Roles and Processes	225
B. Chief Executive Officer.....	239
C. Governing Board	248
H. Quality Focus Essay.....	264

A. Introduction

College History

Established in 1918, Santa Rosa Junior College (SRJC) is the tenth oldest two-year community college in California. From its initial freshman class of 19 students, SRJC has grown to be one of the largest single college districts in the country. The Sonoma County Junior College District (SCJCD) was formed in 1927.

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.

As SRJC's territory has grown, so have its programs. Over the decades, SRJC has striven to maintain a balance as a premier transfer college, a responsive career education 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 Education programs, with three program-dedicated sites (Shone Farm, the Burdo Culinary Arts Center, and the Public Safety Training Center)
- 110 Associate Degree programs and 182 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
- Designation as a Hispanic Serving Institution (HSI) and the subsequent awarding of two 5-year Title V Developing Hispanic-Serving Institutions Program grants, one in 2014 for \$2.7M, another in 2020 for \$2.8M; and most recently a \$4.7M HSI-STEM grant.

The College's past 103 years have been 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 2015, the college has undergone significant changes and faced a number of challenges. Whether due to demographic changes in the county, local wildfires, new buildings on campus, enrollment and budgetary challenges or a pandemic, the College's responses to these changes have reflected the College's mission and goals.

Notable changes since the last accreditation comprehensive review include:

Measure H Capital Bond Funds

Sonoma County voters passed the \$410 million Bond Measure H in November 2014, which has allowed SRJC to build and renovate facilities across all campuses and sites. Major projects include the newly completed Kunde Hall, the under-construction Lindley Center for STEM Education, renovation of the Burbank Auditorium, a new science building and student center in Petaluma, a multipurpose building at the Public Safety Training Center, upgraded facilities at Shone Farm, varied sustainability projects including new photovoltaic panels and solar systems, technology upgrades and more.

Wildfires

In 2017, Sonoma County was devastated by the Tubbs and Nuns fires, which destroyed homes in a densely populated area less than three miles from the Santa Rosa campus. Of the 5,447 homes lost in those fires, 901 SRJC students, 61 employees and 26 retirees lost their homes. Forty-four lives were lost, including one SRJC student. The SRJC Foundation worked with the College to help provide more than \$600,000 in fire relief funds directly to students and employees who lost homes or were otherwise financially impacted by the fires. Since that time, the area has continued to be affected by wildfires, resulting in thousands of residents moving away from the county, many of whom were SRJC students or potential students. Because of the impacts of the fires on SRJC's enrollment, the College is under fire-related Emergency Conditions Allowance financial protection from the California Community Colleges Chancellor's Office through 2023-24.

COVID-19 Pandemic

In March 2020, the COVID-19 pandemic hit Sonoma County, as it did the rest of the world. SRJC closed for two weeks to allow faculty, staff and administration to prepare for a temporarily fully remote educational environment. In spite of many challenges, the College has been able to provide continuity of education online and by gradually increasing the number of in-person classes. By fall 2021, 33% of SRJC classes were back on-site, while following rigorous COVID-19 safety and disinfection protocols. SRJC also expanded its student support offerings by providing emergency grants to students, offering loaner laptops and hotspots, and providing free food distributions.

Student Housing

To support its academic mission and the student community, Santa Rosa Junior College is in the process of building affordable and sustainable student housing on the Santa Rosa campus. This project was initiated by SRJC students and was overseen by a collaborative planning group comprised of students, faculty, staff, managers and members of the community. The effort has been guided by four strategic objectives, including affordability for students, sustainability, a focus on the student experience and use of local labor that remains on-schedule. The project is slated to open in August 2023 and will house 352 students and contribute to mitigating the Sonoma County housing crisis. Affordable housing will support the overall success of our students and allow them to focus on their educational experience.

Student Enrollment Data

This section presents Santa Rosa Junior College student enrollment information since the College's last accreditation site visit. The variables include unduplicated student headcount/enrollment by site, type, and student education goal, and full-time/part-time student enrollment.

Table 1. Student Enrollment by Site – 2016 and 2020

	2016		2020	
Location	#	%	#	%
Shone Farm	104	0.4%	82	0.5%
Off Campus Location(s)	382	1.6%	253	1.4%
Online	1,850	7.7%	2,441	13.4%
Petaluma	3,110	13.0%	1,907	10.5%
PSTC*	1,146	4.8%	851	4.7%
Santa Rosa	16,690	69.7%	12,124	66.7%
SWC**	651	2.7%	521	2.9%
Total	23,933		18,179	

Source: SRJC Student Information System

* Public Safety Training Center

** Southwest Center

Santa Rosa Junior College enrolls students at five sites located throughout its service area (Santa Rosa campus, Petaluma campus, Southwest Santa Rosa Center, Public Safety Training Center in Windsor, and Shone Farm in Forestville). Santa Rosa Junior College serves students throughout its service area by also offering courses at various off-site locations and via distance education. Table 1 shows student headcount based on the location where they are primarily enrolled. The overall student headcount has decreased from 23,933 in 2016 to 18,179 in 2020. The countywide out-migration following the 2017 Tubbs Fire had a significant impact on the college's student enrollment. Student headcount at Shone Farm, Public Safety Training Center, and Southwest Santa Rosa Center have remained relatively consistent since 2016. Growth in online enrollment from 2016 to 2020 reduced student headcount at both the Petaluma campus and Santa Rosa campus.

Since 2015, SRJC has experienced a change in the type of students it serves. SRJC experienced and increase in dual enrollment, returning and new transfer students, and a decrease in continuing and new students.

A comparison of student enrollment by type for 2016 and 2020 is show in Table 2 below. Unduplicated student headcount in credit and non-credit courses from Fall 2015 to Fall 2019 is shown Figure 1 below. The majority of students (more than half) are in the Continuing category and this category has experienced the largest decline – 42.1%. The only category that has experienced an increase was the Dual Enrollment/Concurrent/Special Admit category 70.4%. This category, however, is responsible for only about 7% of enrollments so the impact on the overall enrollment is small. The college began to recoup students in 2018 in every student type. Post 2018, effects of the fires in Sonoma County and the COVID-19 pandemic shows that

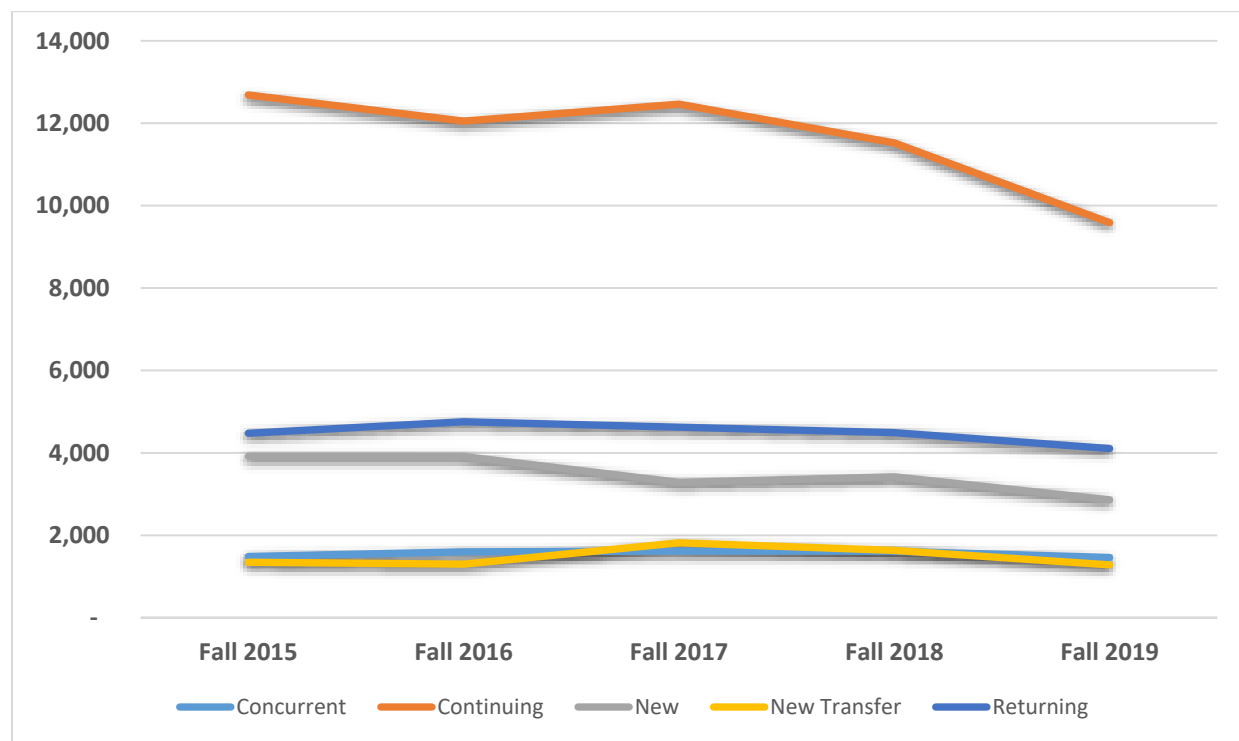
enrollment headcount is currently in a two-year decline. Concurrent student enrollment is the only student type that did not appear to be significantly impacted by county fire concerns and the pandemic.

Table 2. Student Enrollment by Type – 2016 and 2020

Enrollment Type	2016	2020
Continuing Student	54.1%	50.9%
Dual Enrollment/Concurrent/Special Admit	5.7%	7.5%
New Student	17.6%	15.8%
New Transfer	5.4%	6.2%
Returning Student	17.1%	19.6%

Source: SRJC Student Information System

Figure 1. Unduplicated Headcount/Enrollment by Student Type – Fall 2015 to Fall 2019



Source: SRJC Student Information System

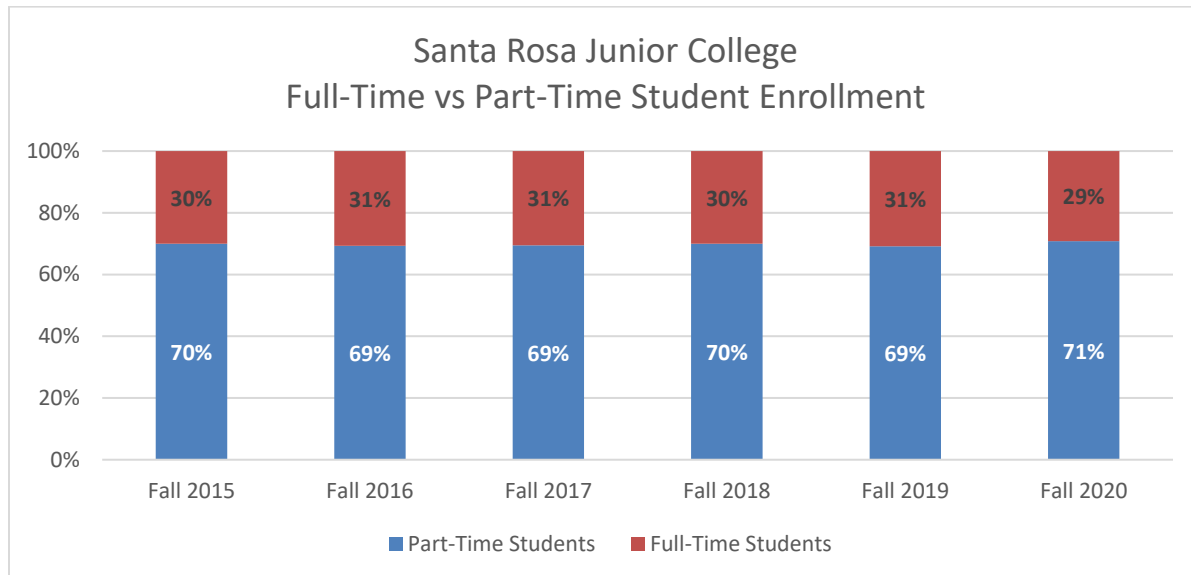
Table 3. Unduplicated Headcount by Student Education Goal – 2015-16 and 2020-21

Student Education Goal Trends			
Educational Goal	2015-16	2020-21	Five-Year Difference
4-year College Student Taking Required Courses	1,337	847	-37%
Advance in Current Career	1,357	768	-43%
Complete HS Credits or GED	2,716	2,982	10%
Earn a Vocational Certificate	1,535	1,095	-29%
Earn a Vocational Degree	422	183	-57%
Earn AA/AS Without Transferring	1,824	1,337	-27%
Earn BA/BS After Earning AA/AS	9,912	7,571	-24%
Earn BA/BS Without AA/AS	2,728	2,249	-18%
Formulate Career Plans/Goals	1,074	897	-16%
Improve Basic Skills	948	583	-39%
Maintain Certificate / License	965	721	-25%
Move from Non-Credit to Credit	26	17	-35%
Personal Interest	2,916	2,000	-31%
Start a New Career	1,820	1,269	-30%
Undecided on Goal	6,922	5,511	-20%
Unknown	148	67	-55%

Source: SRJC Student Information System

Table 3 provides the numerical change for identified student educational goals. The district experienced an overall decrease in headcount since the 2015-16 academic year. The headcount decrease is reflected in the number of identified education goals. Table XX shows that SRJC experienced an increase in the number of students who identified “Complete HS Credits or GED” as their educational goals. All other education goals experiences in numerical decrease. Two of the largest decreases accrued within the “Advance in Current Career” and “Earn a Vocational Degree” educational goals. Decreases in the number of students identifying “Improve Basic Skills” was expected after the implementation of AB 705.

Figure 2. Full-time vs. Part-time Student Enrollment – Fall 2015 to Fall 2020



Source: SRJC Student Information System

As shown in Figure 2 above, SRJC has experienced a stable ratio between part-time credit student and full-time credit student representation. A student receives part-time status when they are enrolled in less than 12 credit units. A student receives full-time status when they are enrolled in 12 or more credit units. Since fall 2015, part-time students represented a high of 31% and a low of 29% of credit students enrollment. Full-time students represented a high of 71% and a low of 69% of student credit student enrollment.

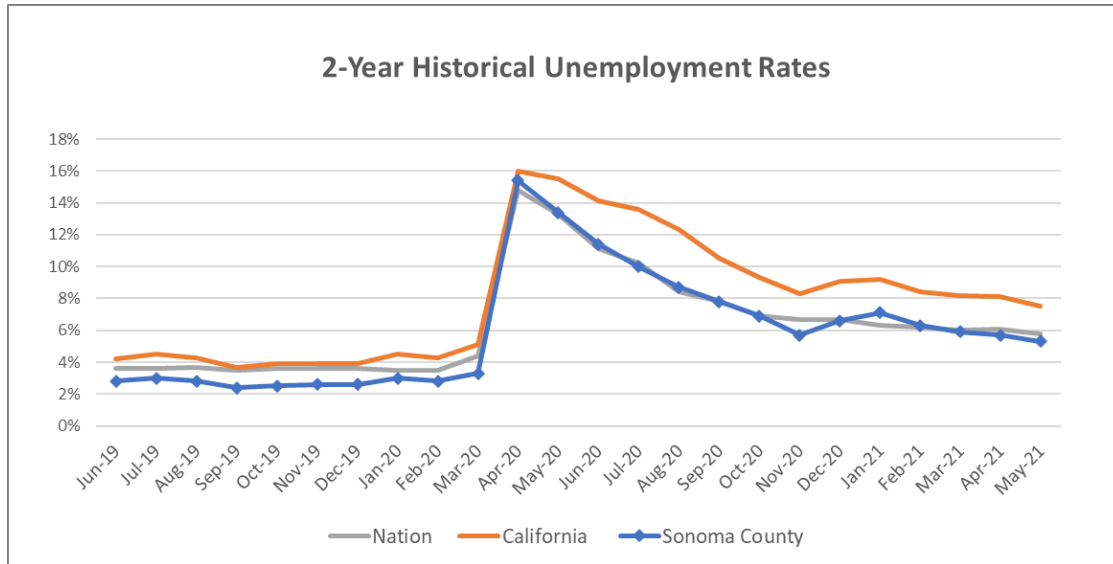
Labor Market Data

This section presents Santa Rosa Junior College labor market information. The variables include Sonoma County unemployment rates, followed by EMSI data for Sonoma County on the number of jobs, earnings and projected employment trends for the largest occupations, highest paying occupations, fastest growing occupations, and the same information (largest, highest paying and fastest growing) for middle skill occupations.

Historical Unemployment Rates

The unemployment rate in Sonoma County was 5.3% in May 2021, down from 5.7% from April 2021, and below the year-ago estimate of 15.4% from April 2020 (Figure 3 below). This compares with the current 7.5% rate for California and 5.8% for the nation.

Figure 3. Historical unemployment rate, Sonoma County

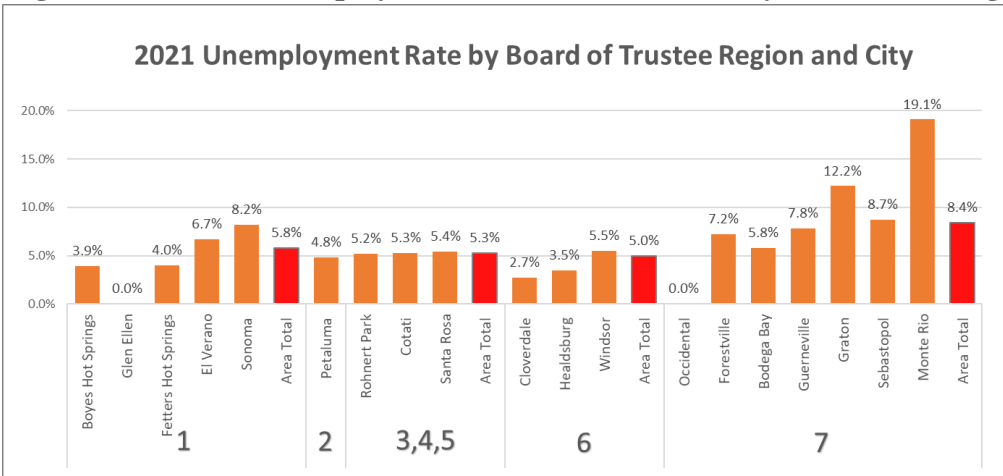


Source: EDD Labor Market Division

Local Unemployment Rates

Current unemployment rates for individual cities within Board of Trustee area show variability throughout the College service area (Figure 4). Area 7 has the county's smallest and oldest population and its highest average unemployment rate at 8.4%. This is driven by the largest town in the region, Sebastopol at 8.7%. Region 1 has the county's second highest combined rate at 5.8%, which is balanced out by the area's two most populated towns of Sonoma (8.2%) and Boyes Hot Springs (3.9%). Cities within regions 2, 3/4/5, and 6, are more stable in rates with a low of 2.7% in Cloverdale and a high of 5.5% from Windsor, both in region 6. The County's most populated area 345, shares Sonoma County's overall unemployment rate of 5.3%, with little variation between these regions cities.

Figure 4. Current Unemployment Rates, Sonoma County Cities/BOT Region

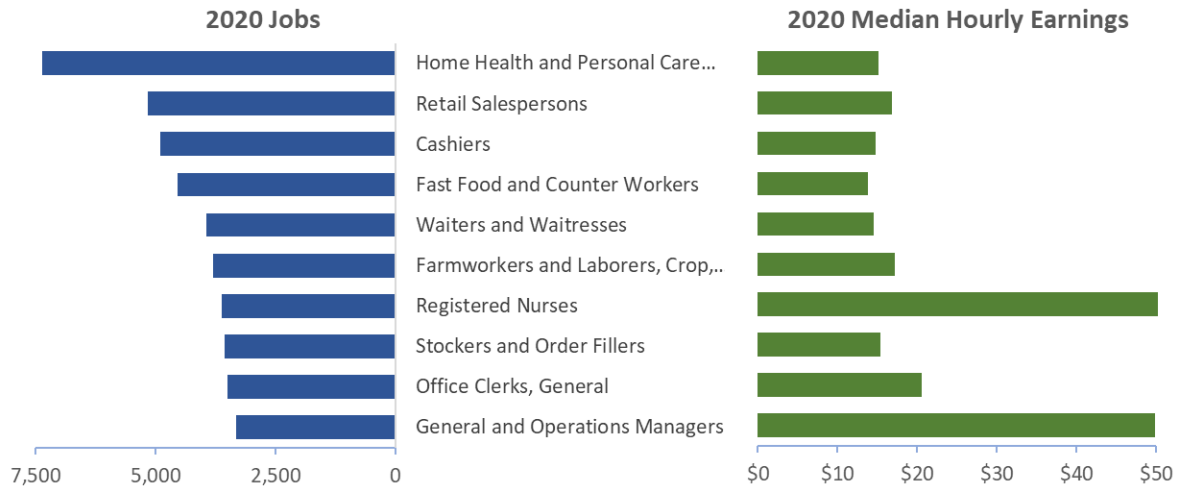


Source: EDD Labor Market Division

Largest Occupations

Home Health and Personal Care Aides, Retail Salespersons, and Cashiers make up the three largest occupations in Sonoma County (Figure 5).

Figure 5. Largest Occupations and Earnings



Source: EMSI, July 2021

By 2029, the greatest job growth is expected to occur for Home Health and Personal Care Aides (37%), who earn approximately the minimum wage. The second largest field for growth is for Registered Nurses (8%), with a salary between \$50 and \$60 per hour (Table 4).

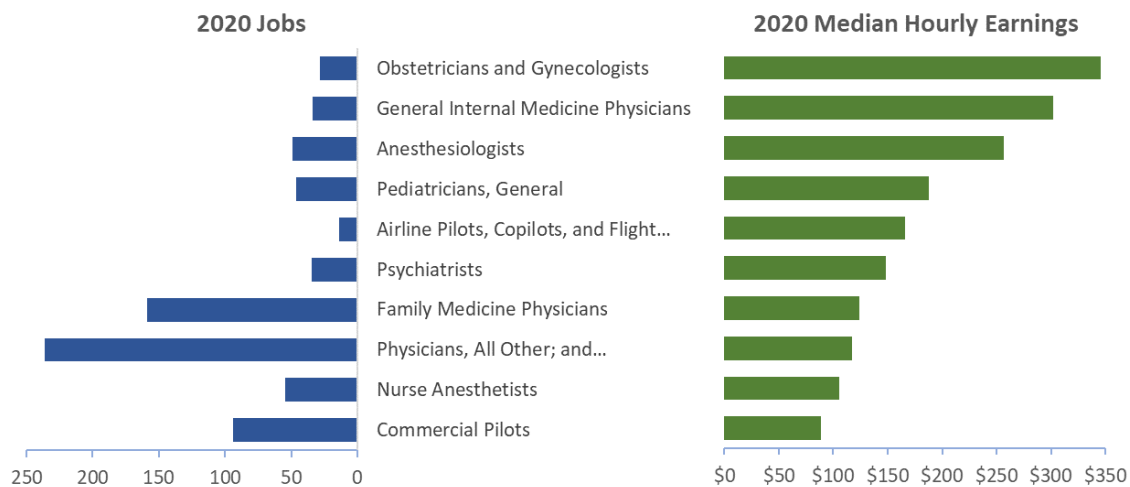
Table 4. Trend in Largest Occupations Earnings

Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2020 Median Hourly Earnings
General and Operations Managers	3,332	3,516	185	6%	\$49.87
Office Clerks, General	3,502	3,503	0	0%	\$20.54
Stockers and Order Fillers	3,561	3,518	(43)	(1%)	\$15.39
Registered Nurses	3,630	3,911	281	8%	\$57.55
Farmworkers and Laborers, Crop, Nursery, and Greenhouse	3,794	3,972	178	5%	\$17.19
Waiters and Waitresses	3,945	3,665	(279)	(7%)	\$14.60
Fast Food and Counter Workers	4,535	4,700	165	4%	\$13.77
Cashiers	4,914	4,542	(373)	(8%)	\$14.74
Retail Salespersons	5,169	4,909	(260)	(5%)	\$16.89
Home Health and Personal Care Aides	7,366	10,103	2,737	37%	\$15.12

Source: EMSI, July 2021

Highest Paying Occupations

Physicians (All Other; and Ophthalmologists, Except Pediatric) make up the largest of the highest paying occupations (Figure 6) and is projected to show an 8-point increase in job growth (Table 5).

Figure 6. Highest Paying Occupations and Earnings

Source: EMSI, July 2021

Obstetricians and Gynecologists have the largest median earnings at \$345 per hour and make up the second smallest group of high earners. The greatest job growth projected to occur is for Commercial Pilots (40%), and Airline Pilots, Copilots, and Flight Engineers at 25%, (Table 5).

Table 5. Trend in Highest Paying Occupations and Earnings

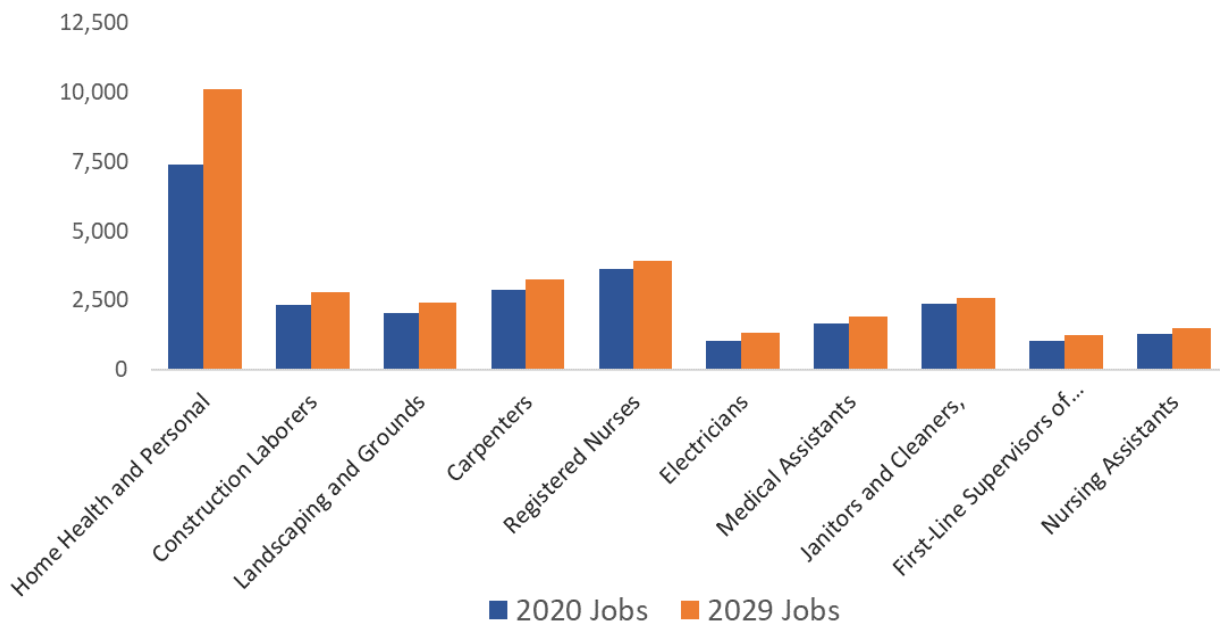
Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2020 Median Hourly Earnings
Obstetricians and Gynecologists	28	28	0	0%	\$345
General Internal Medicine Physicians	34	37	3	9%	\$302
Anesthesiologists	49	48	(1)	(3%)	\$257
Pediatricians, General	46	45	(1)	(3%)	\$188
Airline Pilots, Copilots, and Flight Engineers	14	17	3	25%	\$166
Psychiatrists	34	37	3	8%	\$148
Family Medicine Physicians	159	167	8	5%	\$124
Physicians, All Other; and Ophthalmologists, Except Pediatric	236	255	19	8%	\$117
Nurse Anesthetists	54	61	7	12%	\$106
Commercial Pilots	94	131	37	40%	\$88

Source: EMSI, July 2021

Fastest Growing Occupations

Home Health and Personal Care Aides, Registered Nurses, and Carpenters currently make up the largest of fastest growing occupations (Figure 7). The most rapid rate of growth in employment is expected to occur among Home Health and Personal Care Aides (37%), Electricians (26%), with First-Line Supervisors of Construction Trades and Extraction Workers, Landscaping and Grounds, and Construction Laborers all growing approximately 20% from 2020 to 2029 (Table 6).

Figure 7. Trend in Fastest Growing Occupations



Source: EMSI, July 2021

Table 6. Trend in Fastest Growing Occupations

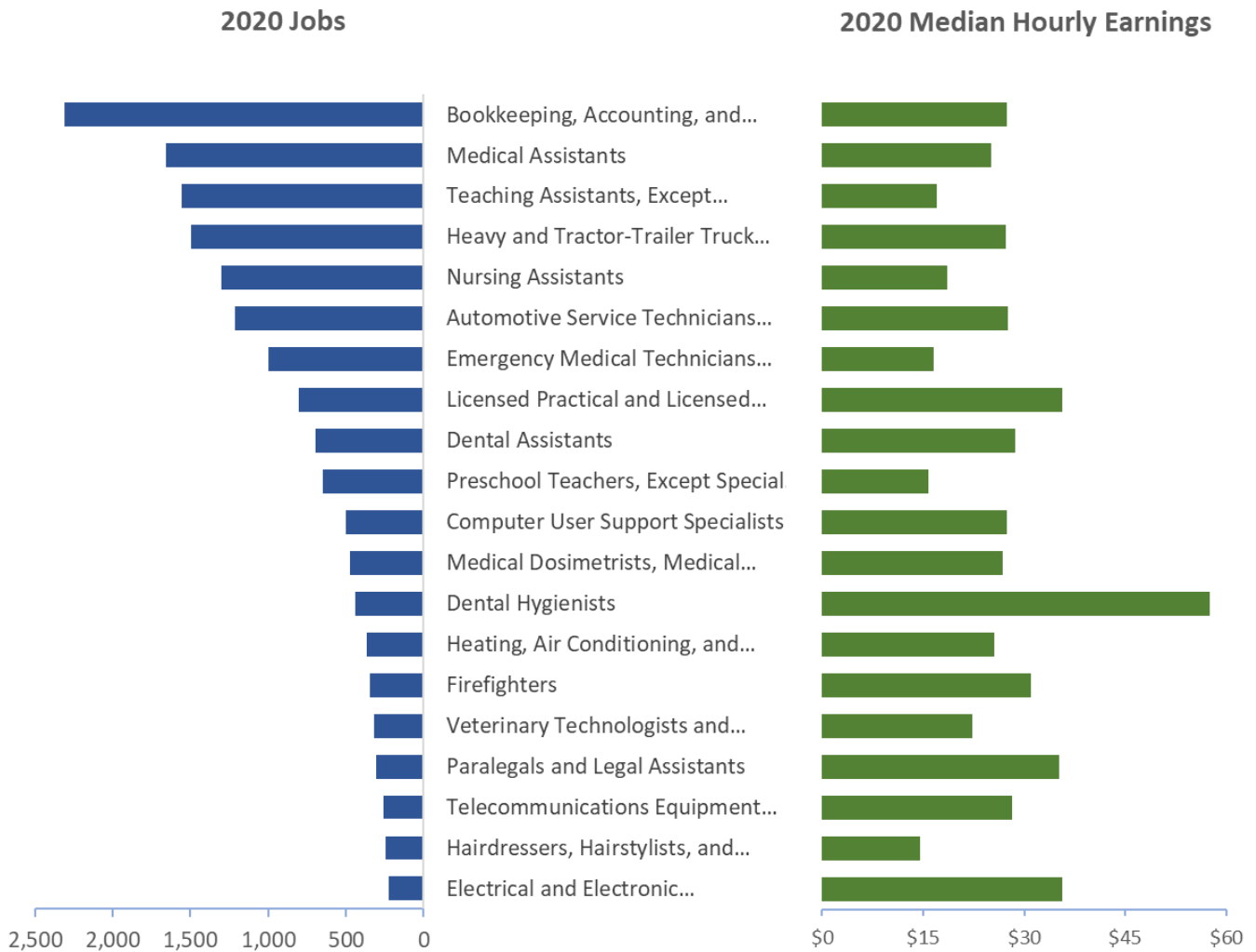
Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2020 Median Hourly Earnings
Home Health and Personal Care Aides	7,366	10,103	2,737	37%	\$15.12
Construction Laborers	2,352	2,797	444	19%	\$23.99
Landscaping and Groundskeeping Workers	2,023	2,429	406	20%	\$18.71
Carpenters	2,883	3,266	384	13%	\$33.73
Registered Nurses	3,630	3,911	281	8%	\$57.55
Electricians	1,052	1,325	273	26%	\$35.06
Medical Assistants	1,654	1,908	254	15%	\$25.04
Janitors and Cleaners, Except Maids and Housekeeping Cleaners	2,364	2,595	231	10%	\$16.27
First-Line Supervisors of Construction Trades and Extraction Workers	1,023	1,235	211	21%	\$45.73
Nursing Assistants	1,302	1,512	210	16%	\$18.63

Source: EMSI, July 2021

Largest Middle-Skill Occupations

Middle-skill occupations require either some college, postsecondary non-degree award, or associate's degree. Bookkeeping, Accounting, and Auditing Clerks, Medical Assistants, Teaching Assistants (except Postsecondary), Heavy and Tractor-Trailer Truck Drivers, and Nursing Assistants make up the five largest middle-skill occupations. (Figure 8). Although Bookkeeping is the largest middle-skill occupation, by 2029 it is expected to decline by 5%. The largest projected declines by occupation are Hairdressers, Hairstylists, and Cosmetologists (-27%), Preschool Teachers, Dental Hygienists (-11%), Preschool Teachers (except Special Education), and Dental Assistants both losing 9% (Table 7). By 2029, the greatest job growth is expected for Paralegals and Legal Assistants (22%), Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other (21%), and Firefighters, and Heating, Air Conditioning, and Refrigeration Mechanics and Installers at a 20% increase each.

Figure 8. Largest Middle-Skill Occupations and Earnings



Source: EMSI, July 2021

Table 7. Trend in Largest Middle-Skill Occupations

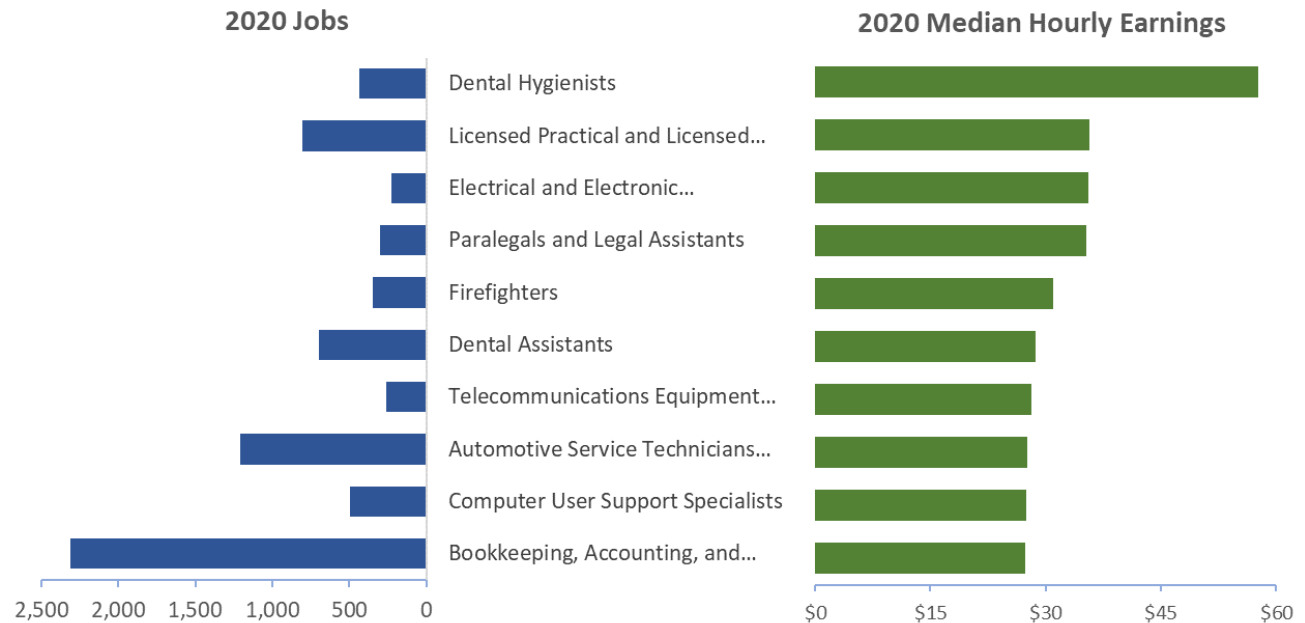
Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2020 Median Hourly Earnings
Electrical and Electronic Engineering Technologists and Technicians	225	228	3	1%	\$35.58
Hairdressers, Hairstylists, and Cosmetologists	243	177	(67)	(27%)	\$14.56
Telecommunications Equipment Installers and Repairers, Except Line Installers	261	280	20	8%	\$28.17
Paralegals and Legal Assistants	303	368	65	22%	\$35.26
Veterinary Technologists and Technicians	319	380	61	19%	\$22.29
Firefighters	348	418	70	20%	\$30.97
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	362	436	74	20%	\$25.58
Dental Hygienists	436	390	(46)	(11%)	\$57.60
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	476	574	98	21%	\$26.87
Computer User Support Specialists	497	504	7	1%	\$27.44
Preschool Teachers, Except Special Education	648	591	(57)	(9%)	\$15.80
Dental Assistants	697	634	(63)	(9%)	\$28.65
Licensed Practical and Licensed Vocational Nurses	804	942	138	17%	\$35.72
Emergency Medical Technicians and Paramedics	1,000	975	(25)	(3%)	\$16.58
Automotive Service Technicians and Mechanics	1,211	1,186	(25)	(2%)	\$27.60
Nursing Assistants	1,302	1,512	210	16%	\$18.63
Heavy and Tractor-Trailer Truck Drivers	1,494	1,518	24	2%	\$27.33
Teaching Assistants, Except Postsecondary	1,554	1,510	(44)	(3%)	\$17.11
Medical Assistants	1,654	1,908	254	15%	\$25.04
Bookkeeping, Accounting, and Auditing Clerks	2,312	2,194	(118)	(5%)	\$27.40

Source: EMSI, July 2021

Highest Paying Middle-Skill Occupations

Among the highest paying occupations with projected growth by 2029 are Paralegals and Legal Assistants (22%), Firefighters (20%), and Licensed Practical and Vocational Nurses at 17%, (Table 8). The median earning for Dental Hygienists (\$57.60) is the highest paying compared to other middle-skill occupations followed by Licensed Practical and Vocational Nurses, Electrical and Electronic Engineering Technologists and Technicians, and Paralegals and Legal Assistants, all earning between \$35 and \$36 per hour (Figure 9).

Figure 9. Highest Paying Middle-Skill Occupations and Earnings



Source: EMSI, July 2021

Table 8. Trend in Highest Paying Middle-Skill

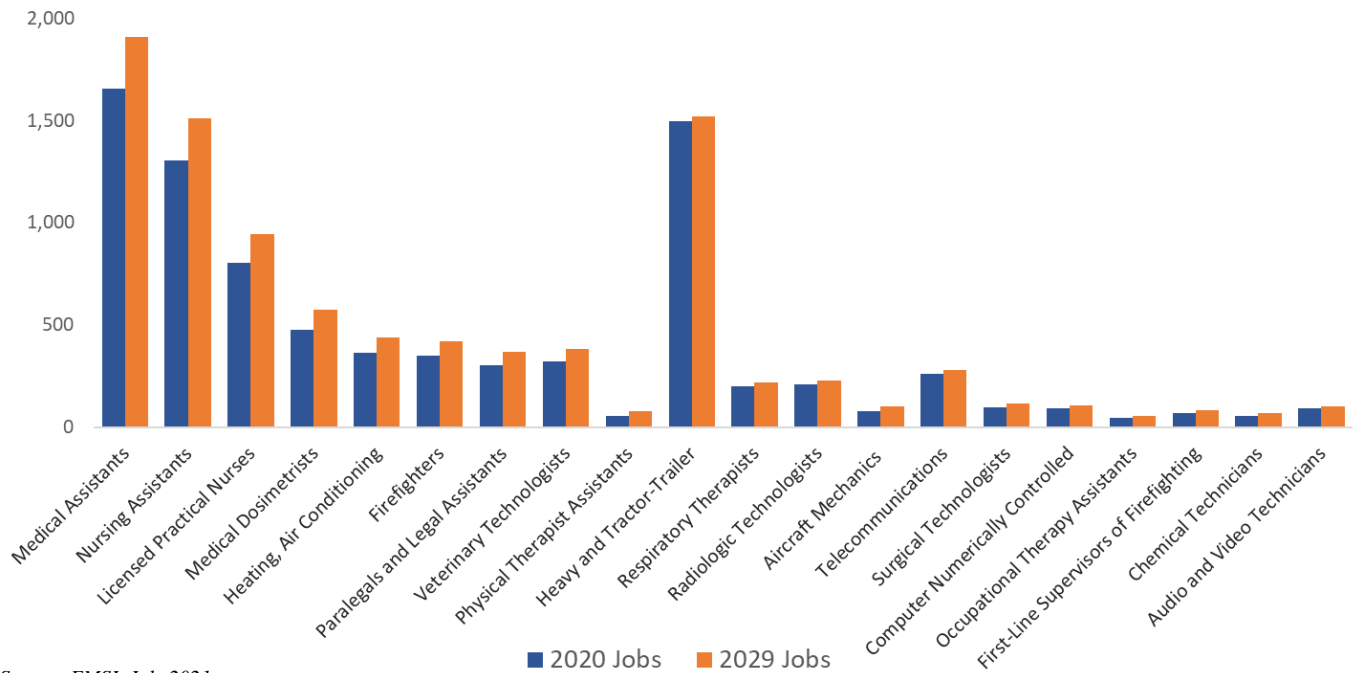
Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2020 Median Hourly Earnings
Dental Hygienists	436	390	(46)	(11%)	\$57.60
Licensed Practical and Licensed Vocational Nurses	804	942	138	17%	\$35.72
Electrical and Electronic Engineering Technologists and Technicians	225	228	3	1%	\$35.58
Paralegals and Legal Assistants	303	368	65	22%	\$35.26
Firefighters	348	418	70	20%	\$30.97
Dental Assistants	697	634	(63)	(9%)	\$28.65
Telecommunications Equipment Installers and Repairers, Except Line Installers	261	280	20	8%	\$28.17
Automotive Service Technicians and Mechanics	1,211	1,186	(25)	(2%)	\$27.60
Computer User Support Specialists	497	504	7	1%	\$27.44
Bookkeeping, Accounting, and Auditing Clerks	2,312	2,194	(118)	(5%)	\$27.40

Source: EMSI, July 2021

Fastest Growing Middle-Skill Occupations

Medical Assistants, Nursing Assistants, and Licensed Practical Nurses are the top three largest groups of the fastest growing middle-skill occupations (Figure 10). The most rapid rate of growth in employment is expected to occur among Physical Therapist Assistants (46%), Occupational Therapy Assistants (32%), Aircraft Mechanics (27%), and Paralegals and Legal Assistants at 22% (Table 9).

Figure 10. Trend in Fastest Growing Middle-Skill Occupations



Source: EMSI, July 2021

Table 9. Trend in Fastest Growing Middle-Skill

Occupation	2020 Jobs	2029 Jobs	Change in Jobs (2020-2029)	% Change	2020 Median Hourly Earnings
Medical Assistants	1,654	1,908	254	15%	\$25.04
Nursing Assistants	1,302	1,512	210	16%	\$18.63
Licensed Practical and Licensed Vocational Nurses	804	942	138	17%	\$35.72
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	476	574	98	21%	\$26.87
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	362	436	74	20%	\$25.58
Firefighters	348	418	70	20%	\$30.97
Paralegals and Legal Assistants	303	368	65	22%	\$35.26
Veterinary Technologists and Technicians	319	380	61	19%	\$22.29
Physical Therapist Assistants	53	78	25	46%	\$37.09
Heavy and Tractor-Trailer Truck Drivers	1,494	1,518	24	2%	\$27.33
Respiratory Therapists	198	220	21	11%	\$42.57
Radiologic Technologists and Technicians	208	229	21	10%	\$51.44
Aircraft Mechanics and Service Technicians	78	99	21	27%	\$39.88
Telecommunications Equipment Installers and Repairers, Except Line Installers	261	280	20	8%	\$28.17
Surgical Technologists	96	113	18	18%	\$33.97
Computer Numerically Controlled Tool Programmers	89	104	14	16%	\$28.58
Occupational Therapy Assistants	42	56	14	32%	\$41.32
First-Line Supervisors of Firefighting and Prevention Workers	66	80	14	21%	\$48.59
Chemical Technicians	55	66	11	20%	\$22.96
Audio and Video Technicians	91	101	11	12%	\$26.11

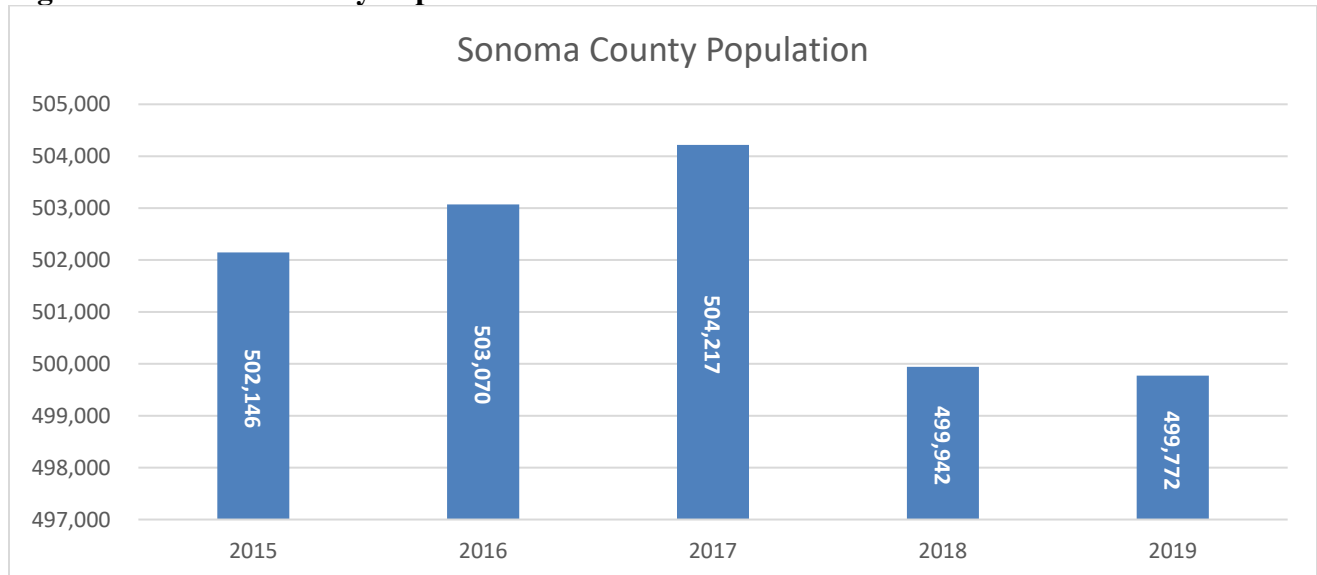
Source: EMSI, July 2021

Demographic Data

This section presents Santa Rosa Junior College student demographic information since the College's last accreditation site visit. The variables include an overview of Sonoma County population trends overall and for K-12 students, followed by demographic information on SRJC's student population by age, race and ethnicity, gender, financial aid awards.

Sonoma County Population

Figure 11. Sonoma County Population Trend – 2015 to 2019



Source: American Community Survey (ACS) June 2021.

Data from the American Community Survey (ACS) in Figure 11 above shows that Sonoma County experienced a significant population decrease from 504,217 to 499,942 residents (a decrease of 1.9%). The population decrease coincides with the 2017 Tubbs fire and subsequent out-of-county migration.

Table 10. Sonoma County K-12 Enrollment Changes, 2016 - 2020

Grade	2016	2020	% Change
Kindergarten	6,534	5,423	-17.0%
1st Grade	5,283	4,647	-12.0%
2nd Grade	5,146	4,735	-8.0%
3rd Grade	5,283	4,692	-11.2%
4th Grade	5,197	4,882	-6.1%
5th Grade	5,461	5,145	-5.8%
6th Grade	5,356	4,957	-7.4%
7th Grade	5,536	5,206	-6.0%
8th Grade	5,415	5,075	-6.3%
9th Grade	5,465	5,449	-0.3%
10th Grade	5,443	5,259	-3.4%
11th Grade	5,342	5,441	1.9%
12th Grade	5,320	5,539	4.1%

Sonoma county K-12 schools experienced enrollment decreases in all but two grade levels (enrollment in 11th grade increased by 1.9% and enrollment in 12th grade increased by 4.1%).

Increases in 11th grade and 12th grade enrollment provides a positive outlook for SRJC dual enrollment programs. However, enrollment decreases in 7th and 8th grade middle school enrollment and 9th and 10th grade high school enrollment has the potential of limiting growth in first-time college students in all programs.

Student Age

Table 11. Student Age Range by Site – 2016 and 2020

Student Age Range by Site - 2016 and 2020					
Location	20 and Younger	20 to 24	25 to 39	40 to 54	55 and Older
Shone Farm	20.3%	19.7%	32.1%	14.3%	13.5%
Off Campus Location(s)	11.4%	5.6%	38.4%	35.9%	8.7%
Online	34.2%	24.8%	29.9%	8.3%	2.8%
Petaluma	44.8%	23.9%	22.4%	6.3%	2.6%
PSTC*	13.1%	17.1%	46.7%	18.8%	4.3%
Santa Rosa	40.7%	22.6%	24.8%	7.6%	4.3%
SWC**	4.2%	7.4%	42.1%	34.3%	12.1%

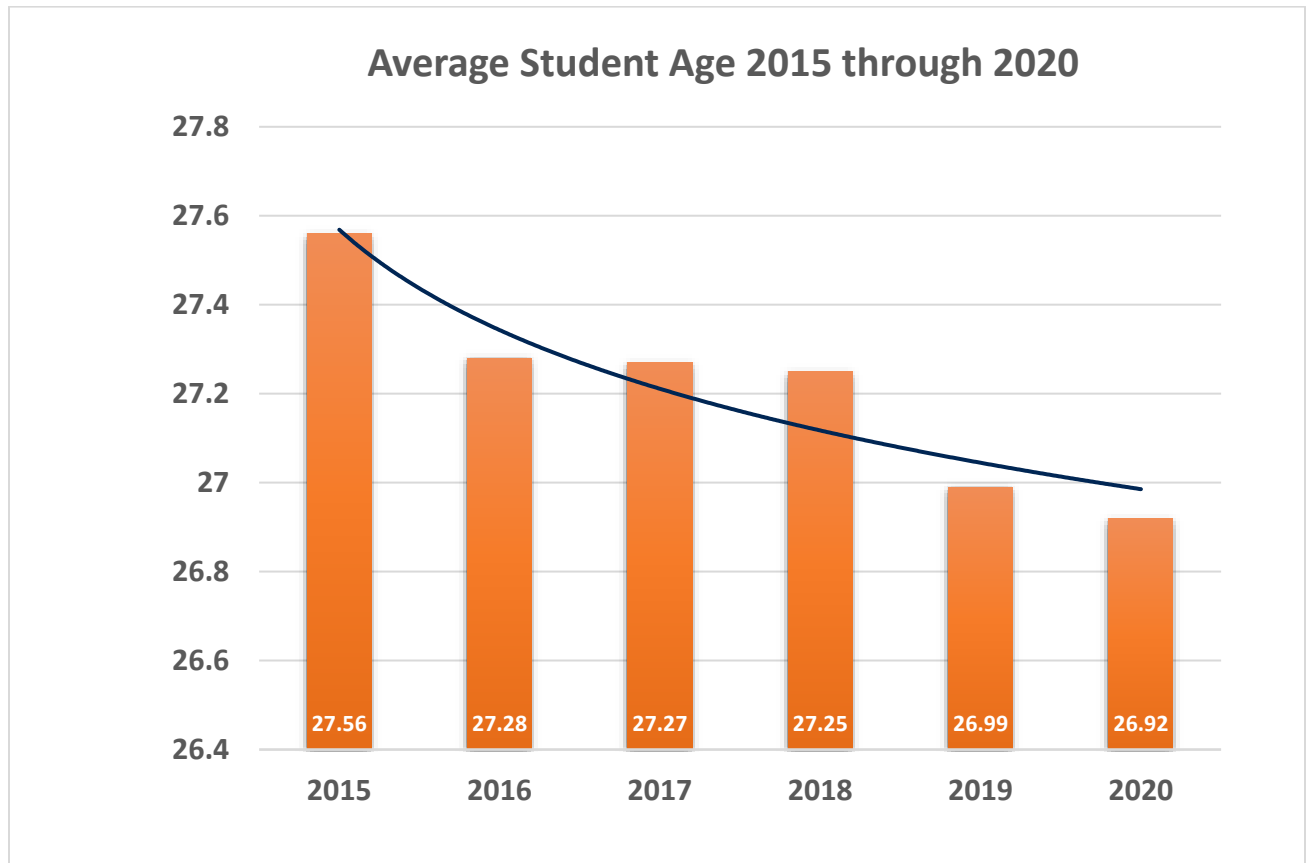
* Public Safety Training Center

** Southwest Center

Source: SRJC Student Information System

Tracking the age distribution of SRJC students by location (Table 11) allows the district to view the unique demographics of each site location. Over the past five-years. In Petaluma, 44.8% of enrollment was supported by students 20 years of age or younger. The Santa Rosa campus had a similar trend to the Petaluma campus with 40.7% of enrollment students represented in the 20 years of age or younger category. Shone Farm and the Southwest Center both tend to represent enrollment from students who are in age groups of 25 years old or higher.

Figure 12. Average Student Age



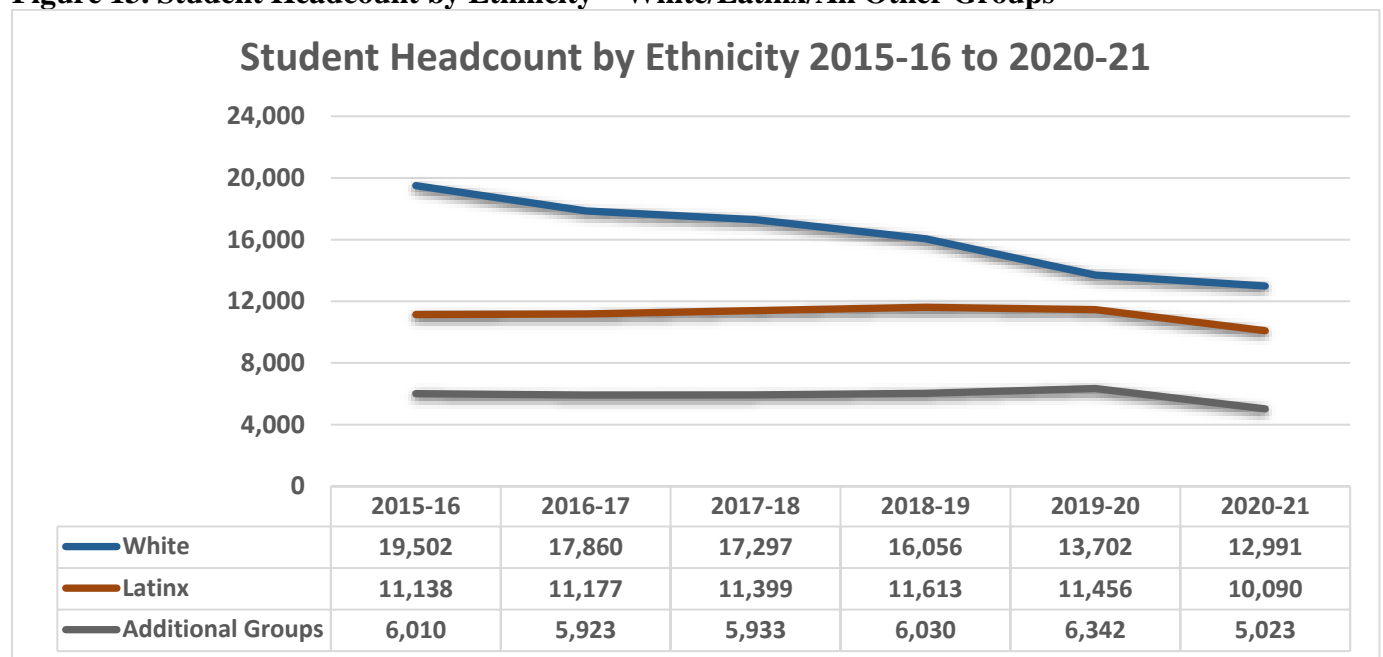
Source: SRJC Student Information System

The average age of an SRJC student has consistently decreased over the past five-years. As shown in Figure 12 above, in 2015, the average age of SRJC students was 27.5 years old. In 2020, the average age of SRJC students was 26.9 years old (a decrease of .6 years). The average age decrease coincides with the overall district enrollment decrease. The relationship between average age and enrollment is being explored.

Student Race and Ethnicity

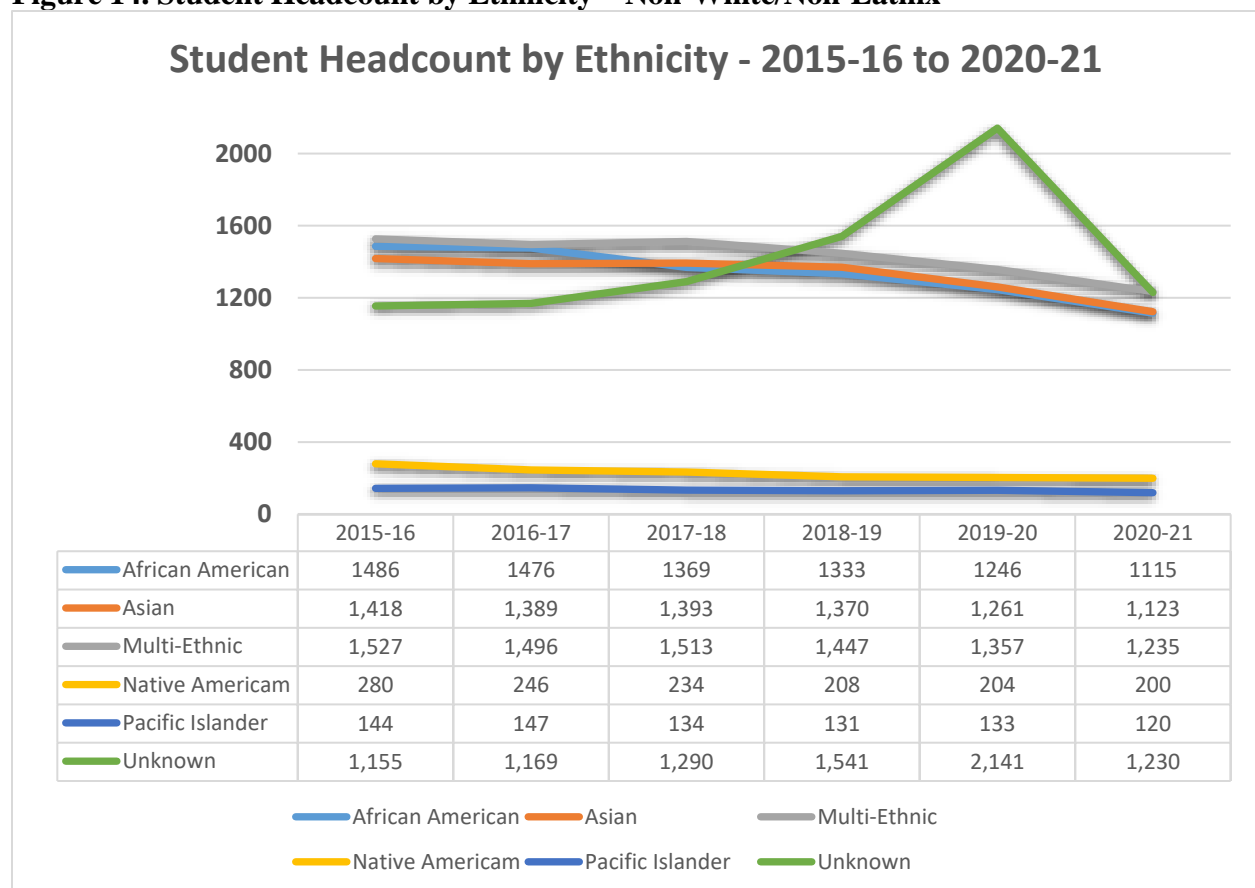
While the total enrollment headcount dropped from 36,650 in 2015-16 to 28,104 in 2020-21 (a 23.3% decrease), Figure 13 below shows that the biggest decrease was among the White students (from 19,502 to 12,991 or 33% decline). The Latinx student population experienced a decrease from 11,138 to 10,090 in the same time period (a 9.4% decrease). All other ethnic groups at the college individually represent less and 5% of the student population. The Additional Groups (African American, Asian, Native American, Pacific Islander, Multi-Ethnic, and Unknown) experienced a combined decrease from 6,010 to 5,023 (a 16.4%% decrease).

Figure 13. Student Headcount by Ethnicity – White/Latinx/All Other Groups



Source: SRJC Student Information System

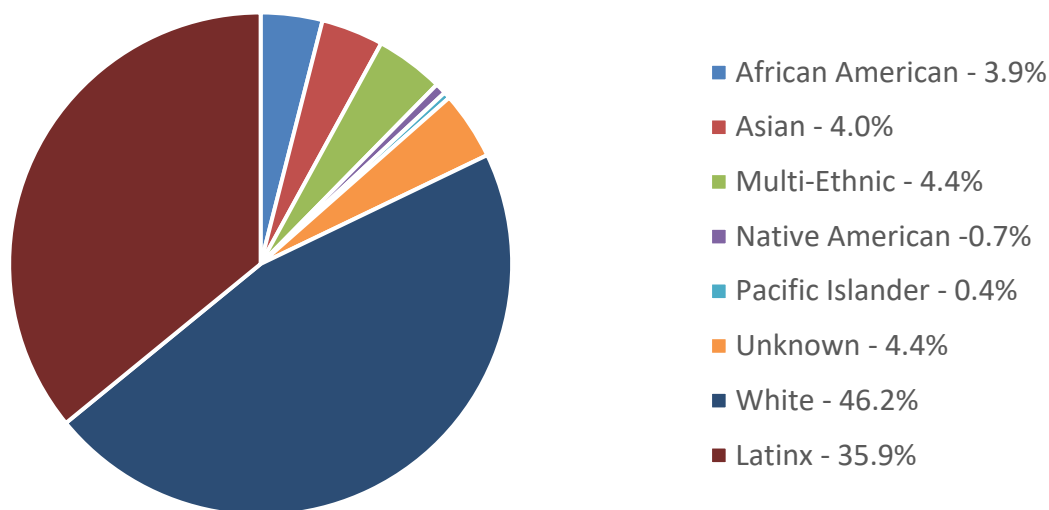
Figure 14. Student Headcount by Ethnicity – Non-White/Non-Latinx



Source: SRJC Student Information System

Figure 14 above provides a visual of the student representation by ethnicity since the 2015-16 academic year. The figure only focuses on ethnic populations that individually represent less than 5% of the student population (the only ethnicities that represent more than 5% of the student population are those who identify as either White or Latinx). SRJC has experienced an overall decline in the number of students for each ethnic group represented in Figure 15 and Table 12 below. Students who did not identify with a specific ethnicity (Unknown) were increasing from 2016-17 through 2019-20. The increase in Unknown students from 2018-19 through 2019-20 is most likely associated with changes to the race and ethnicity data definitions included in the enrollment application completed by all California community college students through CCCApply.

Figure 15. SRJC Student Ethnic Representation – 2020-21



Source: SRJC Student Information System

Table 12. Percentage of SRJC Student Ethnic Representation - 2021

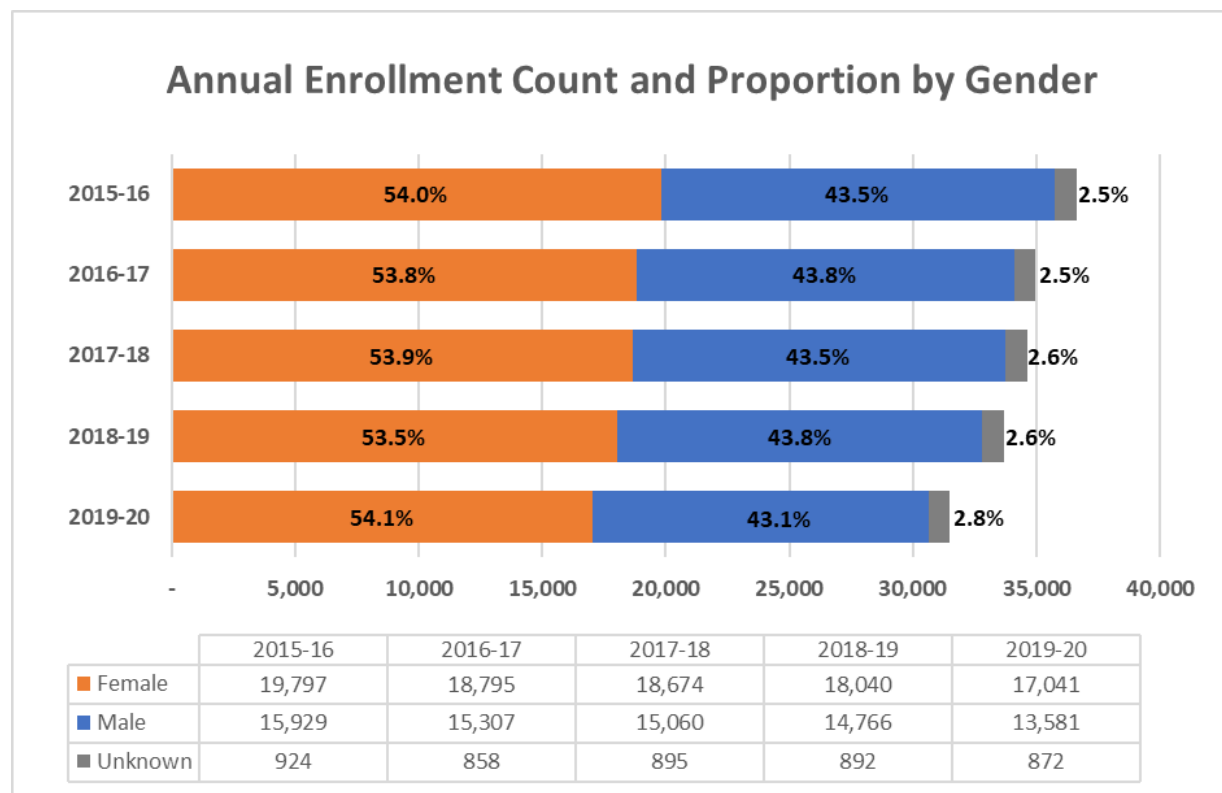
Ethnicity	Santa Rosa Junior College 2021 Ethnic Representation	
	Headcount	Percentage
African American	1,115	3.9%
Asian	1,123	4.0%
Multi-Ethnic	1,235	4.4%
Native American	200	0.7%
Pacific Islander	120	0.4%
Unknown	1,230	4.4%
White	12,991	46.2%
Latinx	10,090	35.9%

Source: SRJC Student Information System

In fall 2021, SRJC had six ethnic groups that individually represented less than 5% of the student population. Students who did not identify with an ethnic group (unknown) represented 4.4% of the student population. Students who identified as Multi-Ethnic also represented 4.4% of the student population. Students who identified as Asian represented 4% of student population. Students who identified as African American represented slightly less and 4% of the student population. Students who identified at Native American (.7%) or Pacific Islander (.4%) each represented less than 1% of the student population.

Student Gender

Table 13. Unduplicated Gender Distribution 2015-16 through 2019-20



Source: SRJC Student Information System

Table 13 shows the proportion of student enrollment headcount by gender from 2015-16 academic year through the 2019-20 academic year. Gender representation has remained steady while the district has experienced a decrease in overall headcount. Students who identify as female have consistently represented nearly 54% of the student population. Students who identify as male have consistently represented nearly 43% of the student population. Student who choose not to identify with as either female or male consistently represented nearly 2.5% of the student population.

Financial Aid Awards

Table 14. Financial Aid Award Trends – 2015-16 to 2019-20

Santa Rosa Junior College Financial Aid Awards					
Category	2015-16	2016-17	2017-18	2018-19	2019-20
PELL Grant	3,643	3,968	3,537	3,782	3,011
Cal Grant	946	1,174	1,097	1,099	971
Cal Promise	13,585	13,211	12,281	12,200	11,358
SEOG	1,157	715	925	667	590
Loan	336	307	254	223	82
Scholarship	3,073	2,996	3,651	3,296	3,560
Work Study	69	70	69	42	18

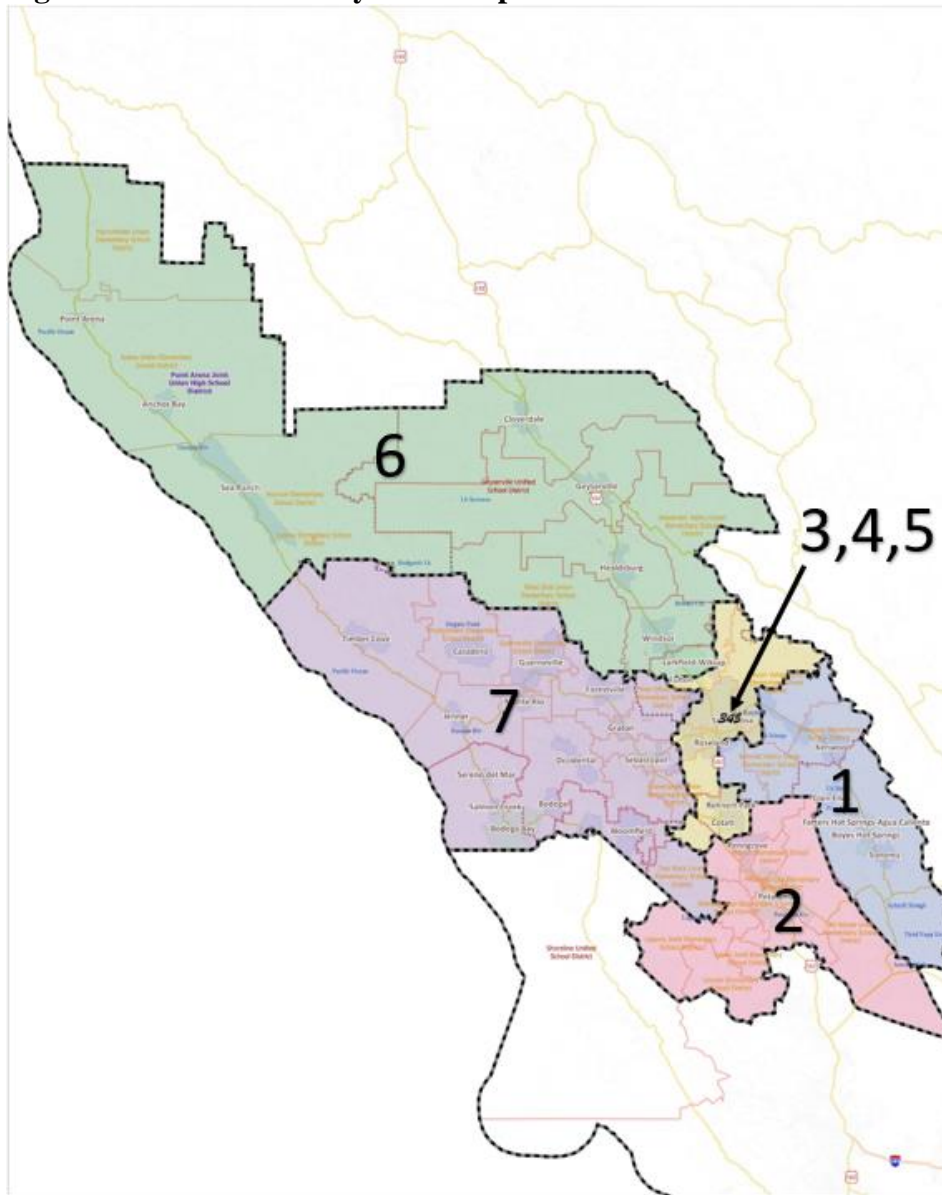
Source: SRJC Student Information System

Table 14 provides the total number of students supported by various grants and scholarships. Given the pandemic, decreases in the number for awards was expected (especially in the area of work study). While the number of students receiving entitlement, grants decreased (another expected occurrence given enrollment declines), the number of students receiving scholarships increased.

Socio-economic Data

This section presents socio-economic information of the area served by Santa Rosa Junior College, updated since the College's last accreditation site visit. The variables include 2019 US Census Bureau data on household size, median household and family income, educational attainment, language spoken at home, and housing information for Sonoma County.

Figure 16. Sonoma County Area Map



Source: U.S. Census Bureau

Sonoma County, California has 1,575.2 square miles of land area and is the 29th largest county in [California](#) by total area. Sonoma County, California is bordered by [Lake County, California](#), [Napa County, California](#), [Mendocino County, California](#), [Solano County, California](#), [Contra Costa County, California](#), and [Marin County, California](#).

Median Income

According to the U.S. Census Bureau, a “family” consists of two or more people related by birth, marriage, or adoption residing in the same housing unit. A household consists of all people who occupy a housing unit regardless of relationship. A household may consist of a person living alone or multiple unrelated individuals or families living together.

Median family income is typically higher because the composition of households includes fewer people and/or older or younger people. Family households tend to have more people in their prime earning years.

In 2019 in Sonoma County, the average household size was 2.55 people whereas the average family size was 3.06 people. These figures have decreased slightly in the last five years since 2015, by 1.5% and 2.2% respectively.

Table 15. Sonoma County Household and Family Size

	2015	2016	2017	2018	2019	% Change
Average household size	2.59	2.64	2.63	2.62	2.55	-1.5%
Average family size	3.13	3.19	3.24	3.16	3.06	-2.2%

Source: US Census American Community Survey (ACS)

Median Household Income

Median Household Income tends to be lower than Median Family Income, as mentioned above, due to households including younger and older people and fewer people in their prime earning years. In 2019 Sonoma County's median income was \$87,828 per household. This increased 31.7% from 2015. This is 9.2% higher than California's Median Household Income, and 45.0% higher than the US South region.

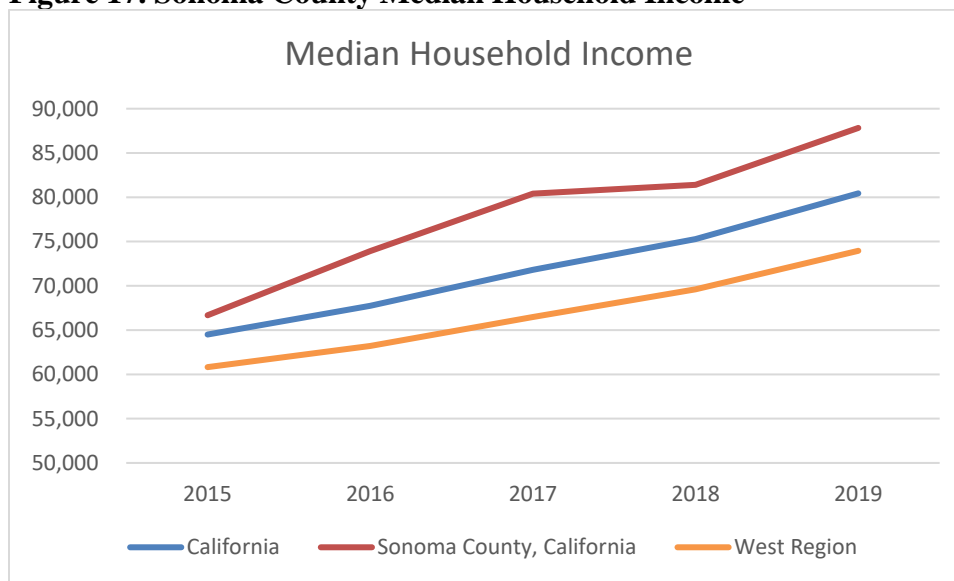
Table 16. Sonoma County Median Household Income

	Median Household Income					% Change
	2015	2016	2017	2018	2019	
Sonoma County, California	66,674	73,929	80,409	81,395	87,828	31.7%
California	64,500	67,739	71,805	75,277	80,440	24.7%
Northeast Region	62,168	64,974	66,998	69,517	73,145	17.7%
Midwest Region	54,001	55,712	57,778	59,657	62,198	15.2%
South Region	51,383	52,678	55,135	56,882	60,566	17.9%
West Region	60,818	63,202	66,485	69,605	73,953	21.6%

Source: US Census American Community Survey (ACS)

While most regions saw a 15 to 22% increase in median household income since 2015, Sonoma County experienced an increase of over 30%. Whether this is due to the aging of the county's population or the lower affordability of the region, thus pushing lower income households out, is not clear from this data but it presents a trend that could be of concern to SRJC's student population.

Figure 17. Sonoma County Median Household Income



Source: US Census American Community Survey (ACS)

Median Family Income

Like Median Household Income, Sonoma County's Median Family income also saw the highest increase since 2015 compared with the State of California and all four major regions of the US. Sonoma County Median Family Income increased by 27.1% in the last five years.

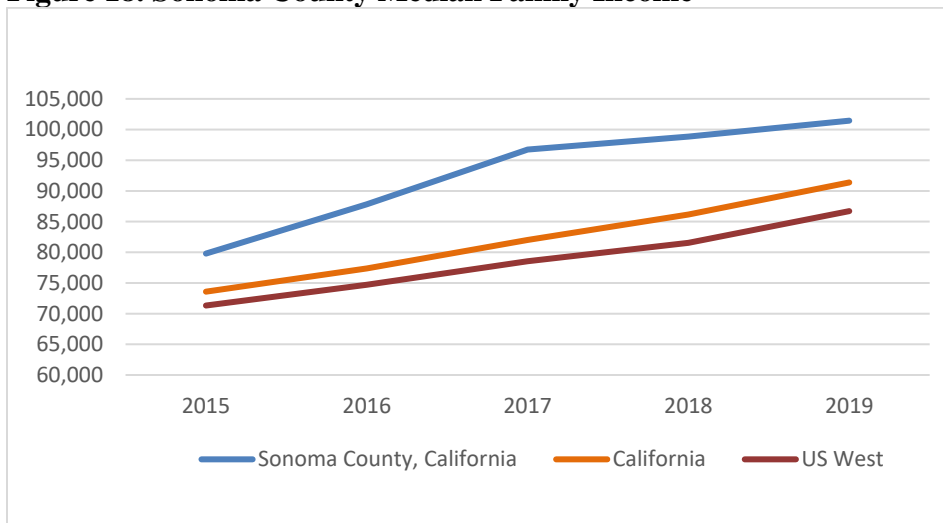
Table 17. Sonoma County Median Family Income

Median Family Income, Inflation-Adjusted Dollars						
Region	2015	2016	2017	2018	2019	% Increase
Sonoma County, California	79,788	87,812	96,745	98,849	101,449	27.1%
California	73,581	77,359	82,009	86,165	91,377	24.2%
US West	71,322	74,704	78,543	81,552	86,706	21.6%
US South	62,309	64,913	67,418	70,113	74,044	18.8%
US Northeast	77,943	81,473	84,152	87,197	91,859	17.9%
US Midwest	68,369	70,966	73,222	75,328	79,798	16.7%

Source: US Census American Community Survey (ACS)

Sonoma County's Median Family Income was 11% higher than the State of California, 17% higher than the Western region of the US, and 37% higher than the Southern region of the US.

Figure 18. Sonoma County Median Family Income



Source: US Census American Community Survey (ACS)

Educational Attainment

Despite the .5% decline in Sonoma County's overall population, the population of people over the age of 25 increased by .7%. This made up 72% of the overall population.

Table 18. Sonoma County Population 25 Years and Over

	2015	2016	2017	2018	2019	# Difference
Population 25 years and over	356,680	360,452	362,732	360,877	359,124	0.7%

Source: US Census American Community Survey (ACS)

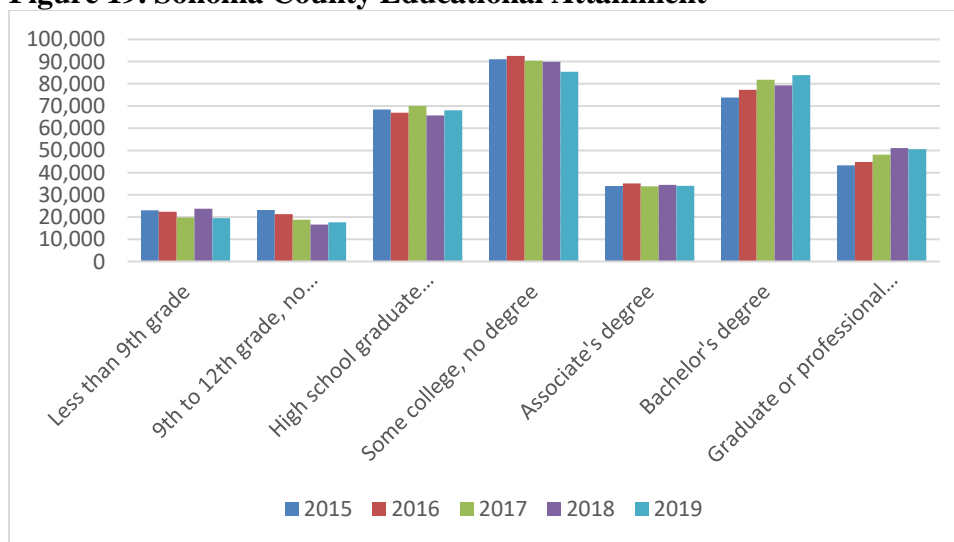
This is the group to be aware of when assessing Educational Attainment, and you can see that the percentage of people in Sonoma County who have attained Bachelor's Degrees and Graduate Degrees have increased considerably over the last five years (13.7% and 16.9% increases, respectively).

Table 19. Sonoma County Educational Attainment

	Estimate of Population					# Difference
	2015	2016	2017	2018	2019	
Less than 9th grade	23,069	22,414	19,771	23,748	19,492	-15.5%
9th to 12th grade, no diploma	23,183	21,317	18,820	16,661	17,627	-24.0%
High school graduate (includes equivalency)	68,387	66,982	69,985	65,771	68,082	-0.4%
Some college, no degree	91,028	92,522	90,386	89,876	85,406	-6.2%
Associate's degree	33,968	35,135	33,848	34,461	34,043	0.2%
Bachelor's degree	73,795	77,301	81,840	79,289	83,916	13.7%
Graduate or professional degree	43,250	44,781	48,082	51,071	50,558	16.9%

Source: US Census American Community Survey (ACS)

However, in examining the population of Sonoma County residents who have some college and no degree, or residents who have attained an Associate's Degree, these populations have declined or remained flat for the last five years.

Figure 19. Sonoma County Educational Attainment

Source: US Census American Community Survey (ACS)

Language Spoken at Home

Table 20. Change in County Population by Language Spoken at Home

Language Spoken at Home	2015 #	2019 #	% Change
English	352,293	350,549	-0.50%
Spanish	93,085	93,734	0.70%
Other Indo-European languages	13,673	11,973	-12.43%
Asian and Pacific Islander languages	12,790	12,569	-1.73%
Other languages	2,421	1,738	-28.21%
Total	474,262	470,563	-0.78%

Source: US Census American Community Survey (ACS)

Based on the US Census Bureau American Community (ASC) survey data on Language Spoken at Home, Sonoma County's household population decreased by .78% from 2015 to 2019. The county experienced noticeable declines in households that identified as speaking Other Indo-European languages (-12.43%) or Other languages (-28.21%). Decreases in the number of household members speaking English or Spanish both were aligned with county totals (which is expected since both populations represent the vast majority of the county).

Table 21 - Sonoma County Housing

Housing Categories	2012	2019	Percentage Change
Occupied housing units	184,502	190,689	3%
Owner-occupied	113,096	118,521	5%
Renter-occupied	71,406	72,168	1%
Average household size of owner-occupied unit	2.53	2.56	1%
Average household size of renter-occupied unit	2.61	2.53	-3%

Source: US Census American Community Survey (ACS)

Table 21 provides the change in housing occupancy and units between 2012 and 2019 (ACS housing data for 2012 is the data collection the immediately preceded 2019). Sonoma County experienced a 3% increase in the number of housing units since 2012 ACS survey data. The percentage of owner-occupied housing increased by 5%. Renter-occupied housing increased at a lower rate of 1%.

Sites

Santa Rosa Junior College is comprised of two campuses and three dedicated sites. These include:

Santa Rosa Campus

1501 Mendocino Avenue, Santa Rosa, CA 95401

Also includes: Robert Burdo Culinary Arts Center

1670 Mendocino Avenue, Santa Rosa CA 94041

Petaluma Campus

680 Sonoma Mountain Parkway, Petaluma CA 94954

Public Safety Training Center

5743 Skylane Boulevard, Windsor CA 95492

Shone Farm

6225 Eastside Road, Forestville CA 95436

Southwest Santa Rosa Center (noncredit only)

950 Wright Road, Santa Rosa CA 95407

The College offers courses at a number of sites where less than 50% or of a program, certificate or degree is available including course for incarcerated students in partnership with the Sonoma County Sheriff's Office to serve students in custody at the Sonoma County Main Adult Detention Facility and North County Detention Facility, and at other facilities located throughout the county in such cities as Windsor, Healdsburg, Guerneville, Point Arena, Cloverdale, and Sonoma. The College also has access to the Pepperwood Preserve through a memorandum of understanding to support the collaborative development and delivery of environmental curricula.

Specialized or Programmatic Accreditation

Santa Rosa Junior College offers a number of programs in Health Sciences and Public Safety that require accreditation by external agencies. Information regarding the program, accrediting agency or agencies and the frequency and date of the last accreditation is posted on the College's accreditation website ([INT.1](#)).

Table 22. Santa Rosa Junior College Programs Accredited by External Agencies

Cluster	Program	Accreditation	Date of Last Accreditation, frequency
Health Sciences	Associate Degree Nursing	Board of Registered Nursing (BRN)	April 2021, every 5 years
Health Sciences	Nursing Assistant	California Department of Public Health (CDPH)	2021, yearly
Health Sciences	Dental Hygiene	Commission on Dental Accreditation (CODA) and Dental Hygiene Board of California (DHBC)	CODA: 2015, every 7 years DHBC: September, 2021(initial), then same year as CODA
Health Sciences	Radiological Technology	Joint Review Committee on Education in Radiologic Technology (JCERT) California Department of Public Health (CDPH)	JCERT: May 2021, every 5 years CDPH: 2021, yearly
Public Safety	Regular Basic Course PC 832 Arrest and Firearms In-Service	CA Peace Officer Standards and Training (POST)	March 2019, Every 3-4 years Biennial Biennial
Public Safety	Fire Technology Program <ul style="list-style-type: none"> • Firefighter Academy <ul style="list-style-type: none"> ○ Firefighter 1 and 2 • Company Officer • Wildland • Hazardous Materials • Auto Extrication • Truck Academy 	CA State Fire Training CA State Fire Board Following: Fire and Emergency Services Higher Education (FESHE) Standards and National Fire Protection Agency	Accredited Regional Training Program (ARTP): November 2020, Every 5 years

	• Volunteer Academy	(NFPA) Guidelines	
Public Safety	Corrections	Standards and Training for Corrections (STC)	July 2020, Every 2 years
Public Safety	Emergency Medical Technician	California State Approval by Coastal Valleys EMS Agency	Current until 12/31/22. Approval every 4 years.
Public Safety	Paramedic	Commission on Accreditation of Allied Health Education Programs (CAAHEP) California State approval by Coastal Valleys EMS Agency	2016, every 5 years. 2021 accreditation was postponed due to COVID-19, being completed in 2022

B. Presentation of Student Achievement Data and Institution-Set Standards

Institution-Set Standards

Santa Rosa Junior College's Institutional Planning Council (IPC) has annually developed a set of seven Institution-Set Standards that have been presented to Cabinet and the Academic Senate for review and input. The IPC process involves a review and discussion of historical and current data, factors affecting student outcomes, and ways in which the College is addressing student achievement gaps and progress toward meeting these standards. The Institution-Set Standards have been updated and reported annually as part of the ACCJC Annual Report as provided in Table 23 below. Santa Rosa Junior College has set both floor and stretch goals for each of the following measures: Successful Course Completion Rate, Degrees Awarded, Certificates Awarded, Transfer to Four-Year Institutions, Licensure Examination Pass Rates, Job Placement Rates for Certificate Programs and Career Technical Education Degrees.

Table 23. Santa Rosa Junior College Institution-Set Standards

Course Completion Rates			
Year	2016-17	2017-18	2018-19
Institution Set Standard	72%	72%	73%
Stretch Goal (aspirational)	73%	73%	74%
Actual	76%	73%	N/A
Certificates			
Year	2016-17	2017-18	2018-19
Institution Set Standard	958	1,200	800
Stretch Goal (aspirational)	N/A	N/A	1,200

Actual	677	1,211	N/A
Associate Degrees			
Year	2016-17	2017-18	2018-19
Institution Set Standard	1,511	2,000	2,200
Stretch Goal (aspirational)	N/A	N/A	2,400
Actual	2,379	2,338	N/A
Transfer to Four-Year Institutions			
Year	2016-17	2017-18	2018-19
Institution Set Standard	1,300	1,400	1,300
Stretch Goal (aspirational)	N/A	N/A	1,500
Actual	1,418	1,438	N/A

Licensure Examination Pass Rates					
Program	Examination	Institution Set Standard	2016-2017 Pass Rate	2017-18 Pass Rate	2018-19 Pass Rate
Associate Degree Nursing	national	80 %	93.8 %	98.2 %	96.3 %
Dental Assisting Written	state	80 %	100 %	92 %	100 %
Dental Hygiene Clinical	national	80 %	100 %	100 %	100 %
Dental Hygiene Board	national	80 %	92 %	100 %	100 %
Dietetic Technician	national	80 %	100 %	67 %	63 %
Medical Assisting	state	50 %	28 %	43 %	45 %
Nursing Assistant Skills	state	80 %	92 %	84 %	100 %
Nursing Assistant Written	state	80 %	98 %	96 %	100 %
Pharmacy Tech	national	80 %	100 %	100 %	100 %
Radiologic Technology	national	80 %	100 %	89 %	89 %
Vocational Nursing	national	80 %	n/a	100 %	n/a
EMC	state	80 %	90 %	90 %	94 %
Paramedic	state	70 %	100 %	100 %	100 %
Ranger Academy	national	70 %	70 %	70 %	70 %
Modular Police Academy	state	80 %	80 %	80 %	80 %
Basic Police Academy	state	80 %	80 %	80 %	80 %
EMC: EMT	state	90 %	90 %	90 %	94 %

Employment Rates for Career and Technical Education Students				
Program	Institution Set Standard	2016-17 Job Placement Rate	2017-18 Job Placement Rate	2018-19 Job Placement Rate
Administration of Justice: AS	80 %	8 %	44 %	41.67 %
Basic Police Officer Academy: Cert 18-30 Units	80 %	67 %	69 %	75.86 %
Business Administration: AS	80 %	33 %	80 %	58.54 %
Business: Accountant Assistant: Cert 30-60 Units	80 %	0 %	0 %	100 %
Business: Marketing: Cert 18-30 Units	80 %	0 %	0 %	66.67 %
Child Development: AA	80 %	100 %	67 %	100 %
Culinary Arts: Baking and Pastry: Cert 18-30 Units	80 %	60 %	100 %	33.33 %
Culinary Arts: Cert 30-60 Units	80 %	0 %	0 %	85.71 %
Dental Assisting: Cert 30-60 Units	80 %	100 %	100 %	100 %
Dental Hygiene: AS	80 %	100 %	100 %	100 %
Dietetic Technician: AS	80 %	0 %	0 %	66.67 %
Early Childhood Education: AS	80 %	0 %	0 %	100 %
Fire Technology: AS	80 %	100 %	86 %	88.89 %
Fire Technology: Cert 30-60 Units	80 %	0 %	0 %	100 %
Graphic Design: AA	80 %	0 %	0 %	50 %
Human Services: Alcohol & Drug: AA	80 %	0 %	0 %	100 %
Journalism: AA	80 %	0 %	0 %	66.67 %
Medical Assisting: Administrative & Clinical: Cert 30-60 Units	80 %	100 %	0 %	66.67 %
Medical Assisting: Clinical: Cert 30-60 Units	80 %	0 %	100 %	40 %
Nursing: AS	80 %	95 %	100 %	100 %
Paralegal Studies: AA	80 %	60%	80 %	80 %
Pharmacy Technician: Cert 18-30 Units	80 %	100 %	67 %	50 %
Pre-Allied Health: AS	80 %	0 %	0 %	100 %
Radiologic Technology: AS	80 %	0 %	67 %	100 %
Veterinary Technician: Cert 18-30 Units	80 %	0 %	0 %	87.5 %

Wastewater Treatment Operations: AS	80 %	0 %	0 %	66.67 %
Wastewater Treatment Operations: Cert 18-30 Units	80 %	0 %	0 %	25 %

Source: ACCJC Annual Report, 2021

Student Achievement Data

In 2014-2015, Santa Rosa Junior College implemented a five-year Strategic Plan that laid out goals and strategic objectives in support of the College mission. The College is in the process of updating the Strategic Plan for 2022-2027 to align stated goals for student achievement with the College's Institution-Set Standards, Student Equity Plan, and other local and state initiatives designed to support student success and achievement. Key performance indicators will be established, assessed annually and shared widely across the College as a means of monitoring student success and institutional effectiveness.

In addition to the Strategic Plan, student achievement data is provided to the College community via three primary vehicles: (1) annual Program and Resource Planning Process (PRPP) academic and student equity data (SAD_ISS.1.1), (2) Integrated Student Success Committee ([SAD_ISS.1.2](#)), and (3) ad hoc requests from department chairs, program leads, grant coordinators, faculty and administrators.

The College's annual program review (PRPP) provides student achievement data for all academic programs as part of each year's cycle that includes measures of retention, successful course completion, grade point average disaggregated by ethnicity, gender, age, income level, disability status, first generation status and basic skills. More recently, all academic disciplines were provided student success rates disaggregated by ethnicity for first generation students and those with financial need to be used for department/discipline dialogue and to facilitate preparation of faculty staffing requests ([SAD_ISS.1.3](#)). The Office of Institutional Research website provides access to a wide variety of student achievement data searchable by department and disaggregated across a considerable array of student variables; all of which are displayed as data visualizations designed to enable and facilitate institutional review and dialogue to improve and support student achievement.

Key metrics of student achievement outcomes are provided below and include course completion, course success, retention, employment rates, and degree/certification completion.

Table 24: Course Completion by Ethnicity

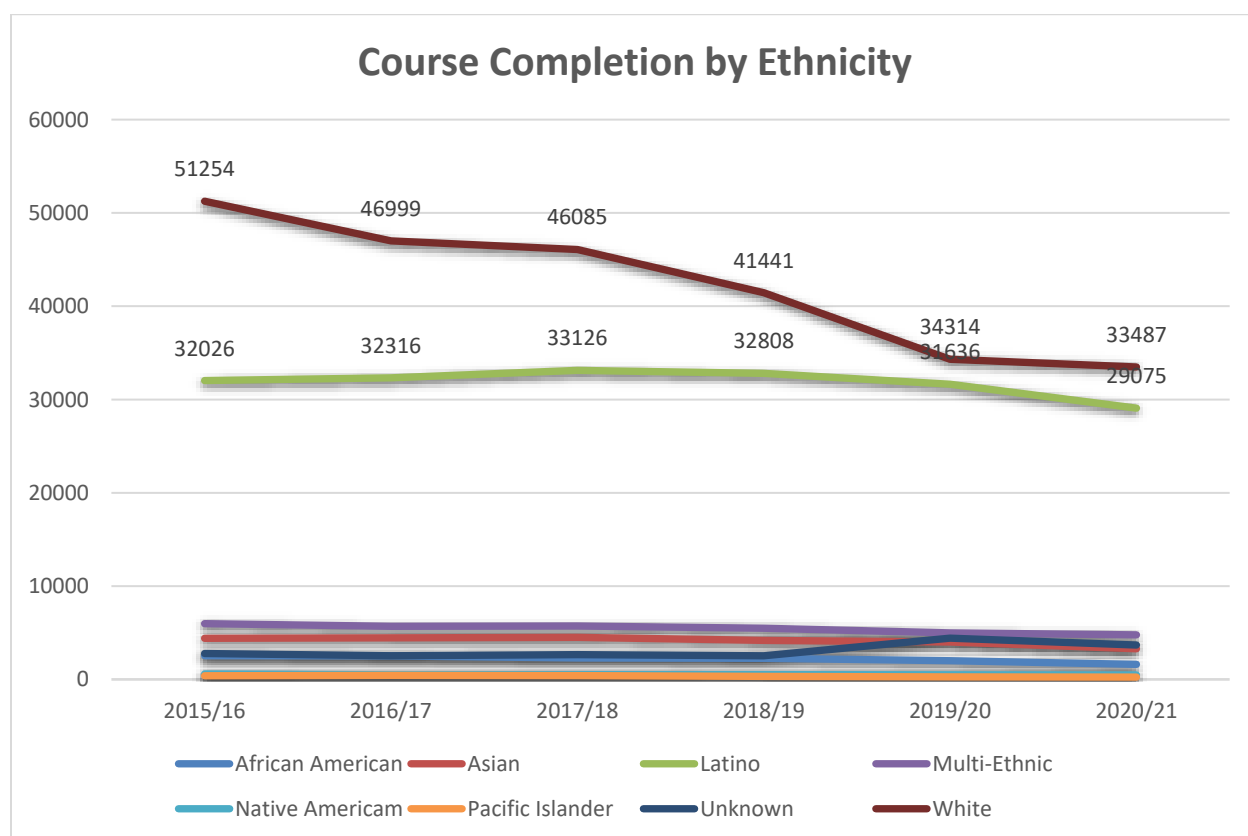
Successful Course Completion Rates by Ethnicity Groups 2015-21						
Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African American	68%	68%	69%	69%	65%	64%
Asian	76%	77%	78%	78%	76%	79%
Latino	66%	66%	68%	67%	65%	68%
Multi-Ethnic	72%	74%	75%	75%	73%	76%

Native American	62%	62%	69%	70%	66%	72%
Pacific Islander	68%	70%	72%	67%	63%	60%
Unknown	66%	65%	73%	76%	71%	76%
White	75%	76%	78%	77%	75%	78%

Source: SRJC Student Information System

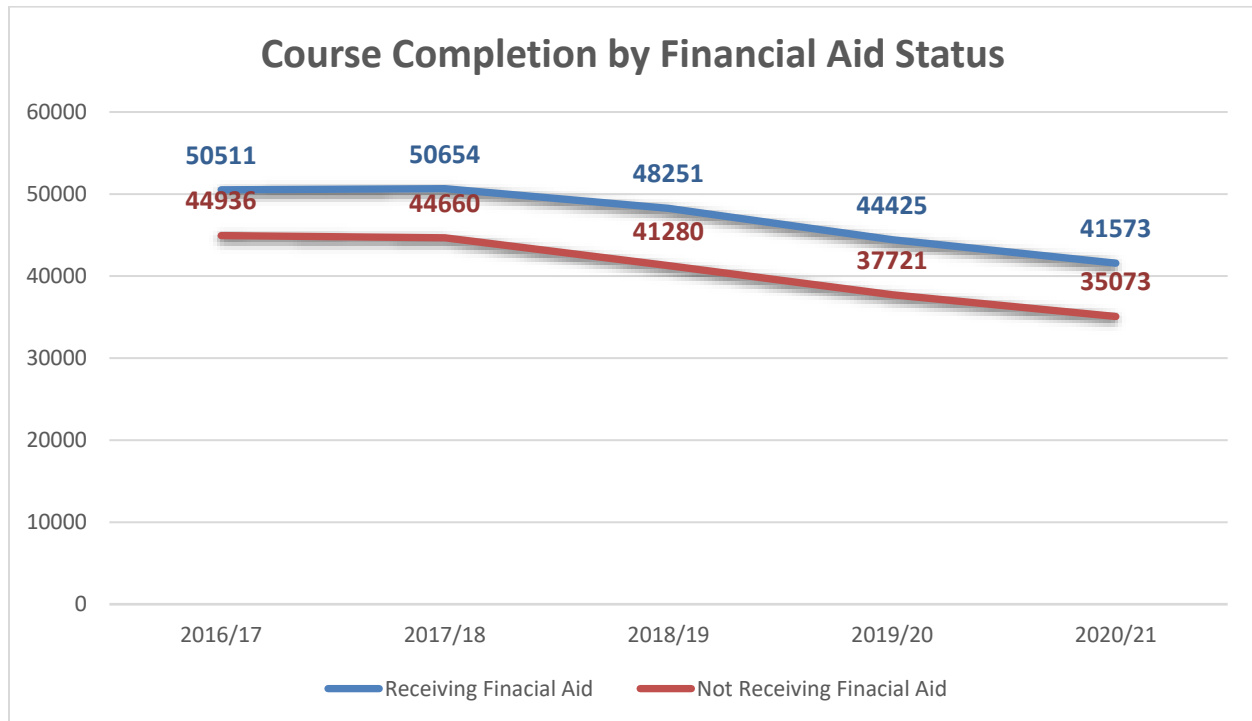
Table 24 and Figure 20 display Successful Course Completion (A passing grade of "C" or better) rates from the 2015-16 academic year through the 2020-21 academic year disaggregated by ethnicity. The SRJC institutional-set standard for course is 73% with an aspirational goal of a 74% successful course completion rate. Table 24 shows that students who identify as either Asian, Multi-Ethnic, or White have consistently achieved or exceeded the institutional-set standard. Students who do not identify with an ethnicity (Unknown) started meeting the institutional-set standard during the 2017-18 academic year. Students who identify as Pacific Islander only achieved the institutional-set standard during the 2017-18 academic year. Student who identify as Native American met the institutional-set standard during the 2020-21 academic year. Students who identify as either African American or Latinx did not achieve the institutional-set standards.

Figure 20. Course Completion by Ethnicity – 2015/16 to 2020/21



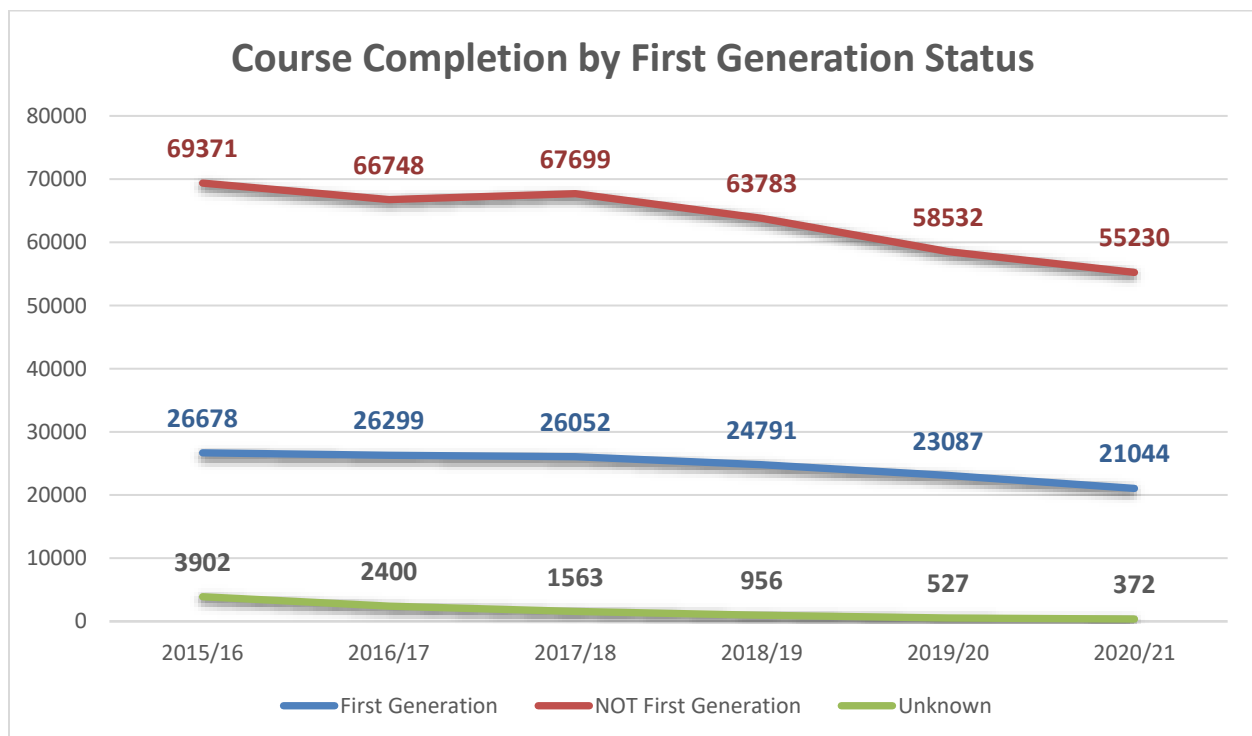
Source: SRJC Student Information System

Figure 21. Course Completion by Financial Aid Status – 2015/16 to 2020/21



Source: SRJC Student Information System

Figure 22. Course Completion by First Generation Status – 2015/16 to 2020/21



Source: SRJC Student Information System

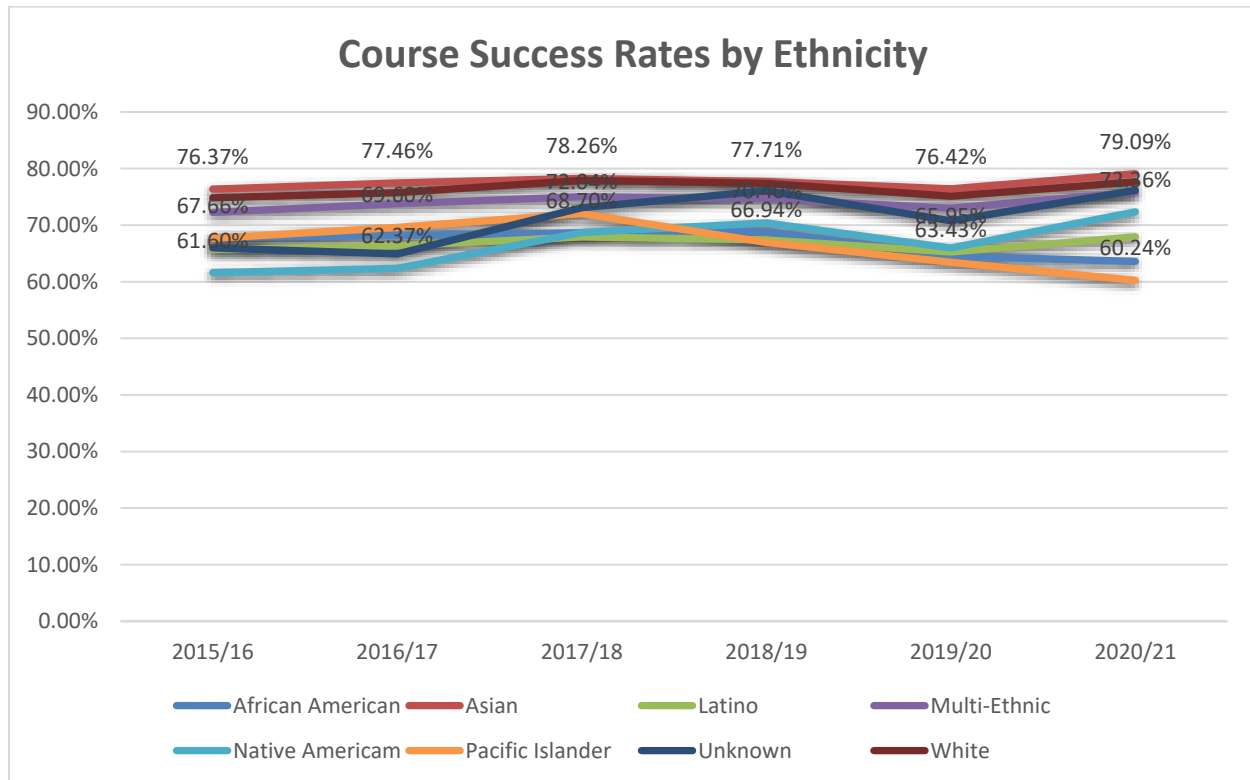
Table 25. Course Success Rates by Ethnicity

Successful Course Completion Rates by Ethnicity Groups 2015-21						
Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African American	68%	68%	69%	69%	65%	64%
Asian	76%	77%	78%	78%	76%	79%
Latino	66%	66%	68%	67%	65%	68%
Multi-Ethnic	72%	74%	75%	75%	73%	76%
Native American	62%	62%	69%	70%	66%	72%
Pacific Islander	68%	70%	72%	67%	63%	60%
Unknown	66%	65%	73%	76%	71%	76%
White	75%	76%	78%	77%	75%	78%

Source: SRJC Student Information System

Table 25 displays Successful Course Completion (A passing grade of "C" or better) rates from the 2015-16 academic year through the 2020-21 academic disaggregated by ethnicity. The SRJC institutional-set standard for course is 73% with an aspirational goal of a 74% successful course completion rate. Table xx shows that students who identify as either Asian, Multi-Ethnic, or White have consistently achieved or exceeded the institutional-set standard. Students who do not identify with an ethnicity (Unknown) started meeting the institutional-set standard during the 2017-18 academic year. Students who identify Pacific Islander only achieved the institutional-set standard during the 2017-18 academic year. Student who identify as Native American met the institutional-set standard during the 2020-21 academic year. Students who identify as either African American or Latinx did not achieve the institutional-set standards.

Figure 23. Course Success by Ethnicity – 2015/16 to 2020/21



Source: SRJC Student Information System

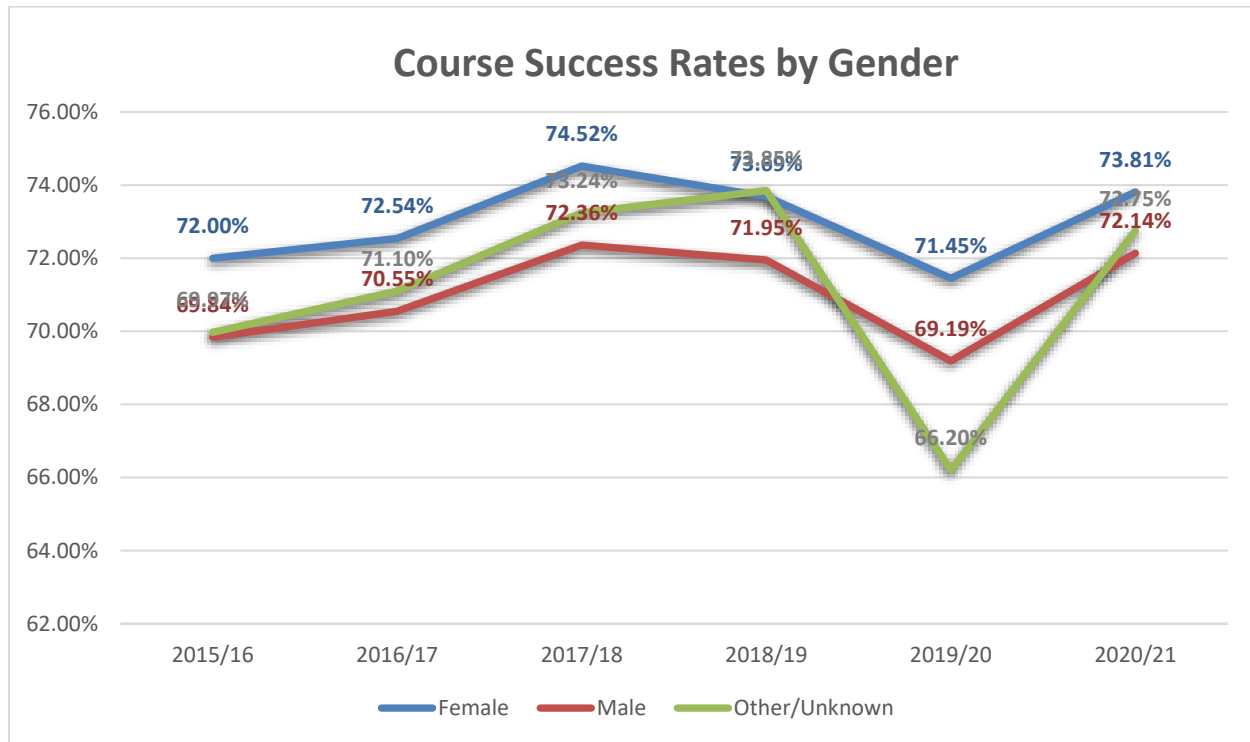
Table 26. Course Success Rates by Gender

Success Rates by Gender 2015-21						
Gender	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Female	72%	73%	75%	74%	71%	74%
Male	70%	71%	72%	72%	69%	72%
Other/Unknown	70%	71%	73%	74%	66%	73%

Source: SRJC Student Information System

Table 26 and Figure 24 displays Successful Course Completion (A passing grade of "C" or better) rates from the 2015-16 academic year through the 2020-21 academic disaggregated by gender. Students who identified as either Other/Unknown or Female achieve the institutional-set standard for successful course completion (female students achieved the aspirational goal of 74%). Students who identified as Male achieved a successful course completion rate of 72% (1% lower than the institutional-set standard).

Figure 24. Course Success by Gender – 2015/16 to 2020/21



Source: SRJC Student Information System

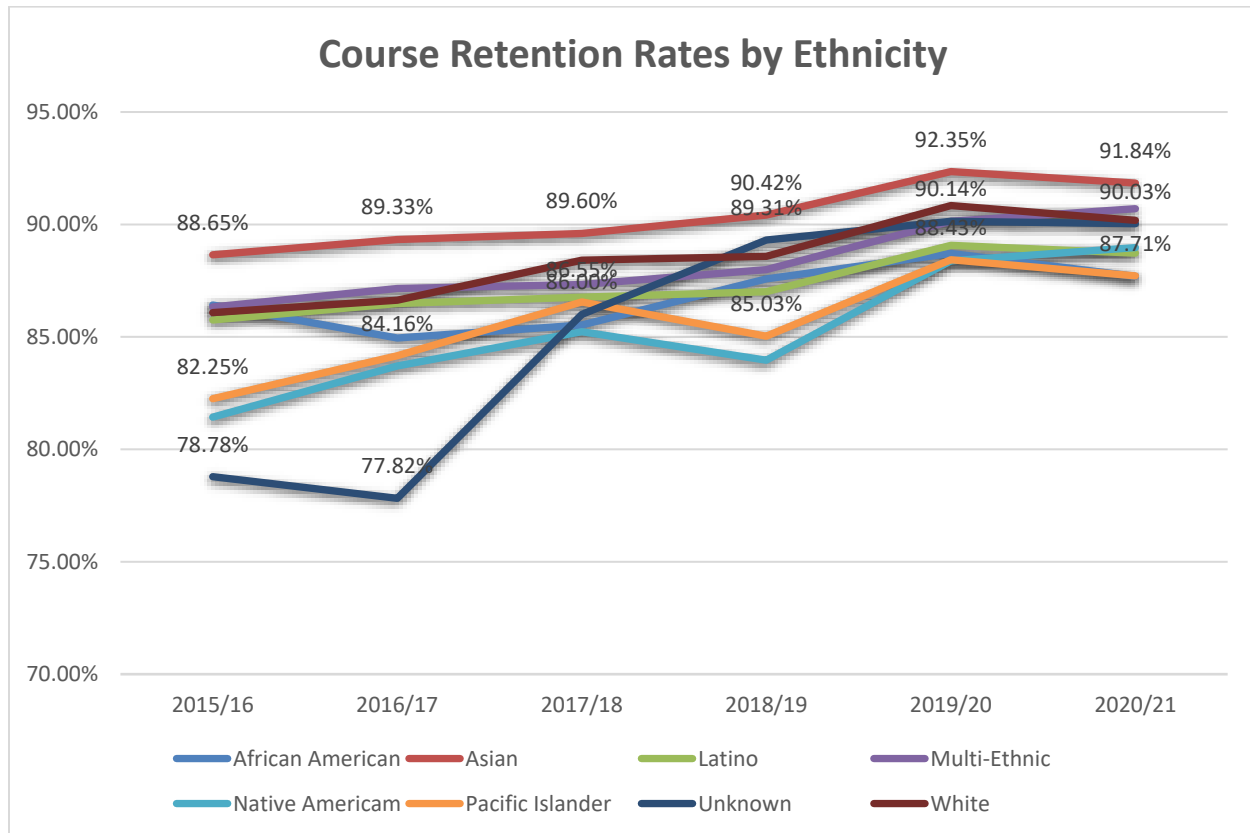
Table 27. Course Retention Rates by Ethnicity

Retention Rates by Ethnicity Groups 2015-21						
Ethnicity	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
African American	86%	85%	86%	88%	89%	88%
Asian	89%	89%	90%	90%	92%	92%
Latino	86%	86%	87%	87%	89%	89%
Multi-Ethnic	86%	87%	87%	88%	90%	91%
Native American	81%	84%	85%	84%	88%	89%
Pacific Islander	82%	84%	87%	85%	88%	88%
Unknown	79%	78%	86%	89%	90%	90%
White	86%	87%	88%	89%	91%	90%

Source: SRJC Student Information System

Table 27 and Figure 25 provides Course Retention (Any non-"W" grade) rates from the 2015-16 academic year through the 2020-21 academic year disaggregated by ethnicity. Since 2015-16, course retention rate for all ethnic groups experienced an increase. After the 2020-21 academic year, course retention rates were above 88% for all ethnic groups.

Figure 25. Course Retention by Ethnicity – 2015/16 to 2020/21



Source: SRJC Student Information System

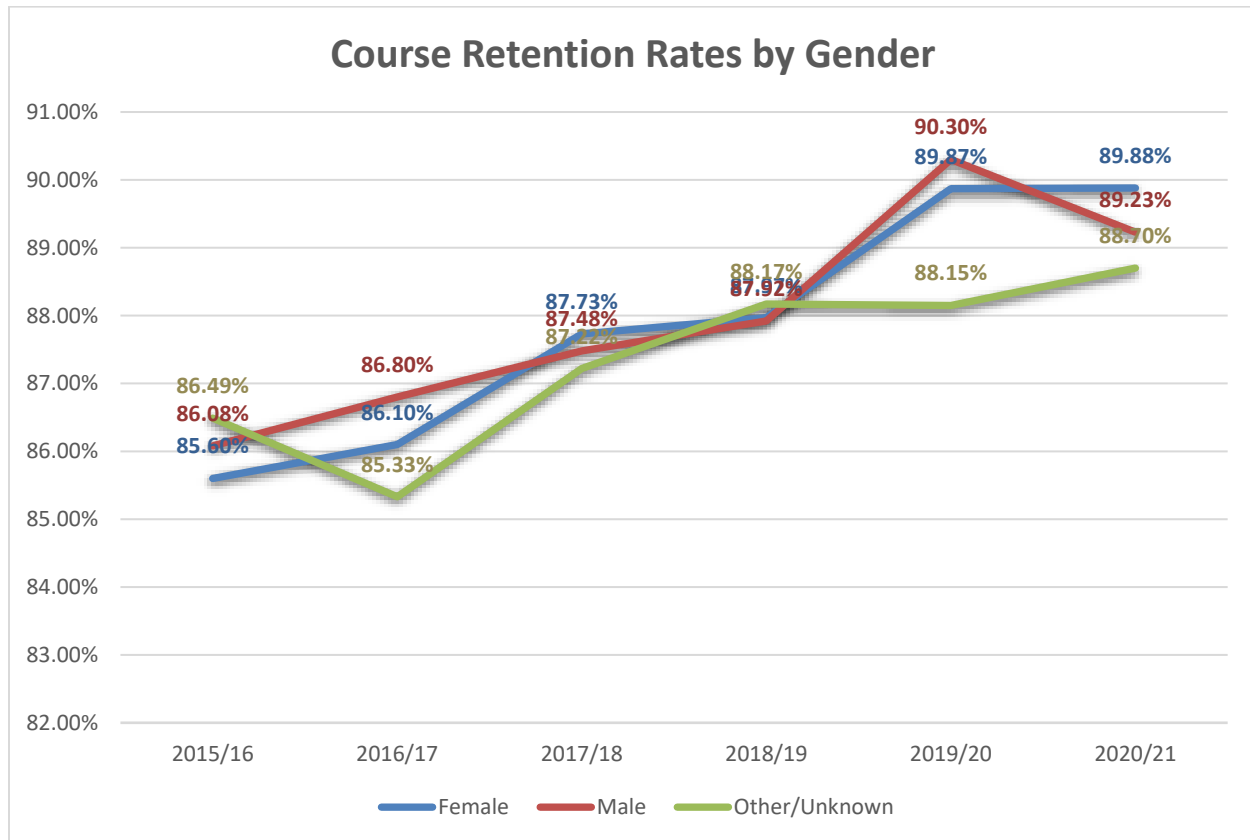
Table 28. Retention Rates by Gender

Retention Rates by Gender						
Gender	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Female	86%	86%	88%	88%	90%	90%
Male	86%	87%	87%	88%	90%	89%
Other/Unknown	86%	85%	87%	88%	88%	89%

Source: SRJC Student Information System.

Table 28 and Figure 26 provides Course Retention (Any non-"W" grade) rates from the 2015-16 academic year through the 2020-21 academic year disaggregated by gender. Since 2015-16, course retention rate for all genders experienced an increase. After the 2020-21 academic year, course retention rates were above 89% for all ethnic groups.

Figure 26. Course Retention by Gender – 2015/16 to 2020/21



Source: SRJC Student Information System

Table 29: Employment Rate for CE Graduates (2015 to 2020)

SRJC Job Placement Rates for Career Education Programs				
Academic Program	2015 Job Placement Rate	2016 Job Placement Rate	2017 Job Placement Rate	2018 Job Placement Rate
Administration of Justice AS	8%	31%	42%	33%
Basic Police Officer Academy Cert 18-30 units	67%	91%	76%	80%
Business Administration AA	33%	75%	No Data	No Data
Business Administration AS	60%	63%	59%	76%
Child Dev: Teacher AA	100%	75%	100%	100%
Child Dev: Teacher Cert 30-60 units	0%	67%	100%	100%
Culinary Arts AA	100%	100%	100%	No Data
Culinary Arts Cert 18-30 units	60%	80%	33%	83%
Culinary Arts Cert 30 to 60 units	0%	56%	86%	No Data
Dental Assisting Cert 30 to 60 units	100%	100%	100%	100%

Dental Hygiene AS	100%	100%	100%	100%
EMT: Paramedic Cert 30 to 60 units	100%	100%	100%	No Data
Fire Tech AS	100%	83%	89%	78%
Human Services: Advocacy AA	60%	100%	100%	50%
Human Services: Alcohol and Drug Cert 30-60 Units	75%	100%	100%	75%
Med Assisting, Admin: Cert 30 to 60 units	100%	100%	0%	No Data
Med Assisting, Clinical: Cert 30 to 60 units	100%	100%	40%	100%
Nursing AS	95%	93%	100%	98%
Paralegal Studies AA	60%	100%	80%	60%
Pharmacy Tech Cert 18 to 30 units	100%	80%	50%	100%
Physiology AS	78%	No Data	No Data	No Data
Pre-Allied Health AS	0%	33%	100%	57%
Radiologic Tech AS	0%	100%	100%	100%
Vocational Nursing AS	100%	100%	100%	100%

Source: SRJC Career and Technical Education Outcomes Survey (CTEOS), 2019

Table 29 provides employment rates for twenty-four SRJC career education students from 2015 through 2018 (data for 2019 and 2020 is currently unavailable). Five programs (Physiology AS, Med Assisting, Admin: Cert 30 to 60 units, EMT: Paramedic Cert 30 to 60 units, Culinary Arts Cert 30 to 60 units, Culinary Arts AA, and Business Administration AA) had 2015 job placement percentages in 2015 and did not have 2018 job placement data. Two programs (Fire Tech AS and Human Services: Advocacy AA) experiences slightly lower job placement percentages when comparing 2015 rates with 2018 rates. All other programs experienced an increase or stable job placement rate.

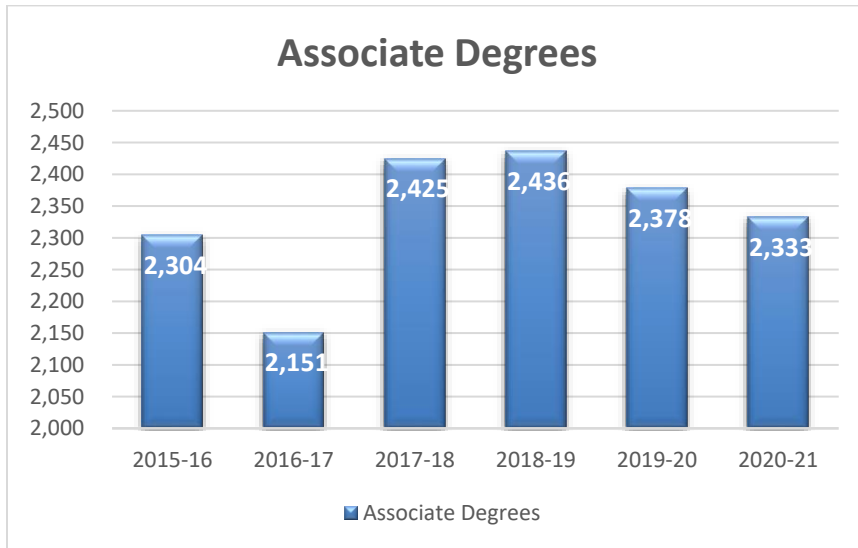
Table 30: Degrees and Certificates Awarded - 2015/16 to 2020/21

Associate Degree and Certificate Trends 2015-21						
Program Award Type	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
Associate Degrees	2,304	2,151	2,425	2,436	2,378	2,333
Certificates 12 units and more	1,260	1,032	1,030	2,604	2,534	2,274

Source: SRJC Student Information System

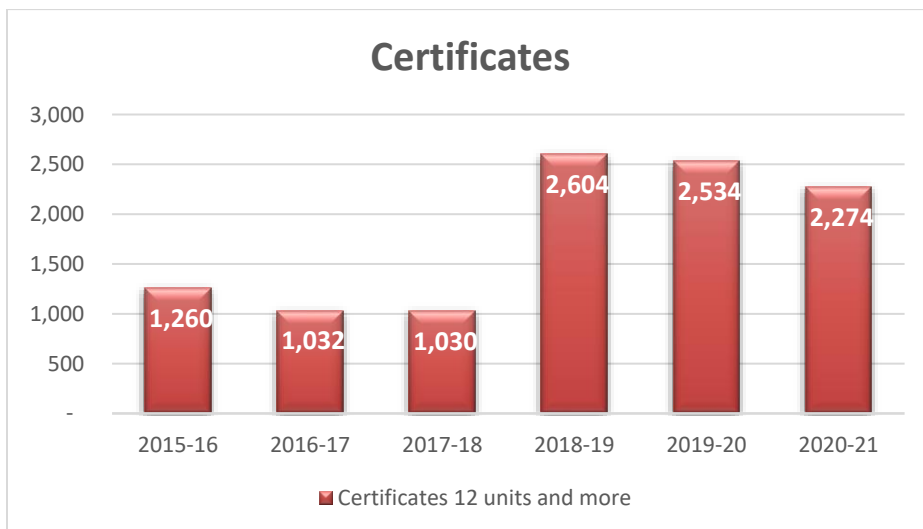
Table 30 displays the count of Associates Degrees (Associate of Arts, Associate of Science, Associate Degree for Transfer in Arts, Associate Degree for Transfer in Science and Certificates (12 or more units required) awarded by SRJC over the past 6 years. Increase in Certificate counts beginning in 2018 occurred due to the college automatically ensuring that students who completed a General Education Certificates were officially given the program award. The associate degree trend is presented in Figure 27 and the Certificate trend is represented in Figure 28.

Figure 27. Associate Degrees – 2015/16 to 2020/21



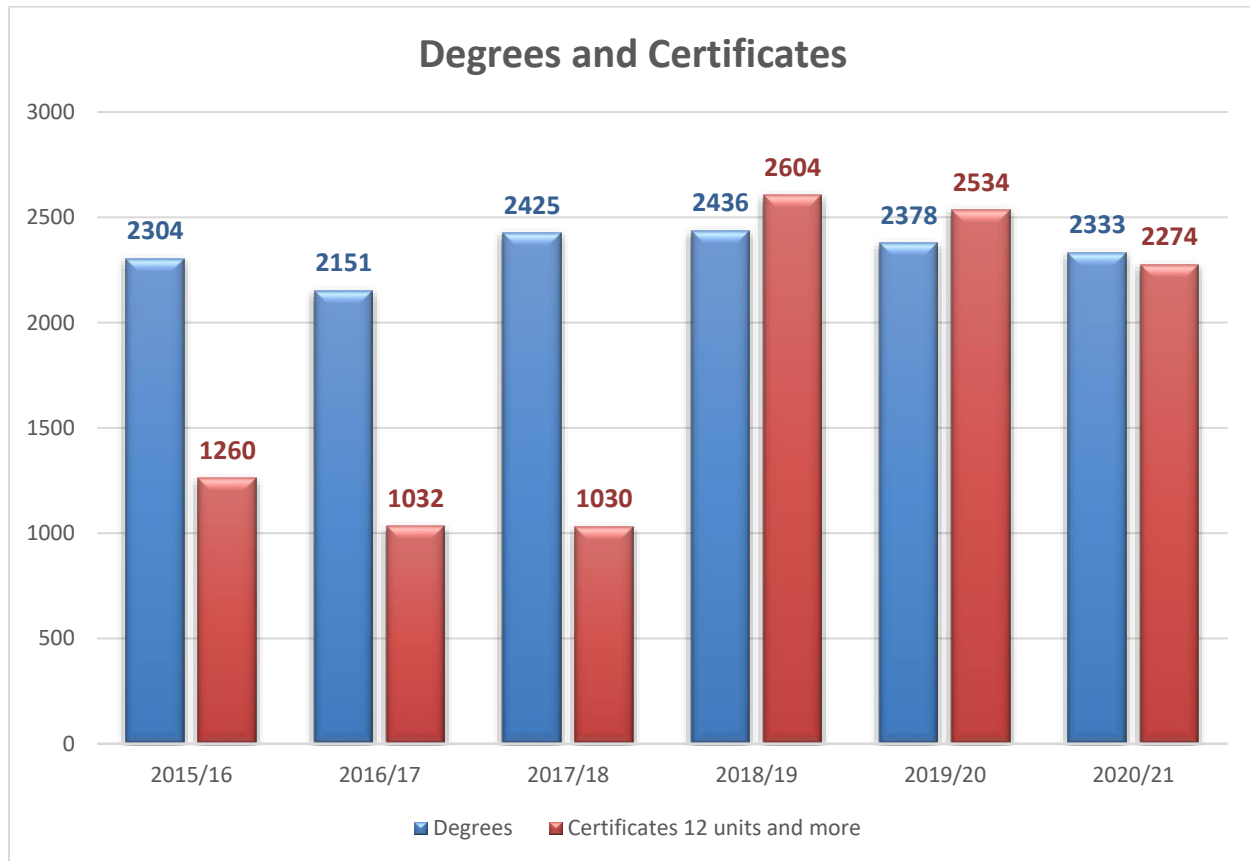
Source: SRJC Student Information System

Figure 28. Certificates – 2015/16 to 2020/21



Source: SRJC Student Information System

Figure 29. Course Success by Ethnicity – 2015/16 to 2020/21



Source: SRJC Student Information System

Table 31. Transfer to In-State Private (ISP), Out-of-State (OOS), CSU, UC, Total – 2015 - 2020

Transfer Trend to Four-Year Universities: 2015-20					
Four-Year Institution	2015-16	2016-17	2017-18	2018-19	2019-20
In State Private	74	71	79	74	52
Out of state	312	294	257	269	278
All UC	243	292	242	269	238
All CSU	863	853	840	825	869
Total	1,495	1,448	1,438	1,393	1,437

Source: National Student Clearinghouse

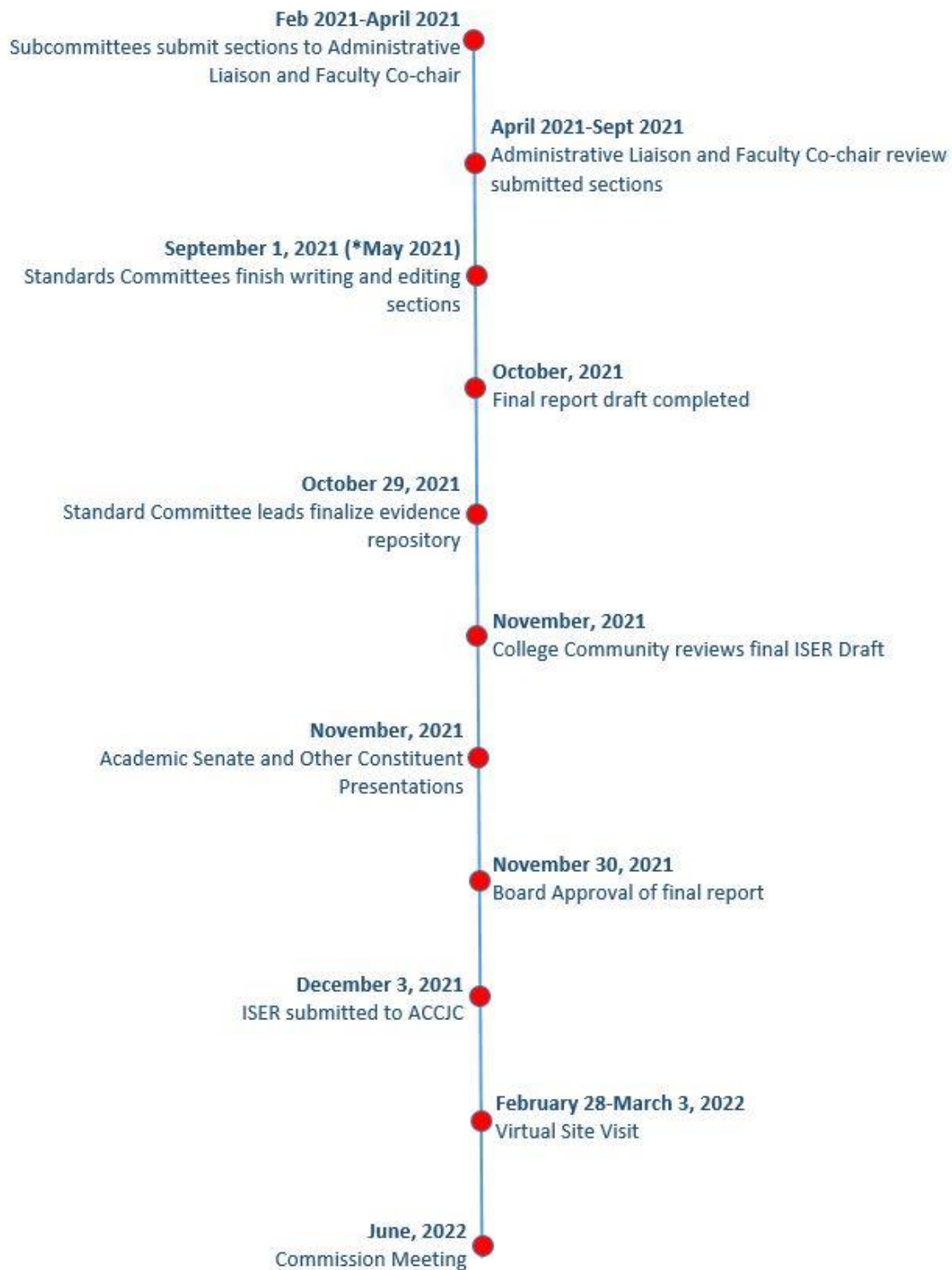
Table 31 provides the number of SRJC students who transferred to a four-year university (e.g., UC, CSU, In-State Private, or Out-of-State) over the past five academic years. The number of students who transferred to a four-year university dipped below 1,400 in the 2018-19 academic year. However, the number of students who transferred to four-year university rose above 1,400 the subsequent year (2019-20).

C. Organization of the Self-Evaluation Process

The College planning for the self-evaluation began in Summer 2020 with ACCJC ISER training for college leaders and was followed by the establishment of an Accreditation Steering Committee (ASC) and subcommittees. The timeline shown in Figure 30 below summarizes the major steps taken and milestones reached to develop and create this Institutional Self-Evaluation Report (ISER).

Figure 30. Santa Rosa Junior College ISER Preparation Timeline





The College formed an Accreditation Steering Committee (ASC), co-chaired by the Vice President of Academic Affairs/Assistant Superintendent/Accreditation Liaison Officer and the

Faculty Co-Chair for Accreditation. ASC membership included the Superintendent/President, vice presidents, faculty leaders from the Academic Senate and faculty union, classified professional leaders from the Classified Senate and classified union, the leader of Associated Student Government, and other administrators identified as the experts/specialists from various sites or areas deemed important to the process, including Institutional Research and Public Relations. Each Standards Committee, was designed to include at least one administrator and one faculty member serving as co-chairs, and one classified staff member. Student participants were included as they were available. Calls for volunteers were made via email announcements to recruit a wide variety of participants to assist in the self -evaluation process and employees were encouraged to consider joining one or more subcommittees ([ISER ORG.1](#)).

Table 34. Accreditation Steering Committee Membership

Frank Chong	Superintendent/President
Jessica Russell	Faculty Co-Chair
Julie Thompson	President, Academic Senate
Sarah Hopkins	Vice President, Human Resources (Interim)
Gene Durand	Vice President, Human Resources
Jeremy Smotherman	Senior Director, Institutional Effectiveness Research and Planning
Sandy Sigala	SEIU Local 1021, Chapter President
Pedro Avila	Vice President, Student Services/Assistant Superintendent
Delashay Carmona Benson	President, Student Government Assembly
Kate Jolley	Vice President, Finance and Administrative Services
L Jane Saldana-Talley	Vice President, Academic Affairs, Accreditation Liaison Officer
Matthew Long	Executive Dean, Petaluma Campus
Sean Martin	President, All Faculty Association
Debbie Weatherly	President, Classified Senate
Erin Bricker	Director, District and Community Relations

Table 35. Standards Committees Leadership and Members

Standard	Co-chairs	Members
Standard I: Institutional Mission and Effectiveness	L Jane Saldana-Talley Matthew Murray	Michele Larkey
		Tony Graziani
		Brenda Dixon
Standard IIA: Student Learning Programs and Services - Instructional Programs	Josh Adams Anne-Marie Donegan	Adrienne Leihy
		Lisa Stagnoli
		Colette Bizal
		Bitu Bookman
		Emily A Schmidt
		Eric Thompson
		Lisa Beach
		Victor Tam

Standard IIB: Student Learning Programs and Services - Library and Learning Support Services	Phyllis Usina Mary-Catherine Oxford Kyla Wegman	Lena Ryberg
		Rebecca Stoddard
		Katrina Smith
		Sheila Cunningham
		Canon Crawford
		Erin Daniels
		Amy Roscielle Flores
Standard IIC: Student Learning Programs and Services - Student Support Services	Pedro Avila Andrea Alvarado	Ann Mansfield
		Mitch Leahy
		Nick Hill
		Jessica Paisley
		Jennifer Carranza Pineda
		Laura Ainsworth
		Hector Delgado
		Rebecca Norwick
		Robert Ethington
		Michelle Vidaurri
		Vayta Smith
		Denise Cooper
		Miranda Huntsinger
Standard IIIA: Resources - Human Resources	Sarah Hopkins K. Frindell-Teuscher	Felix Santiago
		Li Collier
		Jamie Longnecker
		Filomena Avila
		Sarah Whyllly
		Lauralyn Larsen
		Brad Davis
		Catherine Prince
		Tammy Sakanashi
Standard IIIB: Resources - Physical Resources	Serafin Fernandez Laura Sparks	Stephanie Jarrett
		Ally Lubas
		Matt Markovich
		Robert Brownlee
		Hank Lankford
		Robin Andersen
		Phyllis Usina (Spring 21)

Standard IIIC: Resources - Technology Resources	Kevin Snyder Sujan Sarkar	Marshall McGowan
		Joseph Owen
		Dennis O'Flaherty
		Kat Slusser
		Devanshi Unadkat
		Michael Roth
		Matt Pearson
		Don Webb
		Dan Exelby
		Jessica Lofgren
		George Morris Hamm
Standard IIID: Resources - Financial Resources	Kate Jolley Robert Jackson	Linda Close
		Whitney Schultz
		Maleese Warner
		Benjamin Goldstein
		Maria Banachowicz
		Kathleen Matthies
Standard IV: Leadership and Governance	Erin Bricker Katie Gerber	Rachel Smith
		Marvin Liko Puha
		Leonard Wagner
		Ahmed Abbas Deen
		Jenn Perez
		Sarah Laggos

Santa Rosa Junior College's planning for the self-evaluation process began during the 2020 spring semester through generally informing all college constituents about the upcoming accreditation process.

A call for interest in serving as the Accreditation Faculty Co-Chair was sent to all regular faculty in February 2020 ([ISER.ORG.4](#)), and the faculty member chosen was selected in June 2020 and approved by a committee consisting of the Vice President of Academic Affairs (VPAA)/Accreditation Liaison Officer (ALO) and the President of the Academic Senate, and confirmed by the Superintendent/President of the College.

In Summer 2020 the Accreditation Liaison Officer (ALO) began working with the Self-Evaluation Faculty Co-Chair to create a timeline and process for facilitating the Institutional Self Evaluation Report (ISER) and appointing representatives to the Accreditation Steering Committee (ASC). A process for the ISER was determined through reviewing previous methods and analyzing ACCJC requirements, as well as meeting with ACCJC representatives for guidance.

In Fall 2020 the ISER process progressed through emails sent to the college community

([ISER ORG.3](#)), as well as presentations to the Academic Senate ([ISER ORG.5](#)), Classified Senate and Student Government Assembly ([ISER ORG.6](#)), asking for participation from all constituent groups, including administrators, faculty, staff, and students ([ISER ORG.1](#), [ISER ORG.2](#)). Over 100 people volunteered to participate and subcommittees were created for all nine areas of the ISER (Standards I-IV and sub standards). Administrative Liaisons and Faculty Co-Chairs volunteered for each of the nine areas of the ISER and committees were formed from volunteers from the college community. All areas of the Standards/sub standards had representation from a range of constituent groups.

Administrative Liaisons and Faculty Co-Chairs received training from the Vice President of ACCJC and the Self-Evaluation Faculty Co-Chair before scheduling regular meetings with their committees to review and discuss their Standard and proceed with locating evidence and drafting narratives. The *Guide to Institutional Self-Evaluation, Improvement, and Peer Review* provided by ACCJC was analyzed and utilized by the committees as they began meeting regularly and compiling information.

The Accreditation Steering Committee met monthly ([ISER ORG.7](#)) and all constituent groups, including the Board of Trustees, received regular reports on the progress of the ISER ([ISER ORG.8](#), [ISER ORG.9](#), [ISER ORG.10](#)).

Through the end of Fall 2020 and into Spring 2021 Standard Committees had thoughtful conversations about content, including evidence and narrative inclusions, of their area of the ISER, and received ongoing guidance from the Accreditation Faculty Co-Chair. Due to the impact of the pandemic, all meetings were conducted online. Narratives and correlating evidence were submitted by the committees and then edited by the Accreditation Co-Chair for completeness and constancy before being returned to the committees in early Summer 2021 for a review of the content. Following review by the committees, members of the Accreditation Steering Committee, the Administrative Liaison, the Accreditation Faculty Co-Chair, and an Accreditation Editorial Assistant reviewed and edited the drafts before a completed ISER was released to the college community in Fall 2021 for review and to garner feedback ([ISER ORG.11](#), [ISER ORG.12](#)).

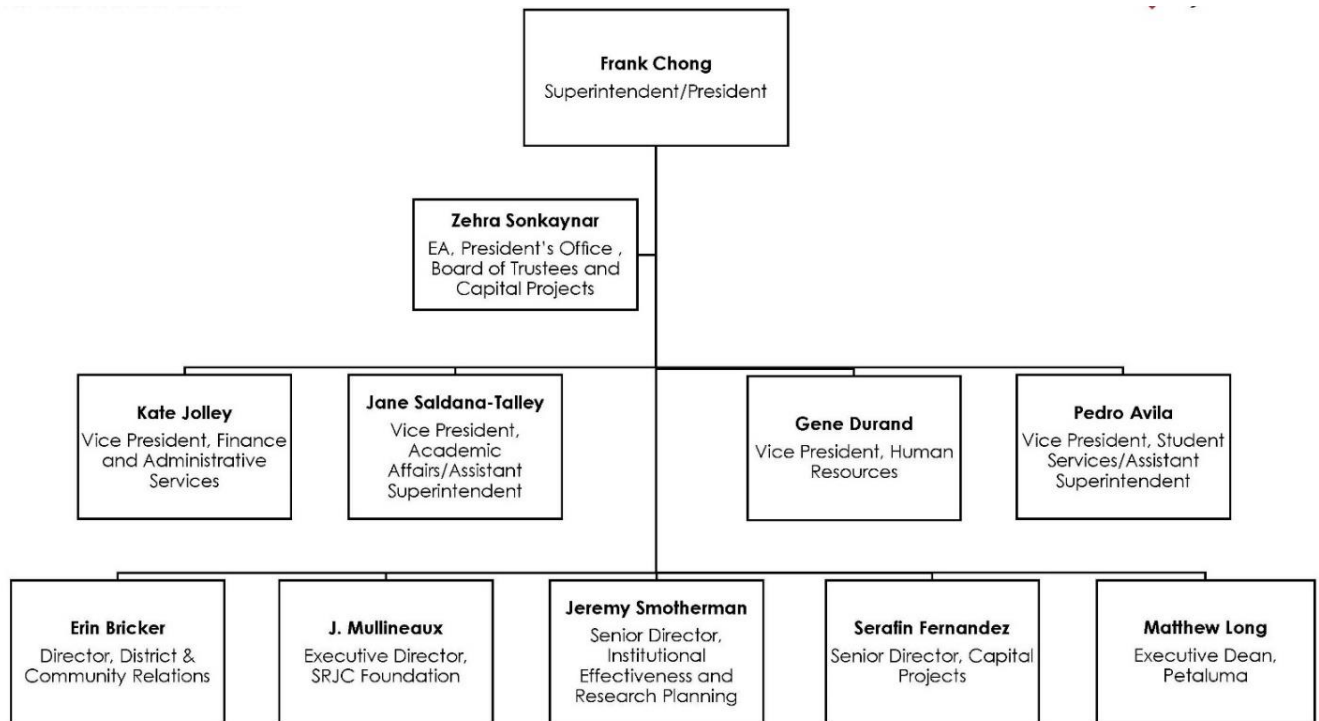
Two key areas for long-term development were identified by the Accreditation Steering Committee and Standards Committees through the ISER process. These areas became the focus of the Quality Focus Essay (QFE).

Feedback from the college community was incorporated into the ISER and a final version of the report was reviewed by the College Cabinet and the Board of Trustees before being submitted to ACCJC in December 2021.

D. Organizational Information

Figure 31 below shows the organizational chart for the President's Office. All organizational charts are available on the Santa Rosa Junior College Human Resources website for each major function/division at the College including Academic Affairs, Finance and Administration Services, Human Resources, and Student Services. Also provided on the website is an organizational chart for the SRJC Petaluma campus and Management Team ([ORG INFO.1](#), [ORG INFO.2](#)).

Figure 31. President's Organization Chart



E. Certification of Continued Compliance with Eligibility Requirements

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Santa Rosa Junior College has the authority to operate as a degree-granting institution based on its continuous accreditation by the Accrediting Commission for Community and Junior Colleges (ACCJC) of the Western Association of Schools and Colleges, an institutional accrediting body recognized by the Commission on Recognition of Post-secondary Accreditation and the United States Department of Education (USDE) ([ER.1.1](#), [ER.1.2](#), [ER.1.3](#)). Santa Rosa Junior College acts under direct authority of the Sonoma County Junior College District Board of Trustees, the Board of Governors of the California Community Colleges, and the State of California Chancellor's Office ([ER.1.4](#)). This authority is published in the College catalog ([ER.1.5](#)) and on the College accreditation website ([ER.1.6](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Santa Rosa Junior College has operated continuously since 1918. SRJC is fully operational, and in the 2020-2021 academic year, the College reported an annual headcount (unduplicated) of about 34,010 students ([ER.2.1](#)). The majority of students who enroll at the College state their goal is a degree or transfer. In 2019-20, the College awarded 2,359 degrees, 3,332 certificates of 16 or more units, and transferred 1,372 students to a four-year college or university, showing an approximate increase in both degrees (20%) and transfer (40%) since the last accreditation cycle. Students engage in transfer preparation as well as degree and/or certificate attainment. The College offers a comprehensive array of associate degrees, transfer degrees, certificates, basic skills courses, and career education programs to meet the needs of students and the community it serves ([ER.2.1](#), [ER.2.2](#), [ER.2.3](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Degree and certificate options at Santa Rosa Junior College are designed to meet students' diverse educational goals. The College offers 110 associate degree programs, of which 27 are California State University (CSU) Transfer Degrees, including 16 Associate of Arts – Transfer Degrees (AA-T) and 11 Associate of Science – Transfer Degrees (AS-T). The College offers 182 certificates of which 149 are credit certificates (96 certificates of achievement and 53 are locally approved skills certificates) and 33 are non-credit certificates (28 non-credit certificates).

of completion and 5 non-credit competency certificates). All degree programs are two academic years in length. The College schedules degree and program course offerings in a pattern that allows students to meet their educational goals in a timely manner. The College catalog provides general education courses and requirements for each degree offered, programs of study are available on the College website and via department webpages. ([ER.3.1](#), [ER.3.2](#), [ER.3.3](#), [ER.3.4](#), [ER.3.5](#), [ER.3.6](#), [ER.3.7](#), [ER.3.8](#)).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

Since 2021, Dr. Frank Chong, Superintendent/President of the Sonoma County Junior College District, has overseen Santa Rosa Junior College's broad strategic direction serving as chief executive officer (CEO) in accordance with Board policy. The individual who serves as superintendent of the District and president of the College (hereinafter referred to as the College President), is appointed and evaluated by the Board of Trustees. The president is delegated the authority for the administration of the College by the Board of Trustees. The responsibilities and functions of the superintendent/president are defined in District Board Policy and Procedure. The superintendent/president has full-time responsibility to the District/College and does not serve as the chair of the governing board. The role of the CEO is discussed in depth in Standard IV.B ([ER.4.1](#), [ER.4.2](#), [ER.4.3](#), [ER.4.4](#), [ER.4.5](#), [ER.4.6](#)).

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The District undergoes an annual external financial audit of all funds and accounts under District control. The audit is conducted by an independent, contracted certified public accountant, in accordance with the regulations of Title 5, California Community Colleges, Government Auditing Standards and Board Policy and Administrative Procedure 5.9.7/P - Annual Audits ([ER.5.1](#), [ER.5.2](#)). The completed audit reports and accompanying documents are presented to the Board Finance Committee and the Board of Trustees in open session on an annual basis ([ER.5.3](#)). The audit complies with federal financial aid requirements ([ER.5.4](#)). The District consistently receives audits with unmodified opinions and free of federal compliance findings ([ER.5.5](#), [ER.5.6](#), [ER.5.7](#), [ER.5.8](#), [ER.5.9](#), [ER.5.10](#)). Additional information can be found in Standard III.D.10 and III.D.15.

F. Certification of Continued Institutional Compliance with Commission Policies

Santa Rosa Junior College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

Santa Rosa Junior College has made appropriate and timely efforts to solicit third-party comment from the campus community and public in advance of the scheduled comprehensive review visit. These efforts have been made through a variety of communications regarding the accreditation process, during public meetings such as those conducted by the Board of Trustees and Academic Senate, and College meetings such as President's Consultation Council, Associated Student Government, Planning and Budget Council, and meetings of other college constituent groups. The College prepared a press release and made an announcement during a public Board meeting of the upcoming visit by an accreditation peer review team. The College posted the announcement and a link to the Commission's online third-party form on its website and advised that any member of the college community or public may submit a third-party comment by completing the online form no later than five weeks before the peer review team visit. Additional information is presented in Standard 1.C.12 ([COMPL.1.1](#), [COMPL.1.2](#), [COMPL.1.3](#)).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Student achievement standards are set via the College Institution-Set Standards (ISS) reported annually to ACCJC ([COMPL.2.1](#)). These standards include minimum acceptable or "floor" goals and aspirational or "stretch" goals for student achievement. The ISS have been set by the Institutional Planning Council (IPC) following full IPC review and discussion of historical and current data. The ISS are presented to the Academic Senate, President's Cabinet, and other constituent groups as appropriate. The ISS metrics include course completion, certificate and degree completion, transfer rates, licensure examination pass rates for programs for which students must pass a licensure examination in order to work in their field of study, and employment rates for career and technical education (CTE) students completing certificate programs and CTE degrees. Integrated planning toward the College's Strategic Plan goals and Student Equity plan are informed by the ISS. Student academic performance is also documented through the annual Program and Resource Planning Process program review conducted by academic and support programs, and data is compiled and posted by the Office of Institutional Research and on request from divisions and committees for their use in planning. All programs for which external accreditation is required maintain annual student performance metrics including licensure examination pass rates for program completers ([COMPL.2.1](#), [COMPL.2.2](#),

[COMPL.2.3](#), [COMPL.2.4](#)). Further discussions are presented in the Section B. and Standards I.B.3, I.B.4, and I.B.9.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

As a California Community College, SRJC complies with Title 5 and its interpretation through the Chancellor's Office Program and Course Approval Handbook (CCCCO PCAH). 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 ([COMPL.3.1](#), [COMPL.3.2](#), [COMPL.3.3](#)) and the regular review process by the faculty-led Curriculum Review Committee (CRC). The CRC reviews all courses and programs, including credit hours and program length, for recommendation to the Board of Trustees for final approval. The CRC Curriculum Writer's Handbook ([COMPL.3.4](#)) describes this process. Tuition is determined by the California legislature and is standardized across courses and programs by unit count, charged per semester. Tuition and fees are published on the College website and in the College catalog ([COMPL.3.5](#)). Further discussion is provided in Standards I.C.2 and II.A.5, II.A.9.

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Transfer information is detailed in the College catalog and is provided to students by academic counselors and through the Transfer Center. The catalog lists courses required for transfer for each degree offered. The catalog also provides information on Advanced Placement units, credit for prior learning, and other processes for acceptance of transfer units. Counselors in the Transfer Center help students understand their educational options, transferability of coursework, and selection of majors. Transfer Center services include, for example, academic counseling, guidance in selecting a transfer institution, workshops, information on UC/CSU transfer agreements, annual transfer fair, connection to college representatives, campus tours and informational websites. External resources (e.g. www.assist.org) are also provided to students. Board Policy 8.1.13 – Transfer Credit ([COMPL.4.2](#)) explains the College procedures for articulation, including transfer agreements. Faculty members ensure courses meet transfer requirements through the Curriculum Review Committee process, and the Articulation Officer ensures agreements with other institutions are current and accurate. Courses articulate with other institutions according to the California Common Course Numbering System (C-ID) ([COMPL.4.1](#), [COMPL.4.3](#)). Additional information may be found in Standard II.A.10.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Distance Education (DE) provides instructional technology and design support to faculty, staff and students. DE makes available on its website a comprehensive array of EdTech toolkits developed by DE staff and provided to faculty, staff and students on how to use instructional technology tools. Training and tutorials are available for the Canvas learning management system and a wide variety of educational tools. Students are supported in finding and navigating

the online learning environment, including access to online tutoring via Net Tutor. In addition to its dedicated staff, DE offers Canvas phone support for both faculty and students through Instructure (an external services provider) weeknights and weekends. DE also has a centralized and robust ticketing system for incoming support issues from faculty, staff and students.

Santa Rosa Junior College has a strong telecommunications infrastructure and support team to ensure that students, staff, and faculty have access to the best technology available for teaching, learning and overall productivity. In addition to the technology services, support, facilities, hardware, and software provided by the IT Department, Distance Education and Media Services staff play a crucial role in supporting faculty, students and staff. Together these units form a broad-based interconnected network of technology support.

A distance education course can be fully online, partially online, online with flexible in-person activity, or offline (either as a correspondence course or an on-site course in a facility for incarcerated students). Before a distance education course is offered in any of these modalities, it undergoes a clearly defined process with steps involving the department, cluster tech review committee, DE reviewers and Curriculum Review Committee, and eventual approval by the Board of Trustees. Approved is based on whether the course has been proposed to be offered online only during an emergency (e.g. due to COVID-19 restrictions), or without restrictions. The DE approval process is designed to ensure compliance with California Education Code Title 5, Section 55204 regarding regular effective contact between instructor and students and among students ([COMPL.5.1](#), [COMPL.5.2](#), [COMPL.5.3](#), [COMPL.5.4](#), [COMPL.5.5](#), [COMPL.5.6](#)). Additional discussion may be found in Standards I.C.8, II.A.2, II.A.7, II.B.1, II.C.1, and III.C.1.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

The College has clear policies and procedures for handling student complaints. Board Policy and Procedure 8.2.2/P - Student Complaints/Grievances are available online ([COMPL.6.1](#)) and in the College catalog ([COMPL.6.2](#)). Student rights and responsibilities are published online ([COMPL.6.3](#)) and in the College catalog ([COMPL.6.4](#)). Student complaint files for the previous six years are housed in the Office of the Vice President of Student Services. Accreditation information is posted on the College's website and in the College catalog with instructions on how to file complaints with various agencies, including the Commission ([COMPL.6.4](#)). Additional discussion may be found in Standard I.C.1, I.C.2.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Santa Rosa Junior College complies with the Commission policy on institutional advertising, student recruitment and representation of accredited status in its digital, print, web, social media, radio, video, in-person, and other methods of communication with its students, prospective students and the general public about the College's program offerings, locations, and policies. The College website and online College catalog are the primary means of communicating with students and the public about its programs, locations, and policies ([COMPL.7.1](#), [COMPL.7.2](#)).

In all promotional materials and presentations, the College consistently emphasizes its educational purposes and the services that support them, providing accurate, current, 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 online College catalog contains all required information as specified in the Accreditation Standards, including current course and academic program details, as well as regulatory and enrollment information related to current academic programs offered. The catalog is regularly maintained and updated by designated representatives from Student Services and Academic Affairs. The College website is maintained and continuously updated by Information Technology, in collaboration with Public Relations and department and College stakeholders as programs, services, and communication needs change. Departmental landing pages are maintained and continuously updated by respective component areas and departments.

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. Recruitment advertising includes local and regional print publications, as well as broadcast spots on local television and radio stations. Print collateral materials do exist, but have largely given way to digital communications which include posts on the College website homepage and recruitment and programmatic information al posts on the College’s Facebook, Twitter, Instagram, and LinkedIn social media channels, as well as recruitment and graduation video posts on the College’s YouTube channel.

The majority of scholarships are for continuing or transferring students and include criteria related to merit, academic achievement and financial need. The one scholarship offered to high school seniors who intend to enroll in the College is the Doyle Scholarship, which is based on a grade point average of 2.0 or greater ([COMPL.7.3](#)).

Santa Rosa Junior College’s accreditation status is readily available on the College website and included in the College catalog. In addition, the College provides required information on specialized or programmatic accreditation by external accrediting agencies ([COMPL.7.4](#), [COMPL.7.5](#)). Additional discussion and evidence is included in Standard I.C.1, I.C.2, and I.C.12.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

Santa Rosa Junior College complies with federal regulations set forth in Title IV of the Higher Education Act. The College is diligent in reviewing and addressing loan default rates. To adhere to the requirements of the federal Department of Education, the College utilizes guidelines from the Cohort Default Rate guide to ensure the default rate is within the acceptable range. For 2017, the College’s three-year official default rate was 10.7%. The College is proactive about monitoring and preventing student loan default and maintains practices with regard to financial responsibility requirements, program recordkeeping, and accountability. The College carefully monitors all active default accounts and uses multiple methods of communication and education to assist borrowers who may be in default status. The College reports audit results annually and regularly presents at Board of Trustees meetings. The College provides additional information and evidence in Eligibility Requirement 5 and Standards III.D.15 and III.D.16.

The College has no contracts or MOUs with non-regionally accredited organizations for Title IV.

Evidence List

<u>INT.1</u>	SRJC Accreditation Website Program Accredited by External Agencies
<u>SAD_ISS.1.1</u>	PRPP Academic and Student Equity Data 2021
<u>SAD_ISS.1.2</u>	ISSC and Student Equity and Achievement website
<u>SAD_ISS.1.3</u>	Faculty Staffing Data
<u>ISER_ORG.1</u>	Call for Participants
<u>ISER_ORG.2</u>	Standards Committee Participation Webform
<u>ISER_ORG.3</u>	Accreditation Overview Announcement
<u>ISER_ORG.4</u>	Call for Interest, Faculty Co-Chair
<u>ISER_ORG.5</u>	Academic Senate Presentation, October 7, 2020
<u>ISER_ORG.6</u>	Student Government Assembly Meeting, October 7, 2020
<u>ISER_ORG.7</u>	Accreditation Steering Committee Meeting, September 21, 2020
<u>ISER_ORG.8</u>	Board Meeting Presentation, December 8, 2020
<u>ISER_ORG.9</u>	Board Meeting Presentation, April 13, 2021
<u>ISER_ORG.10</u>	Board Meeting Presentation, October 12, 2021
<u>ISER_ORG.11</u>	ISER Draft Review Announcement
<u>ISER_ORG.12</u>	ISER Draft Input Survey

<u>ORG_INFO.1.1</u>	Human Resources Website List of Organizational Charts
<u>ORG_INFO.1.2</u>	Academic Affairs, Finance and Administrative Services, Human Resources, and Student Services Organization Charts

<u>ER.1.1</u>	ACCJC Action Letter – June 28, 2019
<u>ER.1.2</u>	Council for Higher Education Accreditation (CHEA)
<u>ER.1.3</u>	US Department of Education
<u>ER.1.4</u>	California Community Colleges Board of Governors
<u>ER.1.5</u>	College Catalog
<u>ER.1.6</u>	SRJC Accreditation Website
<u>ER.2.1</u>	2021 ACCJC Annual Report
<u>ER.2.2</u>	2021-2022 College Catalog
<u>ER.2.3</u>	Schedule of Classes
<u>ER.3.1</u>	SRJC Associate Degree Information
<u>ER.3.2</u>	Associate Degree General Education Pattern
<u>ER.3.3</u>	Course Numbering
<u>ER.3.4</u>	Degrees and Certificates Awarded 2009-20- to 2020-21
<u>ER.3.5</u>	SRJC Majors
<u>ER.3.6</u>	SRJC Certificates
<u>ER.3.7</u>	2021-2022 College Catalog – Section 6: Degree, Major, and Certificate Programs
<u>ER.3.8</u>	Agriculture and Natural Resources Certificate and Majors
<u>ER.4.1</u>	Board Policy 0.1 Role of the Board and Members (Powers, Purposes, Duties)
<u>ER.4.2</u>	Board Policy 2.2.1 – District Superintendent/President
<u>ER.4.3</u>	Board Procedure 2.2.1P – District Superintendent/President
<u>ER.4.4</u>	Board Policy 4.3.10 – Management Team Hiring
<u>ER.4.5</u>	Board Policy 0.20 – Periodic Review and Evaluation
<u>ER.4.6</u>	Board Procedure .20 – Periodic Review and Evaluation of the Superintendent/President

<u>ER.5.1</u>	Board Policy 5.9.7 Annual Audits
<u>ER.5.2</u>	Administrative Procedure 5.9.7P Annual Audits
<u>ER.5.3</u>	Board Item, Audits, February 9, 2021
<u>ER.5.4</u>	Schedule of Audit Findings and Questioned Costs
<u>ER.5.5</u>	2019/20 District Audit Report
<u>ER.5.6</u>	2019/20 General Obligation Bond Financial Audit Report
<u>ER.5.7</u>	2019/20 General Obligation Bond Performance Audit Report
<u>ER.5.8</u>	2018/19 District Audit Report
<u>ER.5.9</u>	2018/19 General Obligation Bond Financial Audit Report
<u>ER.5.10</u>	2018/19 General Obligation Bond Performance Audit Report
<u>COMPL.1.1</u>	SRJC Accreditation Website
<u>COMPL.1.2</u>	Board Information Items – Accreditation Updates
<u>COMPL.1.3</u>	Press Release on Accreditation Team Visit
<u>COMPL.2.1</u>	2021 ACCJC Annual Report Institution-Set Standards
<u>COMPL.2.2</u>	PRPP Academic and Student Equity Data 2021
<u>COMPL.2.3</u>	ISSC and Student Equity and Achievement website
<u>COMPL.2.4</u>	Faculty Staffing Data
<u>COMPL.3.1</u>	Board Policy 5.4 - Student Fees
<u>COMPL.3.2</u>	Board Procedure 5.4 – Student Fees
<u>COMPL.3.3</u>	Board Policy 8.1.4 - Fees and Refunds
<u>COMPL.3.4</u>	CRC Curriculum Writer’s Handbook
<u>COMPL.3.5</u>	College Catalog Fee Schedule and Information
<u>COMPL.3.6</u>	Board Policy 3.2 - Degree and Certificate Programs
<u>COMPL.3.7</u>	Board Policy 3.2.2 – Approval of Certificates and Majors
<u>COMPL.3.8</u>	Board Procedure 3.2.2P - Approval of Certificates and Majors
<u>COMPL.4.1</u>	SRJC Transfer Center Website
<u>COMPL.4.2</u>	Board Policy 8.1.13 - Transfer Credit
<u>COMPL.4.3</u>	Board Policy 8.3.1 – Articulation/Transfer Center
<u>COMPL.5.1</u>	Board Policy/Procedure 3.28/P - Distance Education
<u>COMPL.5.2</u>	CRC Curriculum Writer’s Handbook
<u>COMPL.5.3</u>	Board Procedure 2.17P - Accessibility of Information and Communications Technology Procedures
<u>COMPL.5.4</u>	Distance Education website
<u>COMPL.5.5</u>	Media Services website
<u>COMPL.5.6</u>	Instructional Technology website
<u>COMPL.6.1</u>	Board Policy and Procedure 8.2.2/P – Student Complaints/Grievances
<u>COMPL.6.2</u>	College Catalog Student Complaint/Grievance
<u>COMPL.6.3</u>	Student Rights and Responsibilities
<u>COMPL.6.4</u>	College Catalog 2021-2022
<u>COMPL.7.1</u>	SRJC Website
<u>COMPL.7.2</u>	College Catalog 2021-2022
<u>COMPL.7.3</u>	Scholarships Webpage
<u>COMPL.7.4</u>	SRJC Accreditation Webpage
<u>COMPL.7.5</u>	Specialized or Programmatic Accreditation

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

Through its mission, Santa Rosa Junior College (SRJC) demonstrates a strong commitment to creating and sustaining an equitable learning environment for all students by providing high quality academic and career education programs, comprehensive and holistic student support services, and a learning community designed to support student success, completion and achievement. The College acts on this commitment by upholding the stated mission and values of the College.

Santa Rosa Junior College uses analysis of quantitative and qualitative data to continuously and systematically evaluate, plan, implement, and improve the quality of its educational programs and services. The College demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of all duties.

A. Mission

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

Evidence of Meeting the Standard

Santa Rosa Junior College's mission statement, in keeping with the mission of California community colleges ([I.A.1.1](#)), broadly defines the College's student population as those who seek lower division education to prepare for transfer to four-year institutions, develop and enhance skills for their careers, improve foundational skills, and maintain lifelong learning. SRJC's mission, vision, and core values are central to and expressed by the College's commitment to provide 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 and is codified in Board Policy 1.1 - Vision, Mission Statement, Values ([I.A.1.2](#)). For students to achieve their educational goals, the College offers an extensive array of programs of study ranging from associate degree programs (AA/AS majors) and transfer majors, to credit and non-credit certificate programs that vary to meet the needs of students ([I.A.1.3](#), [I.A.1.4](#)).

Santa Rosa Junior College 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. This includes a diverse population, many of whom might not otherwise be able to participate in or benefit from higher education. To ensure all students achieve their educational goals, the College offers a comprehensive range of student development programs and services that support the success of its students as expressed in its mission ([I.A.1.5](#), [I.A.1.6](#), [I.A.1.7](#)).

Analysis and Evaluation

Santa Rosa Junior College's mission describes its broad educational purposes including transfer programs, career and technical education, and foundational courses. The College supports its mission by providing opportunities for students to succeed in such programs through a wide variety of support services designed to reach and serve a diverse student population and community.

2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard

Santa Rosa Junior College is committed to data-driven decision-making, planning and evaluation of programs and services. Student and program outcome data are collected and reported locally via the Office of Institutional Research, and by the state via student success metrics compiled by the California Community College Chancellor's Office ([I.A.2.1](#), [I.A.2.2](#), [I.A.2.3](#)). This information is shared across the College by way of the Academic Senate and other constituent bodies; during meetings of various committees and councils, such as Institutional Planning Council (IPC) and Integrated Student Success Committee (ISSC); during Board of Trustees information reports and listening sessions; in annual reports to ACCJC and state agencies; and via College dashboards and the Fact Book ([I.A.2.4](#), [I.A.2.5](#), [I.A.2.6](#), [I.A.2.7](#), [I.A.2.8](#), [I.A.2.9](#), [I.A.2.10](#), [I.A.2.11](#), [I.A.2.12](#), [I.A.2.13](#)). The annual Program and Resource Planning Process (PRPP) program review is intentionally designed to align elements of the College mission and Strategic Plan goals with annual staffing, budget and facilities/equipment resources requests; as well as goal setting and reports of goal accomplishment, which ensure the College effectively accomplishes its mission ([I.A.2.14](#)). The College's integrated planning model ([I.A.2.15](#)) aligns annual budget, PRPP, President/Cabinet goals, and output from various governance/committees with long-range planning guided by the mission and Strategic Plan, and other institutional plans such as the Educational Master Plan, Facilities Master Plan, Technology Plan, and Student Equity Plan. Student input from a survey conducted every third year by the Office of Institutional Research is also used to assess the educational needs of students, direct institutional priorities and improve practices and processes towards meeting its mission ([I.A.2.16](#)). Resource allocations are prioritized using data from the annual PRPP aligned with the mission and Strategic Plan goals ([I.A.2.17](#)).

The College, led by the Board of Trustees, makes data-driven decisions. Reports to the Board document program goals and accomplishments, economic health/status, College demographics and student outcomes, and how these mission-related data are used to set institutional priorities and improve programs and practices to support its mission ([I.A.2.18](#)).

Analysis and Evaluation

Santa Rosa Junior College utilizes quantitative and qualitative data to measure its progress in meeting the College's mission through the Strategic Plan, annual Program and Resource

Planning Process, and other elements of a coordinated system of integrated planning and decision-making. The College analyzes mission-related data to set priorities, assess outcomes and improve practices and processes in meeting the educational needs of its students.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

Santa Rosa Junior College demonstrates that programs and services are aligned with the mission by using the mission to drive all institutional planning. To ensure that the mission guides institutional planning and decision-making, the annual Program and Resource Planning Process (PRPP) embeds decision-making, planning and resource allocation into a process that links goals and resource requests to the various elements of the mission and Strategic Plan goals for student learning and achievement. The first part of the PRPP process involves reviewing the program mission as it pertains to fulfilling the College mission, which centers on student learning and support, and asks each unit to describe how the program/unit mission is consistent with the College mission and Strategic Plan goals ([I.A.3.1](#), [I.A.3.2](#), [I.A.3.3](#)).

SRJC's commitment to student learning is expressed by the mission, vision and values as well as the goals and objectives that grew out of these statements ([I.A.3.4](#)). All are aligned with the General Education Learning Outcomes (GELOs) and Institutional Learning Outcomes (ILOs) and stated publicly on the College website ([I.A.3.5](#), [I.A.3.6](#)). Furthermore, the objectives and the outcomes all have methods of assessment at course, program and institutional levels to ensure SRJC meets its commitment to the mission ([I.A.3.7](#), [I.A.3.8](#), [I.A.3.9](#), [I.A.3.10](#)). 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 or interventions identified as a result of that assessment. For instructional programs, faculty review academic and equity data provided by way of the PRPP process, and that along with review of other available data such as SLOs or data provided by the Office of Institutional Research, helps identify gaps in student learning and inform planning and resource requests to address student need ([I.A.3.11](#)). Similarly, other programs utilize an array of other data, such as usage data for the Tutoring Center, to assess and inform decisions and planning related to student achievement of educational goals ([I.A.3.12](#)).

If, during the PRPP process, a program/unit/department identifies an intervention, support or staffing need that requires funding, then those resources are requested and each includes a notation as to how the request aligns with Strategic Plan goals and the College mission. Program and unit requests are prioritized at the cluster, component and institutional level. Those priorities are presented to the President's Cabinet, Institutional Planning Council (Planning and Budget Council, as of October 2021), posted in the College's Institutional Planning website and communicated to the College committee as a way of closing the loop on this annual process ([I.A.3.13](#)).

SRJC's integrated program review and planning process includes a number of professional learning opportunities for the College community to review qualitative and quantitative data and other information on student achievement and learning (e.g., Communities of Practice, PDA workshops, flex activities, Board listening sessions) ([I.A.3.14](#)). 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.

Analysis and Evaluation

The College has aligned its annual Program and Resource Planning Process with the mission and Strategic Plan goals such that all college departments and programs regularly assess, reflect and engage in collegial dialogue 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.

- 4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

Evidence of Meeting the Standard

The Santa Rosa Junior College mission is codified in Board Policy 1.1 – Vision, Mission Statement, Values. The mission was last revised and approved by the Board of Trustees in October 2013 as part of a highly inclusive and collaborative process that developed the 2014-2019 Strategic Plan ([I.A.4.1](#), [I.A.4.2](#)). The process updated the College's vision and mission statement in their entirety and added a set of eight values. In the intervening years, the College mission statement has been well publicized on the College website, in the catalog ([I.A.4.3](#)), on job announcements ([I.A.4.4](#)) and employee business cards, and is a feature of new employee orientations. Applicants for positions with the College frequently state that SRJC's mission, vision and values were what drew them to apply for open positions; while faculty, classified professionals and administration often point to SRJC's mission and values with pride and commitment to this collaboratively developed statement of purpose.

Since its initial Board approval in 1985, College has followed a regular cycle of mission review and revision, as appropriate. The College was positioned to review the current mission statement in 2019 in preparation for the Strategic Plan update when the Director of Institutional Research retired. A subsequent management reorganization delayed the replacement of this key position and the start-up of the strategic planning process, which was further disrupted by the COVID-19 pandemic. The District's newly hired Senior Director of Institutional Effectiveness, Planning and Research has restarted the process and the College anticipates bringing a revised mission statement to the Board of Trustees for approval in spring 2022.

Analysis and Evaluation

Santa Rosa Junior College's mission is approved by the Board of Trustees, widely published by way of Board policy, the College catalog and website, and various other means such as College job announcements and employee business cards. The College periodically reviews and updates the mission statement as necessary so it remains relevant to student educational needs.

Conclusions on Standard I.A. Mission

Santa Rosa Junior College, through its collaboratively created and approved mission statement, establishes student learning programs and services that are strategically aligned with its purposes, character, and student population. These programs are diverse, well planned and regularly evaluated to improve the quality of its educational programs and services.

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 and technical, and student services programs, all supported by College resources. The College has also used the demographic data collected by the Office of Institutional Research to guide program and service planning.

The College has aligned its annual PRPP program review to the 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

Improvement Plan(s)

Santa Rosa Junior College is moving forward expeditiously with the process of updating its Strategic Plan and will center the review, revision and Board approval of the mission as an essential cornerstone of the process intended to guide the educational purpose of the College into the future.

Evidence List

I.A.1.1	California Education Code EDC § 660010.4
I.A.1.2	Board Policy 1.1 – Vision, Mission Statement, Values
I.A.1.3	Programs of Study
I.A.1.4	Certificates, Majors, AA-T/AS-T/General Education
I.A.1.5	Admissions and Records Home
I.A.1.6	Student Services Home Page
I.A.1.7	Student Support Services
I.A.2.1	Office of Institutional Research Home
I.A.2.2	OIR Citizen Researcher Campaign
I.A.2.3	California Community College Chancellor's Office Data

<u>I.A.2.4</u>	IPC Annual Planning Calendar
<u>I.A.2.5</u>	IPC agendas/minutes
<u>I.A.2.6</u>	Academic Senate agendas/minutes
<u>I.A.2.7</u>	Board Reports/Listening Sessions – March 5, 2019 Agenda
<u>I.A.2.8</u>	Integrated Student Success Committee
<u>I.A.2.9</u>	2021 ACCJC Annual Report
<u>I.A.2.10</u>	Public Data
<u>I.A.2.11</u>	Limited Access Data
<u>I.A.2.12</u>	Fact Book
<u>I.A.2.13</u>	Student Learning Outcomes Assessment Showcase
<u>I.A.2.14</u>	PRPP Writer’s Guide
<u>I.A.2.15</u>	Integrated Planning Model
<u>I.A.2.16</u>	Student Survey
<u>I.A.2.17</u>	PRPP Priorities
<u>I.A.2.18</u>	Board Report Information Item – SEA Program Update and Outcome Report, November 9, 2021
<u>I.A.3.1</u>	PRPP Writer’s Guide
<u>I.A.3.2</u>	PRPP Resource Requests
<u>I.A.3.3</u>	PRPP 1.1a Department Mission Statement – Business
<u>I.A.3.4</u>	SRJC Mission, Vision, Values
<u>I.A.3.5</u>	General Education Learning Outcomes
<u>I.A.3.6</u>	Institutional Learning Outcomes
<u>I.A.3.7</u>	Service Area Learning Outcomes
<u>I.A.3.8</u>	Course SLO Assessment
<u>I.A.3.9</u>	Agriculture Animal Science (AS-T) Major Program Student Learning Outcomes
<u>I.A.3.10</u>	ANAT 1 (General Human Anatomy) Course Outline with Student Learning Outcomes
<u>I.A.3.11</u>	PRPP Academic/Equity Data
<u>I.A.3.12</u>	PRPP Writer’s Guide Section 5: Performance Measures
<u>I.A.3.13</u>	PRPP 2020 Wrap-up and 2021 Kick-off Message, March 5, 2021
<u>I.A.3.14</u>	SRJC Professional Development Home
<u>I.A.3.15</u>	Planning and Budget Framework
<u>I.A.4.1</u>	2014-2019 Strategic Plan
<u>I.A.4.2</u>	Institutional Planning website
<u>I.A.4.3</u>	2020-2021 College Catalog
<u>I.A.4.4</u>	Job announcements

B. Assuring Academic Quality and Institutional Effectiveness

- 1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

Santa Rosa Junior College engages in sustained, substantive, and collegial dialog that takes place by way of various processes, and in committees and councils with representation from College constituent groups and stakeholders.

Institutional effectiveness, strategic planning, program review and institution-set standards for student achievement had been the primary focus of the Institutional Planning Council (IPC) prior to its recent deactivation and shift of those functions, along with those of the Budget Advisory Committee, to the newly formed Planning and Budget Council ([I.B.1.1](#), [I.B.1.2](#), [I.B.1.3](#)). The Planning and Budget Council, with representation from all major governance constituencies, will become the central coordinating body collegial conversations and recommendations in matters regarding institutional effectiveness, including the institutional planning and resource allocations necessary for continuous improvement of student learning and achievement ([I.B.1.4](#)).

Regular dialog regarding student outcomes, student equity, institutional effectiveness, and continuous improvement of student learning and achievement, particularly as it relates to closing achievement gaps, are an ongoing focus of committees such as the Integrated Student Success Committee (ISSC), Academic Senate, Guided Pathways work groups, and other collegial bodies at Santa Rosa Junior College ([I.B.1.5](#), [I.B.1.6](#), [I.B.1.7](#), [I.B.1.8](#)). These groups, through regular meetings and activities, review student outcome data and other relevant information, sustain meaningful and productive dialog related to these essential purposes of the College, and contribute the development of plans in support of continuous improvement of student learning and success. Cross-college dialog also occurs via reports to the Board of Trustees, professional learning opportunities, ad hoc task and action teams, communities of practice, and through formal and informal information sharing and dialog ([I.B.1.9](#), [I.B.1.10](#), [I.B.1.11](#), [I.B.1.12](#)).

More specific examples of this sustained and substantive dialog are found when considering the College's response to state mandates, such as AB705 and Guided Pathways. Considering AB705, individual departments, especially Math and English, have maintained a regular discussion regarding the implementation and assessment of this law. This conversation was facilitated by IPC during a focused conversation on the topic of "AB705 and Academic Support Services" ([I.B.1.13](#)), and was the topic of a subsequent professional learning series on student equity. More recently, the Spring 2021 PDA schedule included a session in the category of "Teaching, Learning and Student Support" continues the conversation with a presentation of findings from a sabbatical project and discussion among faculty and other interested members of the College community on a topic relevant to student learning ([I.B.1.14](#)). As for Guided Pathways, initial work began in fall 2017 with planning and informational reports and discussions to specific governing bodies, including the Board of Trustees, IPC, and Academic Senate ([I.B.1.15](#), [I.B.1.16](#), [I.B.1.17](#)). More recently, recommendations presented to Academic

Senate have resulted in the formation of Guided Pathways work groups, that include some members who are also participating on ISSC action teams. These work groups that have engaged in inquiry and research related to student engagement and support and are now focused on completion of specific projects ([I.B.1.18](#), [I.B.1.19](#)). Updates, reports, and recommendations have been regularly shared with governing bodies such as the Academic Senate ([I.B.1.20](#)). These conversations highlight the College's ongoing, substantive collegial dialog on student learning and outcomes, equity and academic quality.

Beyond the work of specific councils, committees, and departments, the College has used surveys and professional development activities to invite all faculty, staff, and administrators to participate in the on-going dialog around matters of continuous improvement and institutional effectiveness. For example, the 2018 Diversity and Inclusion Climate survey and analysis coordinated by Human Resources and the Equal Employment Opportunity Advisory Committee, gathered data from each constituent group: students, faculty, classified professionals, and managers. A subsequent PDA workshop in spring 2019 presented an analysis of the survey findings, followed later that spring with a "The Solution Forum" invitation to all College employees to participate in the development of ideas and proposals to respond to the needs identified in the surveys ([I.B.1.21](#)). These examples further highlight the ongoing collegial and dialog involving data analysis and planned improvements about institutional effectiveness and student equity.

Participation in the New Faculty Professional Learning Communities of Practice are required for all probationary faculty during their first year. Other faculty can choose to participate as professional development. This program has monthly meetings focused on topics such as: online instruction – Canvas, teaching multilingual students, literacy across disciplines, equity and anti-racism, Guided Pathways, scientific teaching, technology in the classroom, and multicultural education. Biannual PDA days provide opportunities for regular, district-wide dialog among faculty, classified professionals and administrators on student equity and success, academic quality, and institutional effectiveness, many of which continue to be available as podcasts for use by the employees of the College ([I.B.1.22](#), [I.B.1.23](#), [I.B.1.24](#)). Communities of Practice, hosted by the Academic Senate invite participation by faculty as well as administrators/managers and classified professionals ([I.B.1.25](#)).

Analysis and Evaluation

Santa Rosa Junior College engages in sustained and substantial dialog regarding student outcomes, student equity, institutional effectiveness, and continuous improvement of student learning and achievement through a well-established and continually improving system of participatory governance that supports a collegial dialog and shared understanding. The governance structure encourages a flow of information and dialog through various committees to the wider college community. Professional learning opportunities, town halls and listening sessions ensure college wide participation by all college constituents and key stakeholders.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Santa Rosa Junior College defines and assesses student learning outcomes (SLOs) for all instructional programs and student and learning support services. SRJC's Curriculum Review Committee (CRC) reviews and approves courses, certificates and majors that support the College mission. The CRC also works with the Curriculum Office to provide information, systems, interpretation of state regulations, and guiding principles to faculty and staff developing and revising curriculum. One of the primary functions of CRC is to review and approve Course Outlines of Record (CORs), prior to recommendation for approval by the Board of Trustees, ensure they contain student learning outcomes, and that courses are aligned in relation to program pathways, general education requirements, and institutional learning outcomes ([I.B.2.1](#), [I.B.2.2](#), [I.B.2.3](#)).

Institutional and General Education Student Learning Outcomes (ISLOs and GESLOs) are posted on the SLO website ([I.B.2.4](#), [I.B.2.5](#)). In keeping with its mission, the College's Institutional Learning Outcomes represent SRJC's educational values. These outcomes arise from the most general and universal educational goals of the institution and are neither program nor course specific. These outcomes demonstrate how all students, regardless of their course of student, have the opportunity to gain from their experiences at SRJC. ISLOs include: Foundational Skills, Personal Development and Management, Communication, Critical Analysis, Creativity, Intercultural Literacy and Interaction, and Responsibility ([I.B.2.4](#)). ISLOs are assessed in three ways: (1) Student Survey Assessment and Results ([I.B.2.6](#)), (2) Direct Assessments of Foundational Skills and Health Awareness, and (3) PRPP every third year during the comprehensive planning cycle ([I.B.2.7](#)).

General Education Learning Outcomes relate to SRJC's ILOs and describe the abilities students will demonstrate upon completion of the General Education courses within the Associate Degree program. GESLOs include: Written Communication, Oral Communication, Analytic Inquiry, Quantitative Fluency, Civic Learning, Engaging Diverse Perspectives, Applied Learning, and Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities ([I.B.2.5](#)).

Program Learning Outcomes are posted in the Catalog for each major and certificate ([I.B.2.6](#)) and each course listed in the Schedule of Classes includes a link to the Course Outline with the Student Learning Outcomes (SLOs) ([I.B.2.7](#)). Course SLOs are also included in the syllabus for each course ([I.B.2.8](#), [I.B.2.9](#)). Syllabi are collected by instructional deans, and program faculty, department chairs and instructional deans are responsible for ensuring that course and/or program SLOs are accurate ([I.B.2.10](#), [I.B.2.11](#)). The accuracy of Institutional and General Education SLOs are the responsibility of Academic Affairs in collaboration with the Office of Institutional Research and the Planning and Budget Council. Course SLOs are assessed on a regular cycle of assessment, ideally every 3-6 years. A department may set its own cycle, such as formally assessing one SLO a semester until they all have assessment results, and then starting over. This regular cycle may take 2-5 semesters, depending on the course, and it allows a department to track patterns, maintain a sense of the course's effectiveness, and monitor how any curriculum or external changes might affect student achievement of SLOs. This approach is manageable when instructors teaching the course use an "embedded" (existing) assignment or

exam as the assessment tool. Sometimes the first assessment may reveal either flaws in the assessment process or results below expectations that need to be addressed. In this case, a course might be assessed the next semester or for several semesters as changes are made to either provide more accurate results or to change the instruction, curriculum, or other aspects of the course itself ([I.B.2.12](#)). Course SLOs are further ‘mapped’ to the program certificate or major. Department faculty create a program map to show how courses relate to stated Program Learning Outcomes (PLOs) ([I.B.2.13](#), [I.B.2.14](#)) for each certificate and major.

SLOs are woven into Student Services Departments as Service Area Learning Outcomes (SALOs) and are designed to reflect the overarching knowledge, skills, abilities, or values that students should be able to demonstrate as a result of their participation in or interaction with SRJC’s student services departments ([I.B.2.15](#), [I.B.2.16](#)). Student Services SALO assessments are completed annually and summarized in a report available on the College’s SLO website ([I.B.2.17](#)).

The College’s student learning outcomes assessment initiative was for many years guided by the Project LEARN Steering Committee, an Academic Senate consultation committee co-chaired by the Academic Senate President, or designee, and comprised of a designated Faculty SLO Coordinator, academic and student services deans and managers, the Director of Institutional Research, and faculty representatives ([I.B.2.18](#), [I.B.2.19](#)). The intent of the steering committee was to provide, “a foundation for a community of inquiry where ongoing collegial dialogue, collaborative review of evidence, and deliberate reflection support the improvement of teaching and learning.” The primary function of this body was to facilitate the College’s SLO initiative at the course, program (certificate/major), service area, and institutional levels.

More recently, the departure and retirement of several key individuals allowed the College, under the guidance of the current Academic Senate President, to re-assess the effectiveness of the processes and structures in place to support and guide SRJC’s SLO efforts. Project LEARN was deactivated in lieu of developing a more practical and straightforward approach toward SLOs. The instructional dean assigned to Project LEARN remains in an oversight role working with the Academic Senate President. A review of the process indicated that more consistent communication from the Vice President of Academic Affairs (VPAA) to the faculty and department chairs, and a clearer, better defined process were needed to support this work. To that end, the VPAA began sending a series of three email reminders at the beginning, middle, and end of each term to department chairs and faculty. These reminders include basic information about the need to do SLO assessments and provide links to the SLO webpage, which includes current completion data, and a webform recently revised for ease of submitting assessments ([I.B.2.20](#)). By contract, department chairs are responsible for coordinating the SLO assessments and may delegate that work to other faculty in the department with appropriate reassign time; and participation in SLOs assessments are included in the contract faculty job description, and may be assigned to adjunct faculty for additional compensation under some circumstances ([I.B.2.21](#), [I.B.2.22](#)).

A better defined, clearer assessment process will also include a revision of the College’s SLO website, which is currently in progress ([I.B.2.23](#)). The current site provides quite a lot of helpful information and also a password-protected link for accessing the webform for submitting SLOs ([I.B.2.24](#), [I.B.2.35](#)), which is further supported by resources and trainings

available through the Curriculum Review Committee and Curriculum Office ([I.B.2.26](#)). Additionally, the Academic Senate has hosted an ASCCC Special Training for all college employees on accreditation and SLOs, with plans to continue providing professional learning opportunities to support this effort ([I.B.2.27](#), [I.B.2.28](#)) and utilize assessment data to make program and course improvements.

Analysis and Evaluation

Santa Rosa Junior College defines and assesses student learning outcomes for all instructional programs and student and learning support services on a systemic cycle that encompasses all areas of the College. The College continues to improve the process and use of assessments to improve student learning.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

Santa Rosa Junior College has clearly established institution-set standards for student achievement that are appropriate to the College's mission. Student achievement standards are set via the College Institution-Set Standards (ISS) reported annually to ACCJC ([I.B.3.1](#)). These standards include minimum acceptable or "floor" goals and aspirational or "stretch" goals for student achievement. The ISS have been set annually by the Institutional Planning Council (IPC) following full IPC review and discussion of historical and current data ([I.B.3.2](#), [I.B.3.3](#)). The ISS are presented to the Academic Senate, President's Cabinet, and other constituent groups as appropriate ([I.B.3.4](#), [I.B.3.5](#)). The ISS metrics include course completion, certificate and degree completion, transfer rates, licensure examination pass rates for programs for which students must pass a licensure examination in order to work in their field of study, and employment rates for career and technical education (CTE) students completing certificate programs and CTE degrees. This report is published annually on the College's Accreditation webpage ([I.B.3.6](#)).

The Institutional Planning Council has monitored the alignment of various institution-set standards and goals stemming from Chancellor's Office initiatives, ACCJC requirements, and SRJC's Strategic Plan Goals and Scorecard ([I.B.3.7](#)), which has enabled a broader understanding of the relationship among these metrics and facilitated integrated planning in support of college plans such as SRJC's 2019-22 Student Equity Plan ([I.B.3.8](#)). Student academic achievement is also assessed against these standards by way of the annual Program and Resource Planning Process (PRPP) program review conducted by all academic and support programs. All academic departments are provided a set of academic and student equity data. Academic data provides information by discipline and location and includes, among other metrics, data on student retention, successful course completion, and grade point average. The Student Equity data provides information by discipline and for the District overall on retention, successful course completion, and grade point average disaggregated by ethnicity, gender, age, income level, disability status, college status and basic skills. Academic programs utilize these data to assess how well they are achieving the mission and Strategic Plan goals/objectives, and to justify

resource requests designed to improve student achievement and outcomes in their discipline/program ([I.B.3.9](#), [I.B.3.10](#)).

Information regarding standards and assessments of student achievement are also published in the SRJC Factbook. For example, the Factbook has a Public Data section that contains a wide array of data related to student achievement, which may be filtered by variables such as academic year, ethnicity, semester, gender, department, DSPS student status, course, enrollment status, location, first generation student status, financial aid status, method of course content delivery, and age group. Students, the public and any member of the College community can easily access these metrics with easy to understand data and visualizations for a variety of student populations ([I.B.3.11](#)). The Factbook also has a Limited Access Data section that is available to College employees only for use in institutional planning ([I.B.3.12](#)).

Data are compiled and posted by the Office of Institutional Research (OIR) and on request from divisions and committees for their use in planning. Examples include the student achievement and outcome data and research utilized by ISSC and Student Equity and Achievement to support planning and action team efforts ([I.B.3.13](#), [I.B.3.14](#)). More recently, at the request of the Faculty Staffing Committee, OIR provided departments/disciplines preparing faculty staffing requests data on the number and ethnic distribution of students enrolled in a given discipline, along with successful course completion rates disaggregated by ethnicity overall, by first generation status and financial need. That data has since been requested by all departments/disciplines as another indicator by which to assess and improve student achievement in their areas ([I.B.3.15](#)).

Analysis and Evaluation

Santa Rosa Junior College has institution-set standards for student achievement developed through a process of collegial dialog and assessment of student achievement and outcomes data. These standards are appropriate to the College mission and used as a measure of how well the College is achieving its stated goals and to develop plans and allocate resources for continuous improvement. These are published on the College website and updated annually.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

Student learning and achievement is the primary mission of Santa Rosa Junior College and is central to all institutional planning and processes. The College uses assessment results in the annual Program and Resource Planning Process (PRPP) to identify needs and request resources to support student learning and student achievement ([I.B.4.1](#)). The PRPP process requires all instructional programs to evaluate their effectiveness based on student achievement, enrollment, and equity data. As discussed in I.B.3, academic departments are provided a set of academic and student equity data. Academic data provides information by discipline and location and includes, among other metrics, data on student retention, successful course completion, and grade point average. The Student Equity data provides information by discipline and for the District overall on retention, successful course completion, and grade point average disaggregated by ethnicity, gender, age, income level, disability status, college status and basic skills. Academic programs

utilize these and other relevant data, such as SLO assessments and degree/certificate awards, to assess how well they are achieving the mission and Strategic Plan goals/objectives, and to justify resource requests designed to improve student achievement and outcomes in their discipline/program ([I.B.4.2](#), [I.B.4.3](#)). Using this information, the PRPP is written collaboratively by disciplines faculty members and department chairs to identify the program's strengths and challenges and to evaluate the achievement of the prior year's goals. Departments and programs can use the PRPP institutional process to request resources to improve curriculum, student outcomes, and improved assessment methodologies where the evidence suggests there is a need. All resources requests must specify which aspect of the mission and Strategic Plan goal/objective it is intended to support. Resource requests are ranked by cluster and component area and highest priorities are compiled across all areas by President's Cabinet and presented to the Institutional Planning Council for review for alignment with the College's mission and goals, and this information is shared with the College community to close out one cycle and launch the next ([I.B.4.4](#)). Resource requests are also assessed for alignment with plans from specific areas such as the Strategic Master Plan for Technology, Facilities Master Plan, or Student Equity and Achievement Plan. The Faculty Staffing Committee serves as a President's Advisory Committee whose function is to develop a priority listing of regular faculty positions for recommendation to the President. Departments requesting positions must complete a form that requires an assessment of discipline/department/program needs, student and staffing needs, student equity needs, district/state/societal priorities, and mandates. This process involves a review student equity data on successful course completion disaggregated by ethnicity, financial aid status, and first-generation status, as well as a report on the number of AA/AS degrees, Associate Degrees for Transfer, and certificates awarded by the department over the last three years ([I.B.4.5](#), [I.B.4.6](#), [I.B.4.7](#)). Non-faculty staff requests are prioritized by cluster and component and submitted to the College President. The PRPP process itself is evaluated annually by the PRPP Coordinating Committee, a subcommittee of the Institutional Planning Council and now of the Planning and Budget Council, by way of a user feedback form built into the PRPP template to invite suggestions for improvement of any aspect of PRPP ([I.B.4.8](#)).

Analysis and Evaluation

Santa Rosa Junior College uses student learning and student achievement assessment results through the annual Program and Resource Planning Process program review. This is the primary institutional process by which departments and programs review student and program outcomes, articulate needs and resource requests to improve student learning and achievement, and develop annual plans designed to advance the College mission.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

The primary means by which Santa Rosa Junior College assesses accomplishment of its mission is through the annual Planning and Resource Planning Process (PRPP), the College's chosen method for program review ([I.B.5.1](#)). Initiated in fall of 2007, following an ACCJC Team Report recommendation to create a "linkage" between planning and budget, the process has evolved considerably over the years with feedback from editors and users of the information who rely on the PRPP content for decision-making and continuous improvement of student learning and achievement. The technology platform has been updated and made input easier on the editor end, and the template has evolved to accommodate the needs of the institution. The PRPP Coordinating Committee, a multi-constituent subcommittee of IPC and now the PBC, oversees annual evaluation of the process; recommends changes as necessary or request to improve the usability of the information gleaned from the process; maintains the template and Writer's Guide and provides training to new and continuing users; and conducts periodic quality control checks to assure the integrity of the process ([I.B.5.2](#)).

One of the most significant and transformational changes to the template followed the approval of SRJC's 2014-2019 Strategic Plan (SP); wherein all resource requests and annual goals from a given department or program unit were required to include the specific Strategic Plan goal and/or College mission focus with which that request or planning goal/objective was aligned. The system is designed such that a complete PRPP report may be generated for a given department or program unit, but also allows decision-makers to download a spreadsheet of, for example, all budget requests or annual goals from a component area (e.g. Academic Affairs or Student Services) or for the College as a whole. Once downloaded, the spreadsheet can be sorted, most typically by mission area of focus or SP goal, and used for resource allocation decisions and goal review to be considered and evaluated in light of the extent to which it advances the College mission or SP goal priorities ([I.B.5.1](#)). Thus, the PRPP serves as a significant measure of institutional effort and priorities.

All departments and program units at the College complete Section 2: Resources and Section 6: Planning of the PRPP template during each annual planning cycle; and all sections, with the addition of Section 1: Mission, Section 3: Alignment with College-wide Goals and Strategic Plan, Section 4: Student Learning Outcomes, and Section 5: Performance Measures every third year during the comprehensive planning cycle. There are two distinct templates, one for Academic units and one for non-Academic units. Academic units receive Academic and Student Equity data sets every year, and are required to utilize both data sets during the comprehensive planning cycle to more deeply explore the impact they have on student learning outcomes and student achievement. As discussed in I.B.3, Academic data provides information by discipline and location and includes, among other metrics, data on student retention, successful course completion, and grade point average. The Student Equity data provides information by discipline and for the District overall on retention, successful course completion, and grade point average disaggregated by ethnicity, gender, age, income level, disability status, college status and basic skills. Academic programs utilize these data, along with an assessment of SLOs, Program SLOs and Institutional SLOs to assess how well they are achieving the mission and Strategic Plan goals/objectives, and to justify resource requests designed to improve student achievement and

outcomes in their discipline/program ([I.B.5.1](#)) and PRPP Reports and posted for community review ([I.B.5.3](#)).

When the 2014-19 Strategic Plan was approved, a scorecard with core indicators was developed for each SP goal ([I.B.5.4](#)). At the time, staffing in the Office of Institutional Research (OIR) was extremely limited and the decision around which metrics to apply to monitor SP goals was constrained to those indicators most readily available. The Institutional Planning Council (IPC) monitored goal accomplishment and implementation ([I.B.5.5](#), [I.B.5.6](#)), and prepared two mid-term reports ([I.B.5.7](#), [I.B.5.8](#)), the last based on a college wide survey to assessment perceptions of goal accomplishment, and less obtrusive measures of the number of committees and councils focusing on a given goal and the number of PRPP annual goals focused on that SP goal. The monitoring of the SP scorecard eventually gave way to other priorities and the availability of more precise metrics and dynamic data visualizations available via OIR and the state Chancellor's Office, as well as pre-pandemic plans to refresh the SP with a new set of key performance indicators. Those efforts are just now being resumed ([I.B.5.9](#)) and include the development of a more relevant array of key performance indicators, both leading and lagging, aligned with the updated SP goals/objectives. These plans are further articulated in SRJC's Quality Focus Essay.

The Office of Institutional Research (OIR) website is the repository of a considerable amount of qualitative and quantitative data, presented as Tableau visualizations that permit unlimited disaggregation for analysis for location, including online, and filtered by a vast array of variables such as year and semester, department, day/evening/online, and student variables such as residency, education goal, ethnicity, gender, age, enrollment status; the options for analysis are limitless and OIR staff are always open to adding another visualization to the list. OIR's "Citizen Researcher" campaign and subsequent PDA workshops and hands-on training for department faculty and staff resulted in the data democratization of information, which has led to a deeper level of analysis, collegial dialog, institutional self-reflection, and continuous improvement toward accomplishment of the College's mission ([I.B.5.10](#), [I.B.5.11](#), [I.B.5.12](#)). Departments and programs use Factbook visualizations in for real time discussions of student learning outcomes and achievement, and faculty have been known to use the same visualization in a classroom demonstration to show students the impact of completing an education plan on their prospects for successful course and program completion.

Analysis and Evaluation

The College uses a robust annual program review process to evaluate goals, objectives, and student learning outcomes set by programs and services to ensure they are addressing the College's Mission. A wide variety of qualitative and quantitative data are utilized and disaggregated for analysis as a way of better understanding the educational needs of the College's students.

6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.

Evidence of Meeting the Standard

Santa Rosa Junior College's Integrated Student Success Committee (ISSC) and Student Equity and Achievement (SEA) Program has a detailed plan for pursuing student equity and closing the achievement gaps identified for disproportionately impacted student populations ([I.B.6.1](#), [I.B.6.2](#)). The most recent Student Success Annual Report indicates that the desired improvements are happening according to a variety of metrics ([I.B.6.3](#)). These findings of student need and subsequent evidence of successful impact of program implementation are supported by a wide variety of data and research ([I.B.6.4](#)) utilized by ISSC and its Action Teams ([I.B.6.5](#)).

The 2019-22 Student Equity Plan outlines the metrics, goals, and activities related to the College's equity work, including specific goals for increasing success rates for disproportionately impacted student populations. For example, retention efforts from Fall to Spring for disproportionately impacted student populations include orientation, placement assessment, SRJC Ready Bridge program, Welcome Center/Welcome events, Financial Aid Campaign, Student Success Peer Coaching Program, Counseling and Education Planning, Peer Assisted Learning Specialists (PALS-Embedded Tutoring/Supplemental Instruction), Tutorial Services, the Writing Center, Online Learning Resources, Student Success Workshops, Student Health and Psychological Services, Direct Student Support Program (Library Laptop/Textbook/Calculator loan programs, Equity Scholarships, Basic Needs Resources), Early Alert/Starfish, Ask Me Campaign, Learning Communities (Puente, Umoja, APASS), Intercultural Centers, Focused Population Counseling, Veteran's Resources Center, Foster Youth Success/NextUp, the Dream Center, EOPS, DSPS, CalWORKs, MESA, Title V HSI, and the IGNITE/2nd Chance program ([I.B.6.6](#), [I.B.6.7](#)). These programs and services are all focused on mitigating performance gaps in identified student populations.

Analysis and Evaluation

Santa Rosa Junior College has prioritized student equity and provides data that are disaggregated by student subpopulations such that equity gaps are identified, strategies are implemented to mitigate and close those gaps, and resources are allocated or reallocated in support of those strategies. Once programs have been implemented, annual program review assures the efficacy and, if needed, modification of the approach.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

Santa Rosa Junior College regularly reviews policies, procedures, and practices to ensure their effectiveness in supporting academic quality and accomplishment of the College mission. College Council ([I.B.7.1](#)) is the governing body that oversees the development of District policies and procedures, while the Educational Planning and Coordinating Council, an Academic Senate Consultation Committee, has oversight on academic policies and procedures ([I.B.7.2](#)). As

stated in Board Policy 2410 – Board Policies and Administrative Procedures, the Board “shall regularly assess its policies for effectiveness in fulfilling the District’s mission” ([I.B.7.3](#)). The District recently initiated a subscription to “templates” of board policies and administrative procedures created by the Community College League of California (CCLC). The CCLC service, currently in use by all California Community College districts, identifies policies and procedures that colleges in the California Community College system must have for legal and accreditation compliance, provides biannual updates, and identifies both required and suggested content for policies and procedures. The College has engaged in a multi-year effort to convert over 400 policies and administrative procedures using the CCLC templates. As a first step, the College has chosen to prioritize updates to 54 Board Policies and Administrative Procedures deemed as legally required or legally advise and required to meet accreditation standards ([I.B.7.4](#), [I.B.7.5](#)). That process is currently underway, with numerous Board Policies and Administrative Procedures working through the review and update process. BP 2410 was the first to be Board-approved, and it is anticipated the remainder will be reviewed and updated by the end of the spring 2022 semester.

College Council also has oversight of the College governance structure ([I.B.7.1](#)) and conducts regular reviews of SRJC’s committees and councils to assess their function and the extent to which they are aligned to support Strategic Plan goals and the College mission ([I.B.7.6](#)). The Institutional Planning Council (IPC), and now the Planning and Budget Council (PBC), through the PRPP Coordinating Committee evaluates the College’s annual program review process ([I.B.7.7](#)). The annual PRPP program review provides for the regular evaluation of all areas of the College, including instructional programs, student and learning support services, and administrative services ([I.B.7.8](#)).

Analysis and Evaluation

The College evaluates its policies and practices through the annual PRPP process, committee self-evaluation, and regular review of Board Policies and Administrative Procedures to assure the effectiveness of such in supporting academic quality and accomplishment of the College mission.

- 8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

Evidence of Meeting the Standard

Santa Rosa Junior College has processes in place to communicate and make available the results of all assessment and evaluation activities and this is completed on a regular and ongoing basis. One avenue utilizes the College website to communicate assessment and evaluation findings. Student achievement and equity data, along with other information used in the annual program review, are available for all academic departments on the PRPP website ([I.B.8.1](#)), along with core fiscal year information for all College departments and programs. This provides stakeholders the opportunity to review any program’s data and other information relevant to program review. Once the PRPP cycle is completed, PRPP reports for all units are posted on the

Institutional Planning website ([I.B.8.2](#), [I.B.8.3](#)), along with resource prioritizations and funding outcomes, program evaluation of majors and certificates, and other information related to PRPP. Together, these plans and evaluations identify areas that are highly successful and areas that are working to reduce gaps. Through the PRPP process, goals that support the College's mission and Strategic Plan goals can be matched with available funds ([I.B.8.4](#)), and reports may be generated to identify the magnitude of effort and resources applied to a given aspect of the College mission or Strategic Plan goals. Every year, the College community is provided a message to wrap up one cycle of PRPP and launch the next. A central component of this message is a summary of the impact of the prior cycle, including priorities and funding outcomes. The message also advises of improvements in the PRPP process for the upcoming cycle and re-engages readers with the College mission and Strategic Plan goals ([I.B.8.5](#)). Other areas on the Institutional Planning website include information on the College's Mission, Vision and Values, Integrated Planning model, Strategic Plan, Annual Goals and Accomplishments, Institutional Plans, and Institutional Effectiveness data and reports, and Planning Resource documents ([I.B.8.2](#)).

Two other much referenced repositories of assessment and evaluation findings are the SRJC Office of Institutional Research (OIR) website ([I.B.8.6](#)) and the Integrated Student Success Committee (ISSC)/Student Equity and Achievement website ([I.B.8.7](#)). The OIR website provides easy access to the SRJC Factbook with both public and limited access data ([I.B.8.8](#)), OIR research studies and reports, data from the Career Technical Education Outcomes Survey, and other useful data assets from local, state and national sources. The ISSC website provides data relevant to the assessment of student equity gaps and impacts on student success. Both provide for broad communication of results stemming from the College's assessment of its strengths and challenges, and the priorities and plans to address them.

Analysis and Evaluation

The College communicates broadly, using a variety of avenues and methods, the results of assessments and evaluations leading to dialog within committees and among department colleagues. The process ensures the college community is informed and has a shared understanding of institutional accomplishments, goals, and priorities.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

Santa Rosa Junior College's Integrated Planning Model ([I.B.9.1](#)) shows the process by which the College engages in continuous, broad based, systematic evaluation and planning that aligns annual planning activities such as the budget plan, PRPP, President's goals, and the recommendations and input from the College's system of participatory governance, with long-

range planning that begins with the Board of Trustees and Board-approved mission, vision, and values, the expression of the mission through Strategic Plan goals/objectives, which guides the Educational Master Plan, Student Services Master Plan, and all other planning to include technology, facilities, strategic enrollment management, EEO plans, human resources/staffing, and student equity and achievement plans.

In the annual PRPP program review process, all programs begin with an assessment of outcomes and an evaluation of prior goals and accomplishments to help determine future goals and plans and request resources for improvement. The resource requests and goals must align with some aspect of the College mission and Strategic Plan goals, and priorities are based on funding criteria and guiding principles ([I.B.9.2](#)). The PRPP process illustrates the College's strong commitment to institutional effectiveness based on collegial, self-reflective dialog and the centrality of student learning and achievement. The scope of the annual cycle, and the addition of an every third-year comprehensive cycle demonstrates SRJC's commitment to the improvement of institutional effectiveness and academic quality ([I.B.9.3](#)). The Strategic Plan is an essential component of the College's integrated planning model ([I.B.9.4](#)). The goals of the Strategic Plan flow directly from the College mission, vision and values. Through the PRPP process, departments create goals that are directly mapped to the mission and Strategic Plan goals. The collective efforts of programs to achieve annual goals will result in the College achieving the goals of the Strategic Plan. For example, if individual programs increase their course success rates, then the overall College-wide course success rate will also increase.

The College Strategic Plan needs an update following unanticipated delays brought on by the pandemic and an administrative reorganization. The planning process, led by the Senior Director, Institutional Effectiveness, Planning and Research and the Academic Senate President, was launched in fall 2021, and is expected to involve the entire College community and to result in a plan to guide SRJC for the next five years. ([I.B.9.5](#)).

For long-range planning, SRJC relies on the Educational Master Plan ([I.B.9.6](#)) developed as a bridge to the Facilities Master Plan ([I.B.9.7](#)). The EMP has a broad focus to cover all areas of the College, including Academic Affairs, Student Services, Administrative Services, and all instructional sites. Other long-term plans that guide annual PRPP planning include the Technology Master Plan ([I.B.9.8](#)), Equal Employment Opportunity Plan ([I.B.9.9](#)); and the Student Equity Plan ([I.B.9.10](#)).

Analysis and Evaluation

Santa Rosa Junior College engages in broad, systematic evaluation and planning processes. Through these processes, the College evaluates its effectiveness and academic quality, develops strategic directions and priorities, and allocates resources to address those priorities. By way of a robust annual Program and Resource Planning Process (PRPP), the College integrates program review, planning and resource allocation into a comprehensive process aligned with the mission and Strategic Plan goals/objectives. The College's integrated planning model addresses short- and long-range needs in all areas of the College in support of educational programs and services.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

Santa Rosa Junior College has established institution-set standards for student achievement, uses data to improve student learning, and uses evaluation to make continuous improvements in the process in order to better serve the mission.

Evidence List

<u>I.B.1.1</u>	Institutional Planning Council Function
<u>I.B.1.2</u>	Budget Advisory Committee Function
<u>I.B.1.3</u>	Communication to College Community Regarding IPC/BAC and PBC
<u>I.B.1.4</u>	Planning and Budget Council Function
<u>I.B.1.5</u>	ISSC and Student Equity and Achievement website
<u>I.B.1.6</u>	ISSC Newsletter and Update
<u>I.B.1.7</u>	Academic Senate 2021/22 Meeting Agendas and Special Trainings
<u>I.B.1.8</u>	Guided Pathways Scale of Adoption – March 2021
<u>I.B.1.9</u>	Board Information Item, November 9, 2021 – Student Equity and Achievement (SEA) Program Update and Outcome Report
<u>I.B.1.10</u>	Professional Development Fall 2021 Menu of Activities
<u>I.B.1.11</u>	Academic Senate Communities of Practice
<u>I.B.1.12</u>	ISSC Action Teams
<u>I.B.1.13</u>	IPC Minutes – May 13, 2019 Focused Conversation
<u>I.B.1.14</u>	Spring 2021 PDA Session S3:03
<u>I.B.1.15</u>	Board of Trustees Meeting Agenda/Minutes – January 24, 2018
<u>I.B.1.16</u>	IPC Minutes – May 14, 2018
<u>I.B.1.17</u>	Academic Senate Meeting Agenda/Minutes – January 31, 2018
<u>I.B.1.18</u>	Academic Senate – Guided Pathways Recommendations
<u>I.B.1.19</u>	Academic Senate Call for Interest – Guided Pathways Projects
<u>I.B.1.20</u>	Academic Senate Meeting Agenda/Minutes - April 29, May 6, October 21, November 4, 2020
<u>I.B.1.21</u>	Human Resources – 2018 Diversity and Inclusion website
<u>I.B.1.22</u>	Professional Development New Faculty Professional Learning Program
<u>I.B.1.23</u>	PDA – Fall 2021
<u>I.B.1.24</u>	Professional Development Podcasts
<u>I.B.1.25</u>	Academic Senate Fall 2021 and Spring 2022 Communities of Practice – Invitations to Faculty, Administrators, and Classified Professionals
<u>I.B.2.1</u>	Curriculum Review Committee Function
<u>I.B.2.2</u>	Curriculum Review Committee Bylaws
<u>I.B.2.3</u>	Curriculum Writer’s Handbook (Academic Senate approved May 19, 2021)
<u>I.B.2.4</u>	Institutional Learning Outcomes
<u>I.B.2.5</u>	ISLO Assessments – Student Surveys
<u>I.B.2.6</u>	ISLO Assessments – PRPP 2021 Writer’s Guide - Section 4.2a: Key Courses or Services that Address ISLOs
<u>I.B.2.7</u>	General Education Learning Outcomes
<u>I.B.2.8</u>	Sample Program Student Learning Outcomes - Anthropology (AA)
<u>I.B.2.9</u>	Sample Course Outline with Student Learning Outcomes – ANTHRO 1
<u>I.B.2.10</u>	Sample Course Syllabus with SLOs – PSYCH 1A

<u>I.B.2.11</u>	Sample Course Syllabus with SLOs – FDNT 10
<u>I.B.2.12</u>	Student Learning Outcomes Assessment – Resources and FAQ
<u>I.B.2.13</u>	Certificates and Majors SLO Assessment – Mapping Course SLOs to Program Outcomes and Assessing Certificate and Major SLOs
<u>I.B.2.14</u>	Sample Program Map Business: Human Resource Administration (AA) Major
<u>I.B.2.15</u>	Student Services Service Area Learning Outcomes (SALOs) webpage
<u>I.B.2.16</u>	Sample Student SALO Assessment Form – Counseling
<u>I.B.2.17</u>	SALO Report
<u>I.B.2.18</u>	Project LEARN Steering Committee webpage
<u>I.B.2.19</u>	Project LEARN Steering Committee Sharepoint Webpage
<u>I.B.2.20</u>	Communication from VPAA to Faculty on SLOs
<u>I.B.2.21</u>	AFA/District Contract – Article 13: Department Chairs and Coordinators, Subsection 13.03.B.2
<u>I.B.2.22</u>	AFA/District Contract – Article 17: Job Description, Subsection 17.02.A.7
<u>I.B.2.23</u>	SLO website
<u>I.B.2.24</u>	SLO Resources and FAQ
<u>I.B.2.25</u>	Example SLO and Assessment Methods
<u>I.B.2.26</u>	Curriculum Resources
<u>I.B.2.27</u>	Invitation to ASCCC Training on SLOs
<u>I.B.2.28</u>	Academic Senate Special Training – Accreditation and Assessing Student Learning Outcomes (SLOs)
<u>I.B.3.1</u>	2021 ACCJC Annual Report Institution-Set Standards
<u>I.B.3.2</u>	IPC Meeting Agenda – March 9, 2020
<u>I.B.3.3</u>	OIR Factbook Data for IPC Discussion of Institution-Set Standards
<u>I.B.3.4</u>	Academic Senate Agenda – April 7, 2021 – Annual Report to ACCJC
<u>I.B.3.5</u>	President’s Cabinet Agenda – March 31, 2021 – Review of ACCJC Annual Report and Annual Fiscal Report
<u>I.B.3.6</u>	SRJC’s Accreditation webpage – Annual Reports
<u>I.B.3.7</u>	Institution Set Standards by Source
<u>I.B.3.8</u>	2019-22 Student Equity Plan
<u>I.B.3.9</u>	2021 PRPP Academic Data – Art Department
<u>I.B.3.10</u>	2021 PRPP Student Equity Data – District Totals
<u>I.B.3.11</u>	SRJC Factbook – Public Data
<u>I.B.3.12</u>	SRJC Factbook – Limited Access Data
<u>I.B.3.13</u>	ISSC and Student Equity and Achievement Data and Research
<u>I.B.3.14</u>	ISSC Action Teams
<u>I.B.3.15</u>	Academic Outcomes Data for Faculty Staffing
<u>I.B.4.1</u>	PRPP Writer’s Guide – 2021
<u>I.B.4.2</u>	2021 PRPP Academic Data – Art Department
<u>I.B.4.3</u>	2021 PRPP Student Equity Data – District Totals
<u>I.B.4.4</u>	PRPP 2020 Wrap Up and 2021 Kick Off
<u>I.B.4.5</u>	Faculty Staffing Committee website
<u>I.B.4.6</u>	Faculty Staffing Committee Quantitative Data Form
<u>I.B.4.7</u>	Academic Outcomes Data for Faculty Staffing
<u>I.B.4.8</u>	PRPP Writer’s Guide, Section 6.2b – PRPP Editor Feedback
<u>I.B.5.1</u>	PRPP Writer’s Guide 2021

<u>I.B.5.2</u>	PRPP Coordinating Committee
<u>I.B.5.3</u>	PRPP reports
<u>I.B.5.4</u>	2014-19 Strategic Plan Scorecard
<u>I.B.5.5</u>	Institutional Planning Council 2019-20 Calendar
<u>I.B.5.6</u>	Institutional Planning Council website
<u>I.B.5.7</u>	Strategic Plan Goals Review Executive Summary
<u>I.B.5.8</u>	Strategic Plan Mid-Term Report
<u>I.B.5.9</u>	Strategic Plan 2022-27
<u>I.B.5.10</u>	Office of Institutional Research website
<u>I.B.5.11</u>	SRJC Factbook – Limited Access Data – Unmet Demand for Courses
<u>I.B.5.12</u>	OIR Citizen Research Campaign
<u>I.B.6.1</u>	ISSC/Student Equity and Achievement website
<u>I.B.6.2</u>	2019-2022 Student Equity Plan
<u>I.B.6.3</u>	SEA Annual Report 2019-20
<u>I.B.6.4</u>	ISSC Data and Research
<u>I.B.6.5</u>	SEA Action Teams
<u>I.B.6.6</u>	SEA Supported Initiatives
<u>I.B.6.7</u>	PALS Program
<u>I.B.7.1</u>	College Council webpage
<u>I.B.7.2</u>	Educational Planning and Coordinating Council webpage
<u>I.B.7.3</u>	BP 2410 – Board Policies and Administrative Procedures
<u>I.B.7.4</u>	Board Policy and Administrative Procedure Review and Approval – Accreditation-Related
<u>I.B.7.5</u>	CCLC Policy Service Implementation – Communication to College Community
<u>I.B.7.6</u>	College Council Agenda and Minutes September 2, 2021
<u>I.B.7.7</u>	PRPP Coordinating Committee
<u>I.B.7.8</u>	PRPP Writer’s Guide 2021
<u>I.B.8.1</u>	PRPP Documents and Data – 2021
<u>I.B.8.2</u>	Institutional Planning website
<u>I.B.8.3</u>	PRPP Reports
<u>I.B.8.4</u>	2019-20 PRPP Priorities
<u>I.B.8.5</u>	PRPP 2020 Wrap Up and 2021 Kick Off Message
<u>I.B.8.6</u>	Office of Institutional Research website
<u>I.B.8.7</u>	ISSC/Student Equity and Achievement website
<u>I.B.8.8</u>	SRJC Factbook – Public Data
<u>I.B.9.1</u>	SRJC Integrated Planning Model
<u>I.B.9.2</u>	2019-20 President’s Cabinet PRPP Review
<u>I.B.9.3</u>	PRPP Writer’s Guide – 2021
<u>I.B.9.4</u>	SRJC Strategic Plan 2014-19
<u>I.B.9.5</u>	Strategic Plan 2022-27
<u>I.B.9.6</u>	Educational Master Plan for Facilities Master Plan
<u>I.B.9.7</u>	Facilities Master Plan
<u>I.B.9.8</u>	Technology Master Plan
<u>I.B.9.9</u>	Equal Employment Opportunity Plan
<u>I.B.9.10</u>	Student Equity Plan

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

Santa Rosa Junior College has practices and processes in place that assure the clarity, accuracy, and integrity of information provided to students and prospective students, College personnel, and the public. Component areas, departments, committees and individuals responsible for content provided on the College website and disseminated by way of the SRJC College Catalog regularly review and update information as necessary.

Information is provided to students, personnel, and the public in two primary ways: the SRJC College Catalog and the SRJC website ([I.C.1.1](#), [I.C.1.2](#)). Catalog development and maintenance is coordinated through the Office of the Vice President of Student Services, led chiefly by Admissions and Records with information provided by staff and faculty in Student Services, Academic Affairs, Counseling, Curriculum, and various sites and specialized programs ([I.C.1.3](#)). The Information Technology Web Team oversees the creation and maintenance of the District websites and ensures the web content is accessible and ADA compliant ([I.C.1.4](#)). The Public Relations Department provides support with all print, digital, broadcast and digital radio and social media, as well as providing content for SRJC's Homepage, including images, stories and news. The Director of District and Community Relations most often leads website review and modification, assisted by a team of knowledgeable content and technical staff, faculty and administrators ([I.C.1.5](#)) who together ensure the integrity, usefulness and accessibility of the College website. The most recent example involves the Guided Pathways Work Group focused on a re-design of SRJC's website ([I.C.1.6](#)).

To keep students updates and informed about course offerings and general academic information, the Academic Affairs Curriculum Office works with department chairs, faculty, counselors, and deans to create a Schedule of Classes for each of three academic year terms (Fall, Spring, Summer), which are published on the College website in a mobile-friendly version and accessible via Quick Links on the College homepage ([I.C.1.7](#)). Counselors use the Catalog and Schedule of Classes to advise students and help them create educational plans. When new or revised Board Policies and Procedures are passed by the Board of Trustees, the appropriate Vice President informs the College community so the Catalog work group and those responsible for web content are alerted ([I.C.1.8](#)).

The Catalog is updated annually to ensure information on courses and programs are current and changes/additions/deletions have been made. The process begins in early spring for the Catalog published entirely online for the subsequent academic year. All changes to curriculum and programs of study are updated automatically with support from the Curriculum Office staff ([I.C.1.9](#)).

The College mission statement is generally reviewed and, if appropriate, updated within each accreditation cycle by way of a process led by the Strategic Planning Task Force and overseen by the Institutional Planning Council (IPC) ([I.C.1.10](#), [I.C.1.11](#)). As discussed in Standard I.A.4, the current review process has been delayed due to unforeseen circumstances and has been recently resumed under the direction of the Senior Director of Institutional Effectiveness, Planning and Research, with support from the Strategic Planning Coordinating Committee, and overseen by the newly created Planning and Budget Council ([I.C.1.12](#), [I.C.1.13](#)). Should this process result in changes to the College mission, that revision will be updated in the College Catalog and College website.

Institutional and General Education Student Learning Outcomes (ISLOs and GESLOs) are posted on the SLO website ([I.C.1.14](#), [I.C.1.15](#)). Program Learning Outcomes are posted in the Catalog for each major and certificate ([I.C.1.16](#)) and each course listed in the Schedule of Classes includes a link to the Course Outline with the Student Learning Outcomes (SLOs) ([I.C.1.17](#)). Course SLOs are also included in the syllabus for each course ([I.C.1.18](#), [I.C.1.19](#)). Syllabi are collected for instructional deans, program faculty, department chairs and instructional deans are responsible for ensuring that course and/or program SLOs are accurate. The accuracy of Institutional and General Education SLOs are the responsibility of Academic Affairs.

Information on educational programs is accessible by way of the Catalog for majors and career education certificate programs ([I.C.1.20](#)). Members of the Catalog work group, Curriculum Office, department chairs, instructional deans and managers, and faculty work to ensure the accuracy of this information. Information from the Catalog is also included on the College website for individual programs ([I.C.1.21](#), [I.C.1.22](#)). The program webpages are updated by the program faculty, department chairs and instructional administrators as changes occur or errors are discovered, thus ensuring that shared information is accurate.

The SRJC Homepage header provides easy one-click links for students, members of the College community, and the public. At the top of the homepage are links clearly identified for Students, Faculty/Staff, and Community which goes to grouped lists of information relevant to their needs ([I.C.1.23](#)). Further down are links to information related to SRJC in general, admissions, financial aid, academics, student support, campus life, the SRJC Foundation, and more recently COVID-19 Information and FAQs ([I.C.1.23](#)). Clicking on any one of these areas goes to a grouped listing of active links to a wealth of information for prospective students, College personnel, and all persons or organizations seeking to find out about the College's educational programs, student support services. For example, the About SRJC area provides access to the mission and other information about the College, maps, District services, ways to engage, District Governance including the Board of Trustees, and access to information on accreditation, Board policies and procedures and data ([I.C.1.24](#)). The Academics area includes information on Courses, Degrees, Majors and Certificates provides quick access to the College Catalog, Schedule of Classes, and course outlines; Departments and Programs provides links to all academic departments, career education programs, online/Distance Education learning, as well as Community Education and the Older Adults Program; and Academic Support links to websites that provide more information on learning supports such as libraries, tutorial centers and computer labs ([I.C.1.25](#)). The Student Support area includes information for students and prospective students about Getting Started, including steps for new students and the

MySRJCAApp; Student Support such as counseling, health and psych services, DRD, and online student services; Student Programs such as CalWORKS, EOPS, MESA, and Second Chance; Resources such as bookstore, free food, and student jobs; Learning Resources, including libraries and tutorial center; and Student Rights and Responsibilities related to academic integrity, discrimination, privacy, sexual harassment, and conduct/discipline and complaints ([I.C.1.26](#)). SRJC sites such as the ones for SRJC Petaluma, Shone Farm, Southwest Santa Rosa Center and the Public Safety Training Center ([I.C.1.27](#), [I.C.1.28](#), [I.C.1.29](#), [I.C.1.30](#)) provide information to students, prospective students, College personnel, and the public in those communities with an interest in the educational programs and services available on those sites. Administrators and managers over each program and service assure that these websites are clear, accurate and maintain an expectation of integrity and consistency of information about the College.

Accreditation status of the College and programs accredited by external agencies is posted on a dedicated website for College employees and the public ([I.C.1.31](#)), made available to students by way of the College Catalog, Section 1 ([I.C.1.32](#)), and shown on the banner at the bottom of every College webpage ([I.C.1.33](#)). Accreditation status for programs accredited by external agencies is also provided for students and the public on the websites for those programs ([I.C.1.34](#), [I.C.1.35](#)). The Public Relations Office, Information Technology, and Vice President for Academic Affairs/Assistant Superintendent and Accreditation Liaison Officer, and program directors of specially accredited programs assure that information about the College's accreditation status, whether overall or programmatic, is accurate and publicly accessible.

Analysis and Evaluation

The College assures the clarity, accuracy, and integrity of information provided to students, College employees, and the public through the College Catalog and website. The information is developed in collaboration with faculty, staff, and administrators who are responsible for and best able to ensure accurate and current information related to the College mission, learning outcomes, educational programs, and student support services. The College maintains an accreditation webpage with accurate information about the accreditation status of the College and of those specialized programs accredited by external agencies.

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the "Catalog Requirements". (ER 20)**

Evidence of Meeting the Standard

Santa Rosa Junior College College's catalog is a comprehensive collection of precise, accurate, and current information ([I.C.2.1](#)). The catalog is annually reviewed to ensure that the Accrediting Commission for Community and Junior Colleges (ACCJC) catalog contents regarding General Information, Requirements (Admissions; Student Fees and Other Financial Obligations; Degree, Certificates, Graduation and Transfer), Major Policies Affecting Students, and Locations or Publications where Other Policies may be Found are met, as defined in Eligibility Requirement 20 ([I.C.2.2](#)). The annual review of the catalog is led by Admissions and Records who coordinate a workgroup of contacts from various departments with content

represented in the catalog and who review and edit information for clarity and accuracy. Edited content and materials are reviewed by faculty and staff before publication to ensure material is consistent and clear ([I.C.2.3](#)). The final updated College Catalog for the current academic year is available for distribution online in July of each year, and is accessible online and as a pdf document that can be emailed or printed. Prior versions of the catalog can be accessed through the 'section' navigation situated near the top of the Catalog webpage. The College's accreditation status is posted on each page of the institution's website prominently and consistently located at the bottom of each page, above the copyright ([I.C.2.4](#)).

Analysis and Evaluation

The College annual publishes a clear, orderly, thorough online catalog that includes accurate information that meets the ACCJC Eligibility Requirement 20 for college catalogs. The collaborative effort involves staff and faculty across the College. A link to a printable catalog is provided on the College website.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

Santa Rosa Junior College uses documented assessment of student learning and evaluation of student achievement and makes that information publicly available as a means of communicating to internal and external constituencies on matters of academic quality. The Office of Institutional Research (OIR) maintains a website that contains a wide variety of student outcome data including local research, statewide surveys, and the annual SRJC Factbook. The SRJC Factbook provides public access to basic data visualizations that allow for disaggregation of student achievement data by a wide array of student and other variables. This aligns with the *Citizen Researcher Campaign* created by OIR to support ease of access to the wealth of data assets for various constituencies, including current and prospective students and the public ([I.C.3.1](#), [I.C.3.2](#), [I.C.3.3](#)).

The College's Institutional Planning website is a repository for information used in the annual Program and Resource Planning Process (PRPP), which includes student academic and equity data ([I.C.3.4](#)), and the Student Equity and Achievement website, managed by the Integrated Student Success Committee, serves as a source of local and state data on student equity and success outcomes ([I.C.3.5](#)); all accessible publicly on the College website. The ACCJC Annual Report, available on the College's accreditation website, provides student achievement metrics, including completion rates for courses, degrees, and certificate programs ([I.C.3.6](#)).

Board presentations and listening sessions provide opportunities for interested community members to learn about student achievement ([I.C.3.7](#)), as do invitations for administrators and faculty to speak with local service clubs and present as members of community boards. Staff and faculty discuss data findings in relevant committee meetings ([I.C.3.5](#)), and faculty discuss and share data on student learning outcomes and student success/equity gaps during department meetings, on departmentally determined professional development activity days each spring, and

in communities of practice hosted by the Academic Senate to which administrators/managers and classified professionals are invited ([I.C.3.8](#), [I.C.3.9](#), [I.C.3.10](#)).

Analysis and Evaluation

The College makes available through the Office of Institutional Research, Institutional Planning and Student Equity and Achievement, and other venues documented assessments of student learning and achievement as a means of communicating matters of academic quality to various constituencies, including current and prospective students, the public and interested members of the college community.

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

Santa Rosa Junior College describes its certificate and degree programs in the College Catalog Section 6: Degree, Major and Certificate Programs, which contains complete descriptions of certificates and degrees, and by way of Quick Links on the Catalog main page ([I.C.4.1](#)). This information is also available on the Curriculum Programs of Study webpage which describes general degree and certificate requirements; and, for each specific degree/major and certificate, provides detailed information including: title and type, department, total units, effective term, description, program SLOs, program requirements, links to course outlines of record, previous versions, course prerequisites and advisories, and contact information ([I.C.4.2](#), [I.C.4.3](#), [I.C.4.4](#), [I.C.4.5](#)). This information is also accessible via the SRJC homepage (quick links), individual program webpages, as well as the Counseling webpage.

Analysis and Evaluation

The College maintains a catalog, available online or as a printable pdf, that details relevant information on all current certificates and degrees and is updated regularly through a timely and accurate curriculum review process.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The mission of Santa Rosa Junior College guides institutional the development and review of all policies, procedures, and publications. Since 1985, when the mission statement was first adopted by the Board of Trustees, it has been the practice of the College to regularly review the mission within each accreditation cycle in a manner that includes consideration and input from constituent groups ([I.C.5.1](#)). The pandemic and other circumstances disrupted the review of the mission last reviewed and significantly updated in 2013. That process was resumed in Fall 2021 with the kickoff of a Strategic Plan update and the scheduling of a series of Strategic Planning Town Hall meetings designed to bring College constituents and stakeholders together to discuss

how to evolve and update SRJC's mission, vision, values, goals, objectives and key performance indicators ([I.C.5.2](#)). A revised mission statement is anticipated in spring 2021.

Santa Rosa Junior College regularly reviews policies, procedures, and publications to ensure accurate information and alignment with the College mission. College Council ([I.C.5.3](#)) is the governing body that oversees the development of District policies and procedures, while the Educational Planning and Coordinating Council, an Academic Senate Consultation Committee, has oversight on academic policies and procedures ([I.C.5.4](#)). As stated in Board Policy 2410 – Board Policies and Administrative Procedures, the Board “shall regularly assess its policies for effectiveness in fulfilling the District’s mission” ([I.C.5.5](#)). The District recently initiated a subscription to “templates” of board policies and administrative procedures created by the Community College League of California (CCLC). The CCLC service, currently in use by all California Community College districts, identifies policies and procedures that colleges in the California Community College system must have for legal and accreditation compliance, provides biannual updates, and identifies both required and suggested content for policies and procedures. The College has engaged in a multi-year effort to convert over 400 policies and administrative procedures using the CCLC templates. As a first step, the College has chosen to prioritize updates to 54 Board Policies and Administrative Procedures deemed as legally required or legally advise and required to meet accreditation standards ([I.C.5.6](#), [I.C.5.7](#)). That process is currently underway, with numerous Board Policies and Administrative Procedures working through the review and update process. BP 2410 was the first to be Board-approved, and it is anticipated the remainder will be reviewed and updated by the end of the spring 2022 semester.

Santa Rosa Junior College regularly reviews publications and other electronic and web-based information to ensure accurate information and alignment with the College mission. Key among those is the College Catalog, which describes many policies and procedures, and is provided to students and the public ([I.C.5.8](#)). The catalog is reviewed and updated each academic year by a workgroup responsible for content and assuring that the catalog is accurate across all media platforms. Another significant publication updated regularly is the SRJC Fact Book which contains current and historical data about the District and its students ([I.C.5.9](#)).

Analysis and Evaluation

The College regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs and services.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

Santa Rosa Junior College provides accurate information to current and prospective students about the total costs of education, including tuition, fees, and other required expenses, including textbooks and other instructional materials. The College's Catalog includes explanations and figures for tuition and fees in Section 2: Admissions and Registration ([I.C.6.1](#)). The online

Schedule of Classes provides similar information and allows students to search for courses with free/low-cost books and sustainable course materials ([I.C.6.2](#)). The SRJC Bookstore website also includes information related to required textbooks and materials, easily filterable by department, course, and section ([I.C.6.3](#)). Board Policy and Procedure 3.19/P – Textbooks, expresses the College commitment to provide affordable, accessible textbook options to students ([I.C.6.4](#)). Costs associated with career education programs are detailed in their general information posted on their web pages ([I.C.6.5](#)). Information about the types of financial support available is located on the Financial Aid webpage ([I.C.6.6](#)). Board Policy and Administrative Procedure 5.4/P - Student Fees, describe applicable student fees, and all new fees or changes to existing fees must be approved by the Board of Trustees ([I.C.6.7](#), [I.C.6.8](#)). The College regularly reviews and updates its policy and procedure on fees for state compliance and local needs.

Analysis and Evaluation

The College accurately informs current and prospective students of the education costs through the catalog, class schedule, various College websites, and in policy and procedure.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

Santa Rosa Junior College commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies is expressed in Board Policy 3.8 – Academic Freedom which incorporates into District policy, by reference, the language of AFA/District Contract Article 9: Academic Freedom ([I.C.7.1](#), [I.C.7.2](#)). This contract article defines academic freedom and the rights and responsibilities of faculty, noting that “these freedoms are essential elements of the faculty teaching experience and the student learning experience in the District” ([I.C.7.2](#)). This policy and Board Policy and Procedure 3.1.1/P – Academic Integrity ([I.C.7.3](#)) are disseminated to students in the College Catalog wherein students are advised that the District “holds that its primary function is the development of intellectual curiosity, integrity, and accomplishment in an atmosphere that upholds the principles of academic freedom” ([I.C.7.4](#), [I.C.7.5](#)).

Expectations of members of the College community are further expressed in the College’s value statement on academic excellence that includes “academic freedom balanced with academic responsibility, integrity and ethical behavior” ([I.C.7.6](#)), and by way of the Academic Senate Faculty Professional Ethics Code ([I.C.7.7](#)), both of which are available on the College website. These published policies convey and commit to the free dissemination of knowledge and the College’s support for an atmosphere in which intellectual freedom and independence exists for all constituencies, including faculty and students.

Analysis and Evaluation

The College upholds its Board policies and procedures on institutional and academic integrity, academic freedom and responsibility, which are expressed through its mission and values statements, collective bargaining agreements, and Academic Senate faculty professional ethics code. These are widely published on the College website and in the College Catalog and convey the College's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

All members of the College, including administrators/managers, faculty, classified professionals, and students, and are expected to abide by Board Policy and Procedure 3.11/P – Academic Integrity. This policy and procedure require academic honesty, mutual respect, and accountability of all members of the academic community in order to promote intellectual curiosity, integrity and accomplishment of students seeking to meet their educational goals ([I.C.8.1](#)).

Santa Rosa Junior College has also established and published clear policies and procedures related to student behavior and academic integrity on the College website and in the College Catalog ([I.C.8.3](#)). Board Policy and Procedure 8.2.8/P - Student Conduct and Discipline Due Process is made available on the College website and details student rights and responsibilities, acts of misconduct, discipline due process, possible sanctions, and appeal procedures ([I.C.8.4](#), [I.C.8.5](#)).

Other Board policies and procedures provide more detail in related areas such as grading, grade changes, probation, academic and progress dismissal and academic renewal ([I.C.8.6](#), [I.C.8.7](#)).

Analysis and Evaluation

Santa Rosa Junior College establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity.

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

Evidence of Meeting the Standard

Santa Rosa Junior College regularly evaluates all contract (tenured and probationary) and adjunct faculty. These evaluations are based on the major categories of the faculty job description and include consideration of faculty presentation of data and information. Faculty observation forms used for the evaluation process begin with a measure of relevance of subject matter as presented

with the course objectives ([I.C.9.1](#), [I.C.9.2](#), [I.C.9.3](#), [I.C.9.4](#)). Regular observations of faculty ensure that each faculty member presents information fairly and objectively following professionally accepted views in a discipline. The evaluation process is detailed in Article 14A: Regular Faculty Evaluations, Article 14B: Adjunct Faculty Evaluations, and Article 30: Tenure Review Faculty Evaluation in the AFA/District Contract. Evaluation observation and other related forms are posted on the Human Resources website for each faculty group (adjunct, regular, tenure). All aspects of presenting course material in a professional manner are noted in the observation form used by supervising administrators, department chairs, and peer evaluators ([I.C.9.5](#)). This evaluation process is established through the collective bargaining process between the All Faculty Association (AFA) and the District, ratified by faculty members, and approved by the Board of Trustees.

Analysis and Evaluation

Santa Rosa Junior College has processes in place that ensure faculty present data and information fairly and objectively, and distinguish between personal conviction and professionally accepted views in a discipline. Evaluation processes involve observations by peers, department chairs, and supervising administrators through a well-defined evaluation process that is reviewed and updated as agreed upon in the collective bargaining process.

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

Evidence of Meeting the Standard

Santa Rosa Junior College does not require specific beliefs or world views, but does have Board policies and procedures that require compliance with general ethical standards and non-discrimination practices for members of the Board of Trustees and all employees. Faculty professional ethics are further articulated by the Academic Senate ([I.C.10.1](#), [I.C.10.2](#), [I.C.10.3](#), [I.C.10.4](#), [I.C.10.5](#), [I.C.10.6](#), [I.C.10.7](#), [I.C.10.8](#), [I.C.10.9](#)).

Students are also required to comply with standards of conduct provided in the College Catalog and in Board policies and procedures available on the College website, and articulated by the Student Government Assembly ([I.C.10.10](#), [I.C.10.11](#)).

Analysis and Evaluation

The College maintains Board policies and procedures published on the College website to detail ethical and professional standards. Expectations for standards of conduct and behavior include students, all employees and members of the Board of Trustees, but do not seek to instill specific beliefs or world views.

11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.

Evidence of Meeting the Standard

Santa Rosa Junior College does not operate in foreign locations.

- 12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

Evidence of Meeting the Standard

Santa Rosa Junior College complies with all requirements, standards, policies, guidelines, timelines, and disclosures directed by the Commission, and made public through the College Accreditation website ([I.C.12.1](#)), available within two clicks of the College homepage. Public disclosure of annual reports and annual fiscal reports and substantive change reports submitted to ACCJC ([I.C.12.2](#), [I.C.12.3](#)) are also made available through the accreditation website. The 2015 accreditation archive and the current institutional self-evaluation report page demonstrate disclosure of information required by the Commission to carry out its accrediting responsibilities ([I.C.12.4](#), [I.C.12.5](#)). The accreditation homepage also discloses the College's timely responses to requests from the Commission, including a follow-up report less than two years after the most recent site visit, the midterm report, and a special fiscal report to ACCJC ([I.C.12.2](#)). Separately, the College has also provided annual reports on programs of student and responded timely to all requests from ACCJC throughout the pandemic for information regarding distance education program transitions ([I.C.12.6](#), [I.C.12.7](#)).

Analysis and Evaluation

Santa Rosa Junior College discloses information through the College Accreditation website and maintains timely communication with the Commission, disclosing information required to carry out its accrediting responsibilities.

- 13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

Evidence of Meeting the Standard

Santa Rosa Junior College demonstrates honesty and integrity in both its relationships with external agencies and its communications regarding accreditation. The College communicates any changes to its accreditation status by the Accrediting Commission for Community and Junior Colleges to its students and the public via its accreditation website and collegewide communications ([I.C.13.1](#), [I.C.13.2](#)).

As stated in I.C.12, Santa Rosa Junior College complies with all ACCJC eligibility requirements, accreditation standards, policies, guidelines and requirements. The College also demonstrates continuous compliance with the requirements of external regulatory agencies, including those that accredit specialized programs such as those in Health Sciences, Public Safety and Automotive Technology. Board policies and procedures guide external accreditation of these specialized programs ([I.C.13.3](#)) and information on the programs and external accreditation agencies is posted on the College's accreditation website ([I.C.13.4](#)). All of those programs are in good standing with the associated external accrediting agencies and the website includes the frequency and date of the last program accreditation. The College further demonstrates continuous compliance with the requirements of external regulatory agencies, including external auditors as described in III.D.5 and III.D.7, and any and all federal mandates from the US Department of Education.

Analysis and Evaluation

Santa Rosa Junior College provides honest and accurate information to accrediting agencies and external agencies when responding to requests from these agencies, while publicly acknowledging the accreditation status of the College, and specific programs. Policies and procedures are in place to ensure information is communicated timely to all College constituents and stakeholders about the relationships with external agencies.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization or supporting external interests.

Evidence of Meeting the Standard

Santa Rosa Junior College mission statement clearly expresses the College's commitment to high quality education, student learning and achievement, and student development programs and services that support student success and enrich student lives. As discussed in Standard I.A, the mission is regularly reviewed by various constituents and approved by the Board of Trustees to ensure it remains a clear guide to College planning and resource allocation decisions, and a commitment to student learning above all other objectives, particularly those contrary to the public interest ([I.C.14.1](#), [I.C.14.2](#)).

Analysis and Evaluation

Santa Junior College is a public educational institution that does not generate returns for investors, parent organizations, or external interests and is committed to providing high quality education with a focus on student learning and achievement.

Conclusions on Standard I.C: Institutional Integrity

Santa Rosa Junior College is committed to providing accurate, current and clear information to students and the public about its accreditation status, learning outcomes, educational programs,

student services, and all other areas related to the mission. The College has clear policies and procedures that promote honesty, responsibility, and academic integrity and makes those publicly available.

Evidence List

<u>I.C.1.1</u>	2021-22 SRJC Catalog
<u>I.C.1.2</u>	SRJC Homepage
<u>I.C.1.3</u>	2021-22 Catalog Edits Request and Sections Contact List
<u>I.C.1.4</u>	Information Technology
<u>I.C.1.5</u>	Public Relations webpage
<u>I.C.1.6</u>	Guided Pathways Website Re-Design Work Group
<u>I.C.1.7</u>	Schedule of Classes
<u>I.C.1.8</u>	Announcement of Board of Trustees Policy and Procedure Action
<u>I.C.1.9</u>	2021-22 Catalog Edits Request and Sections Contact List
<u>I.C.1.10</u>	Institutional Planning Council webpage
<u>I.C.1.11</u>	2014-19 Strategic Planning
<u>I.C.1.12</u>	Strategic Plan 2022-27 webpage
<u>I.C.1.13</u>	Planning and Budget Council webpage
<u>I.C.1.14</u>	General Education Learning Outcomes
<u>I.C.1.15</u>	Institutional Learning Outcomes
<u>I.C.1.16</u>	Sample Program Student Learning Outcomes - Anthropology (AA)
<u>I.C.1.17</u>	Sample Course Outline with Student Learning Outcomes – ANTHRO 1
<u>I.C.1.18</u>	Sample Course Syllabus with SLOs – PSYCH 1A
<u>I.C.1.19</u>	Sample Course Syllabus with SLOs – FDNT 10
<u>I.C.1.20</u>	2021-22 College Catalog
<u>I.C.1.21</u>	English Department Home
<u>I.C.1.22</u>	Career Education website
<u>I.C.1.23</u>	SRJC Homepage
<u>I.C.1.24</u>	About SRJC
<u>I.C.1.25</u>	Academics
<u>I.C.1.26</u>	Student Support
<u>I.C.1.27</u>	SRJC Petaluma Homepage
<u>I.C.1.28</u>	Shone Farm
<u>I.C.1.29</u>	Southwest Santa Rosa Center
<u>I.C.1.30</u>	Public Safety Training Center
<u>I.C.1.31</u>	Accreditation Homepage
<u>I.C.1.32</u>	2021-22 SRJC Catalog – Section 1: Accreditation
<u>I.C.1.33</u>	SRJC Website Banner Image
<u>I.C.1.34</u>	Dental Programs Accreditation/Licensure
<u>I.C.1.35</u>	Paramedic Program Information with Accreditation Status
<u>I.C.2.1</u>	2021-22 College Catalog
<u>I.C.2.2</u>	2021-22 Catalog Index
<u>I.C.2.3</u>	2021-22 Catalog Edits Request and Sections Contact List
<u>I.C.2.4</u>	Screenshot of SRJC Webpage Showing Accreditation Status
<u>I.C.3.1</u>	Office of Institutional Research webpage

<u>I.C.3.2</u>	OIR Citizen Researcher Campaign
<u>I.C.3.3</u>	SRJC Factbook
<u>I.C.3.4</u>	Institutional Planning website
<u>I.C.3.5</u>	ISSC & Student Equity and Achievement website
<u>I.C.3.6</u>	2021 ACCJC Annual Report
<u>I.C.3.7</u>	Board Information Item, November 9, 2021 – Student Equity and Achievement (SEA) Program Update and Outcome Report
<u>I.C.3.8</u>	AFA/District Contract – Article 8: Academic Calendar, Section 8.01.A
<u>I.C.3.9</u>	Departmentally Determined Professional Development Activities (DDPDA) Communication to Department Chairs
<u>I.C.3.10</u>	Academic Senate Fall 2021 and Spring 2022 Communities of Practice – Invitations to Faculty, Administrators, and Classified Professionals
<u>I.C.4.1</u>	2021-22 College Catalog – Section 6 Index and Quick Links
<u>I.C.4.2</u>	Curriculum – Programs of Study
<u>I.C.4.3</u>	Sample Major Program of Study – Agriculture Business (AS-T)
<u>I.C.4.4</u>	Sample Course Outline – AGRI 60
<u>I.C.4.5</u>	Sample Certificate Program of Study – Geospatial Technology Certificate
<u>I.C.5.1</u>	Board Policy 1.1 – Vision, Mission Statement, Values
<u>I.C.5.2</u>	Strategic Plan 2022-27 Home
<u>I.C.5.3</u>	College Council webpage
<u>I.C.5.4</u>	Educational Planning and Coordinating Council webpage
<u>I.C.5.5</u>	BP 2410 – Board Policies and Administrative Procedures
<u>I.C.5.6</u>	Board Policy and Administrative Procedure Review and Approval – Accreditation-Related
<u>I.C.5.7</u>	CCLC Policy Service Implementation – Communication to College Community
<u>I.C.5.8</u>	SRJC College Catalog
<u>I.C.5.9</u>	SRJC Fact Book
<u>I.C.6.1</u>	2021-22 College Catalog – Section 2: Admissions and Registration
<u>I.C.6.2</u>	Schedule of Classes
<u>I.C.6.3</u>	SRJC Bookstore website
<u>I.C.6.4</u>	Board Policy and Procedure 3.19/P - Textbooks
<u>I.C.6.5</u>	Culinary Arts FAQs
<u>I.C.6.6</u>	Financial Aid webpage
<u>I.C.6.7</u>	Board Policy and Procedure 5.4/P – Student Fees
<u>I.C.6.8</u>	Board Agenda Item – November 9, 2021 - Instructionally Related Course Fees – Effective Spring 2022
<u>I.C.7.1</u>	Board Policy 3.8 – Academic Freedom
<u>I.C.7.2</u>	AFA/District Contract – Article 9: Academic Freedom
<u>I.C.7.3</u>	Board Policy and Procedure 3.11/P – Academic Integrity
<u>I.C.7.4</u>	2021-22 College Catalog – Section 3: Rights, Responsibilities, Policies and Regulations – Academic Freedom
<u>I.C.7.5</u>	2021-22 College Catalog – Section 3: Rights, Responsibilities, Policies and Regulations – Academic Integrity
<u>I.C.7.6</u>	Board Policy 1.1 – Vision, Mission Statement, Values
<u>I.C.7.7</u>	Academic Senate Faculty Professional Ethics Code
<u>I.C.8.1</u>	Board Policy and Procedure 3.11/P – Academic Integrity

<u>I.C.8.3</u>	2021-22 College Catalog, Section 3: Rights, Responsibilities, Policies and Regulations
<u>I.C.8.4</u>	Board Policy 8.2 – Student Rights and Responsibilities
<u>I.C.8.5</u>	Board Policy and Procedure 8.2.8/P – Student Conduct and Discipline Due Process
<u>I.C.8.6</u>	Board Policy and Procedure 3.10/P - Grading
<u>I.C.8.7</u>	Board Policy and Procedure 8.2.6/P – Probation, Dismissal, and Readmission
<u>I.C.9.1</u>	AFA/District Contract Article 14A: Regular Faculty Evaluations
<u>I.C.9.2</u>	AFA/District Contract Article 14B: Adjunct Faculty Evaluations
<u>I.C.9.3</u>	AFA/District Contract Article 30: Tenure Review
<u>I.C.9.4</u>	AFA/District Contract Article 17: Job Descriptions
<u>I.C.9.5</u>	Human Resources Webpage – Evaluations – Faculty Evaluation Forms: Adjunct, Regular, Tenure
<u>I.C.10.1</u>	Board Policy 0.22 – Code of Ethics for Board of Trustees
<u>I.C.10.2</u>	Board Policy 0.25 – Conflict of Interest Code
<u>I.C.10.3</u>	Board Policy 2.0 – Expectations of District Employees Regarding Board Policies and Administrative Procedures
<u>I.C.10.4</u>	Board Policy 2.6.2 – Academic Senate Professional Ethics Code
<u>I.C.10.5</u>	Faculty Professional Ethics Code
<u>I.C.10.6</u>	Board Policy and Procedure 2.7/P – Unlawful Discrimination and Sexual Harassment and Compliant Procedures
<u>I.C.10.7</u>	Board Policy and Procedure 4.14a/P – Employee Conduct
<u>I.C.10.8</u>	Board Policy and Procedure 3.11/P – Academic Integrity
<u>I.C.10.9</u>	Board Policy and Procedure 8.2.8/P – Student Conduct and Discipline Due Process
<u>I.C.10.10</u>	2021-22 College Catalog – Section 3: Rights, Responsibilities, Policies and Regulations
<u>I.C.10.11</u>	Student Government Assembly Code of Conduct
<u>I.C.12.1</u>	SRJC Accreditation Homepage
<u>I.C.12.2</u>	ACCJC Annual and Annual Fiscal Reports
<u>I.C.12.3</u>	Substantive Change Proposals
<u>I.C.12.4</u>	Accreditation Archive – 2015 Accreditation Process
<u>I.C.12.5</u>	2022 ISER and Notification of Third-Party Comment
<u>I.C.12.6</u>	Annual Programs of Study Report
<u>I.C.12.7</u>	Distance Education Program Transitions
<u>I.C.13.1</u>	SRJC Accreditation Website
<u>I.C.13.2</u>	Notifications to College Community on Accreditation Status
<u>I.C.13.3</u>	Board Policy and Procedure 3.7/P – External Accreditation of Designated Programs
<u>I.C.13.4</u>	Specialized or Programmatic Accreditation
<u>I.C.14.1</u>	Board Policy 1.1 – Vision, Mission Statement, Values
<u>I.C.14.2</u>	Strategic Plan 2022-27

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

Santa Rosa Junior College instructional programs align with the College's stated mission to: "cultivate learning through the creative, intellectual, physical, social, emotional, and ethical development of the diverse community served". The College provides opportunities for students interested in transferring to four-year universities, pursuing skills for career change or advancement, seeking lifelong learning, and working to improve foundational skills ([II.A.1.1](#); [II.A.1.2](#); [II.A.1.3](#); [II.A.1.4](#)).

Development of Programs and Degrees

Courses offered are parts of pathways designed to meet the College's mission, including offering the opportunity for students to complete an Associate in Arts (AA), Associate in Science (AS), Associate of Arts for Transfer (AA-T), or Associate of Science for Transfer (AS-T) degrees. All courses are designed by discipline experts, Career Education (CE) courses are developed in relevance to the job market and with input from industry advisory committees. The Cluster Tech Review Committee and the Curriculum Review Committee ([II.A.1.5](#)) then review all courses. These committees ensure that each course meets the standards detailed in the Curriculum Writer's Handbook for format, compliance, content, clarity, appropriate rigor for college-level work, completeness, and correctness ([II.A.1.6](#)). The SRJC Curriculum Writer's Handbook provides guidance on community college curriculum development, state, and institutional policies. The current version was approved by the Academic Senate in May 2021 and is available on the curriculum website. ([II.A.1.7](#))

Student Learning Outcomes

All courses have stated Student Learning Outcomes (SLOs) ([II.A.1.8](#); [II.A.1.9](#)) that convey the knowledge, skills, and abilities students are expected to achieve through completing a

course. Faculty members use assessments to determine how well students achieve these outcomes, and the College uses those results to make changes, confirm practices, and launch new ideas. On an institutional level, discipline experts ensure the continued evolution of courses and programs, as well as the summation of student success.

Degrees, Certificates, Employment and Transfer

Students earn degrees or certificates by completing the program requirements outlined in the Santa Rosa Junior College Catalog ([II.A.1.10](#)). SRJC student transfer rates to higher education, certificates and degrees awarded, and employment achievement, is in the College's Annual Fact Book and College Student Information System (SIS) Reports. In the 2019-2020 academic year, 4,547 duplicated and 2,064 unduplicated degrees and certificates (at least 18 units) were awarded to SRJC students. ([II.A.1.11](#); [II.A.1.12](#); [II.A.1.13](#); [II.A.1.14](#)).

Analysis and Evaluation

Santa Rosa Junior College has processes and practices in place that are utilized regularly to ensure course content is consistent, aligned with the College mission, in alignment with similar courses at other colleges and universities, culminates in student attainment of identified student learning outcomes, and results in the attainment and achievement of degrees, certificates, employment, or transfer to higher education programs.

2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.

Evidence of Meeting the Standard

Santa Rosa Junior College's faculty, both part-time, and fulltime, ensure that all courses meet acceptable academic and professional standards and expectations in both content and methods of instruction. Programs, course offerings, degrees and certificates are introduced and evaluated through a defined system to assure relevance to the college mission and adherence to accepted quality standards. SRJC has several processes in place to ensure that content of courses offered and methods of instruction offered promote student success and meet evolving academic and professional standards for teaching and learning.

SRJC Board Procedure 3.12P – Curriculum Development requires that any changes to curriculum must be reviewed and approved by the appropriate department, supervising administrator, the Curriculum Review Committee (CRC), and the Curriculum Office, with final recommendations reviewed and approved by the Board of Trustees ([II.A.2.1](#)).

All courses at the College are required to undergo a six-year review process. Department

Chairs and Supervising Administrators are provided with the courses due for update every semester. The list covers the upcoming two academic years, allowing faculty to plan for course revisions and updates ([II.A.2.2](#); [II.A.2.3](#)). Discipline faculty review the Course Outline of Record (COR) to make any necessary changes and updates before sending the information to Cluster Tech Review Committees for review and prior to being submitted for final approval by the Curriculum Review Committee ([II.A.2.4](#)). Both review committees are faculty led and sub committees of the Academic Senate.

Similarly, the College's PRPP includes each department's plan of six-year course review ([II.A.2.5](#); [II.A.2.3](#)). At every step of this process, if the course is CSU/UC transferable, the discipline faculty and the subsequent committee members make certain that the course includes critical thinking and the appropriate rigor for a lower-division, college-level course.

Correspondingly, when a new course is created, the same process of discipline faculty, Cluster Tech Review, and CRC review provides close evaluation of the course. The College's Articulation Office sends the course to the University of California and/or the California State University system for articulation approval ([II.A.2.5](#); [II.A.2.6](#)). Academic Senate and the CRC have upheld the policy that all CSU/UC transferable courses must be comparable in content, rigor, and unit value. Processes, which include review of student achievement data, are utilized to ensure systematic and inclusive assessment and ensure continuous improvement of all courses and programs.

Faculty review their disciplines' programs every three years as part of the Program and Resource Planning Process (PRPP). As defined in Section 5.6 of the PRPP, Department Chairs analyze enrollment data, student retention, and course completion rates as well as student demographics ([II.A.2.5](#); [II.A.2.6](#)). The results of the six-year cycle of Program Evaluation are documented in spreadsheets posted on the College's Institutional Planning website. Program evaluation rubrics and recommended actions are maintained in the Office of the Vice President of Academic Affairs. This comprehensive process ensures that all stakeholders, including Department Chairs, Deans, component Vice Presidents, and the Academic Senate, are involved in all final decisions ([II.A.2.7](#); [II.A.2.8](#)).

Every six years, all programs (majors and certificates) are required to undergo program review as stipulated in Board Policy and Procedure 3.6/P – Program Review, Evaluation, Revitalization and Discontinuance ([II.A.2.9](#); [II.A.2.10](#)). The program review process utilizes a range of data to determine program vitality. This data includes alignment with the College's Strategic Plan, articulation/or Labor Market Demand, degrees/certificates awarded, SLOs, curriculum currency, and headcount/efficiency rate ([II.A.2.11](#)). Programs designated as needing improvement or discontinuance meet with the Academic Senate 3.6 committee to review plans and provide progress updates towards revitalization. The program review data is included in discipline Faculty Staffing requests to inform the decision of the faculty staffing committee.

College faculty and administration share the responsibility for program evaluation, improvement, revitalization, and discontinuance. The program evaluation process is designed and utilized in ways that are fair, equitable, and uniformly applied; engage key stakeholders;

and minimize negative impacts on students to the extent possible.

Analysis and Evaluation

Santa Rosa Junior College has processes in place to ensure that course content and methods of instruction promote student success and meet evolving academic and professional standards for teaching and learning. All courses at the College are required to undergo a six-year review process. This process requires discipline faculty to review the Course Outline of Record (COR) and to make any necessary changes and updates. Faculty, review their disciplines' programs on an annual basis as part of the Program and Resource Planning Process (PRPP). The program review process allows for a holistic review of majors and certificates and allows district to plan and allocate resources to support growing programs. College faculty and administration share responsibility for program evaluation, improvement, revitalization, and discontinuance.

3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.

Evidence of Meeting the Standard

All courses offered at Santa Rosa Junior College have established Course Outlines of Record (CORs) that are connected to Student Learning Outcomes (SLOs), both of which are communicated to students through direct statements within syllabi or by links to the information on the College's website. These outcomes are regularly assessed. Discipline-specific processes are utilized to identify and assess learning outcomes within all programs offered.

The College's curriculum process for courses requires all CORs have SLOs. The Curriculum Review Committee reviews them for clarity and accessibility. All CORs, whether for new courses or for those updated on a six-year cycle, go through a technical review process prior approval by the Curriculum Review Committee ([II.A.3.1](#); [II.A.3.2](#); [II.A.3.3](#)). SLOs are set by course, so all courses, whether offered in person or via distance education, have the same student-learning outcomes.

The College has developed a process whereby course SLOs are assessed on a six-year cycle corresponding to the cycle of curricular currency. This process was guided by the Academic Senate and is facilitated by easy-access forms for faculty to fill out through their online portals. The process is also addressed in the annual Program and Resource Planning Process (PRPP). SLO assessments are completed, recorded, disaggregated, and analyzed and for each course may range from one to as many as six individual SLO assessments ([II.A.3.4](#); [II.A.3.5](#); [II.A.3.6](#); [II.A.3.7](#); [II.A.3.3](#)).

The faculty collective bargaining agreement states that a syllabus must be issued for each course, and that syllabi and the teaching of course content must conform to the COR. Faculty

evaluation processes include the obligation to issue a syllabus and teach to the COR ([II.A.3.8](#)). Many faculty members put course SLOs in their syllabi, and some maintain compliance with the collective bargaining agreement by providing a link to the COR; all CORs include SLOs as the first item under "Course Content" ([II.A.3.1](#)).

At the program level, all offered programs go through a multi-step approval process. This includes all associate's degrees and all certificate programs, regardless of size. All programs must have clearly stated program SLOs identified, and those program SLOs are also assessed on a six-year cycle. The methods of assessing program SLOs vary by discipline. Some disciplines have capstone courses, while some have state or federal qualifying exams. For most traditional academic disciplines in the liberal arts and sciences, program SLOs are connected to course SLOs; thereby, the assessment of course SLOs constitutes the assessment of program SLOs ([II.A.3.3](#); [II.A.3.9](#); [II.A.3.10](#); [II.A.3.11](#); [II.A.3.12](#)).

Analysis and Evaluation

Santa Rosa Junior College meets this standard. Every faculty member must submit a copy of their syllabus to their department chair and department administrative assistant every semester for every section they teach. These syllabi are spot checked for compliance on a regular basis and syllabi compliance with the Course Outline of Record is part of every faculty evaluation. .

4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.

Evidence of Meeting the Standard

Santa Rosa Junior College offers both pre-collegiate and college-level courses in multiple departments, with resources that support students in the transition between the two levels of coursework. One example is the College Skills Department, which provides students foundational skills they can use to succeed in later sequential courses ([II.A.4.1](#); [II.A.4.2](#)). Most recently, the College addressed curricular changes required by AB705 in Mathematics, English, and ESL by adjusting pathways to maximize the probability of students successfully completing collegiate level courses in the first year of attendance ([II.A.4.3](#); [II.A.4.4](#); [II.A.4.5](#)).

To implement curricular changes, the College has an established curriculum review process and criteria for determining the most appropriate credit type and method of delivery ([II.A.4.6](#)). Processes have been developed at both the administrative and the department levels to help determine course offerings, with student demand being a key metric.

Institutional procedures include:

- A rigorous process for proposal and approval of new collegiate and pre-collegiate courses, all of which include Student Learning Outcomes (SLOs).
- An effective administrative and support structure for delivering courses.
- A Program and Resource Planning Process (PRPP) that involves a program review of every academic discipline and department.

- A meaningful program evaluation process to determine the vitality of all pre-collegiate and collegiate, continuing, and community education courses.
- Course numbering system to distinguish pre-collegiate from collegiate level.

Through this work, there is alignment between pre-collegiate and college-level curriculum that ensures clear and efficient pathways for students in Mathematics, English, and ESL. Both sets of courses are clearly delineated in the catalog by course sequencing and course number protocols. Additionally, flow charts and pathways are posted on department websites, as well as on the Counseling Department website ([II.A.4.7](#)).

Analysis and Evaluation

Santa Rosa Junior College addresses this Standard by both clearly defining pre-collegiate and college level courses and pathways, and by reviewing curriculum through institutionalized processes.

5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Evidence of Meeting the Standard

Santa Rosa Junior College follows established degree and program practices common to American higher education. The College maintains an equitable, clearly described, and uniformly applied process for developing and approving new certificates and majors that: reflect the College's Mission and Strategic Plan; are relevant to the needs of students, local communities, and district or regional labor markets; and, when appropriate, satisfy transfer requirements ([II.A.5.1](#); [II.A.5.2](#); [II.A.5.3](#); [II.A.5.4](#); [II.A.5.5](#)).

The appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning in the College's certificates and majors is ensured by Board Policy and Procedure 3.2.1/P – Curriculum Development ([II.A.5.1](#); [II.A.5.2](#); [II.A.5.3](#)). 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.5.6](#)). New programs are proposed at the department level by discipline faculty, and career education programs utilize an advisory committee to meet industry standards and demand. The Vice President of Academic Affairs (VPAA), Academic Affairs Council (AAC), Educational Planning Coordination Council (EPCC), Majors and Certificate Review Committee (MCRC), and Curriculum Review Committee (CRC) review proposed programs, and the Sonoma County Junior College District (SCJCD) Board of Trustees give final approval ([II.A.5.1](#); [II.A.5.2](#); [II.A.5.3](#); [II.A.5.4](#); [II.A.5.5](#)).

Faculty and administrators participate in the evaluation and approval of new certificates and majors through a faculty-led process that includes the Academic Senate and student

participation, whenever possible. The process seeks to maximize student benefits from the proposed certificate or major, which are designed, when possible, so that students who follow the course of study may be eligible for financial aid ([II.A.5.1](#); [II.A.5.2](#); [II.A.5.3](#); [II.A.5.4](#); [II.A.5.5](#)).

Processes are in place to ensure programs are reviewed at least once every six years. These evaluations determine how well a certificate or major functions in relation to the College's Mission and Strategic Plan, the needs of the community, the labor market, transfer requirements, and expected Student Learning Outcomes (SLOs). The process also examines the relationships between certificates/majors to avoid repetition and negative competition, as well as the financial feasibility and resource needs of proposed programs ([II.A.5.7](#); [II.A.5.8](#)).

Per Board policies and procedures, all associate degrees are awarded after the successful completion of minimum of 60 degree-applicable units/credits ([II.A.5.1](#)). The College also follows requirements concerning degrees and certificates articulated through the California Code of Regulations. These mandates establish that: at least 60 units are required for a degree; at least 18 units are required for a major; no units (credits) are required for non-credit certificates; skills certificates require under 16 units (credits); and certificates of achievement require at least 8 units (credits). Unit thresholds are determined by the California Code of Regulations, Title 5, Division 6, Subchapter 1, Article 7 (certificates) and California Code of Regulations, Title 5, Division 6, Subchapter 1, Article 6 (degrees) ([II.A.5.9](#)).

Analysis and Evaluation

Santa Rosa Junior College's board policy requires the Curriculum Committee and other stakeholders ensure the College's degrees and programs follow practices common to American higher education. Currently, SRJC is in the process of converting its Board and Administrative Policies which will ensure all Title 5 requirements for certificate unit thresholds are in compliance.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

Santa Rosa Junior College utilizes several resources to identify student scheduling needs to build a schedule allowing for students to complete educational goals in a timely process. Key to schedule development is the information provided by the Office of Institutional Research (OIR), the College's Information Technology (IT) department, and Admissions and Records.

Data regarding student learning needs and progress is collected by the IT department, the Office of Institutional Research (OIR) ([II.A.6.1](#)), the Office of Admissions and Records, individual academic units, discipline faculty assessments, and the California Community College Chancellor's Office Data Mart (CCCCO Data Mart). The College also uses a tool called the Enrollment Management System (EMS) ([II.A.6.2](#)) to provide more accurate

information and analysis of enrollment patterns and predictions based on like semester historical averages. Reports from all these sources allow departments to develop courses and programs that address student needs within the context of their disciplines and community.

Student progress towards their educational goals at course and program levels has been analyzed extensively during the past ten years as course SLOs have been mapped to programs (certificate/majors) Program Student Learning Outcomes PSLOs) with assessment fully integrated into the Program Review and Planning Process (PRPP), thus improving the connection between assessment and program development. 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.

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

All certificates and majors in the College can be completed within a reasonable time frame, usually two years for a full-time student, sometimes including summer sessions. Some programs are offered primarily in the evening, or in formats aimed at working adults, require a longer time frame, such as three years. 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.6.3](#); [II.A.6.4](#); [II.A.6.5](#)). Each department at the College maintains rotation plans for certificates and majors to help ensure that courses are offered in a pattern that allows for timely student completion.

The Office of Institutional Research (OIR) maintains the Institutional Planning website with both current information and archives of surveys and reports ([II.A.6.6](#)). The most comprehensive representations of data collection and analysis are the current Fact Book, the Institutional Effectiveness Report, and the Strategic Planning Environmental Scan (last completed in September 2013 and updated July 2021). OIR has also published data from the following surveys and assessments:

- ACCJC Annual Reports ([II.A.6.7](#))
- Institutional Effectiveness Assessment Report ([II.A.6.8](#))
- Career and Technical Education Employment Outcomes Survey 2020 ([II.A.6.9](#))
- Student Survey ([II.A.6.1](#))
- Tri-annual Student Services Survey ([II.A.6.1](#))

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 and Data Mining program ([II.A.6.10](#)). One data element that allows faculty to request additional sections of impacted courses to meet student demand is the date of section closure report. 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.6.11](#); [II.A.6.12](#); [II.A.6.13](#)). 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 Office of Student Equity provides visible and coordinated College level leadership and has created an Integrated Student Success Plan ([II.A.6.14](#)).

Individual programs and departments also collect data for planning purposes. Career Technical Education (CTE) programs 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 2020 ([II.A.6.9](#)) 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 the Disability Resources Department (DRD), conduct internal collection and analysis of data to assess student progress and to plan courses and programs accordingly. The ESL Department, for example, regularly surveys noncredit students to determine their language learning and educational goals.

Analysis and Evaluation

Student progress towards their educational goals at course and program levels has been analyzed extensively during the past ten years as Student Equity Data has been fully integrated into the Program Review and Planning Process (PRPP), improving the connection between assessment and program development. All certificates and majors in the College can be completed within a reasonable time frame, usually two years for a full-time student, sometimes including summer sessions. Data regarding student learning needs and progress is collected by the Information Technology (IT) department, the Office of Institutional Research (OIR). Individual programs and departments also collect data for planning purposes.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

Santa Rosa Junior College places student needs at the forefront when making decisions regarding educational modalities, methodologies and locations, and focuses on ensuring that students of all demographics can be successful.

To reach an array of students, courses are offered throughout the county, including the Santa

Rosa and Petaluma campuses, Shone Farm, the Southwest Santa Rosa Center, and the Public Safety Training Center. Many of our Older Adult classes are also offered onsite in local retirement and assisted living communities ([II.A.7.1](#)). The Southwest Center, located in an area populated mainly by Latino/a/x residents ([II.A.7.2](#)), focuses on the needs of that community, offering ESL, GED, and computer literacy classes, as well as bilingual assistance with registration, counseling, and medical consultations and services for undocumented students.

Student demographics show that nearly 75% of all SRJC students work either part-time or full-time ([II.A.7.3](#)). The College works to meet the needs of these students by scheduling classes with flexible attendance times, such as online and partially online modalities. Even before the pandemic forced nearly all classes to the online modality, the college had steadily increased the number of online and partially online sections from 10% in 2015 to 15% in 2019.

The percentage of Latino/a students served by the College has also steadily increased. The College officially became a Hispanic Serving Institution (HSI) in 2014 and used the resulting grant funds to create a 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. In Fall of 2020, the percentage of students identifying as Latino/a/x was 37% ([II.A.7.4](#)) and the percentage of Latino/a/x students enrolled in online or partially online classes rose from 23% in Fall of 2015 to 37% in Fall of 2019. In response to the increased enrollment of Latino/a/x students in SRJC's online classes, and in support of equitable learning environments for all students, Distance Education (DE) created an in-house video studio where instructors could create personalized videos meant to increase the sense of presence in their online courses ([II.A.7.5](#)). DE also added more emphasis on presence and engagement in their Online Special Expertise (OSE) certificate course ([II.A.7.6](#)). Between 2015 and 2020, completion rates for Latino/a/x students in online classes rose more than 3.6%, and retention rates for that student group rose nearly 5%.

In 2016, in response to the need for increased support services for online students, a new position was created with the title of Director of Assessment Services and Student Success Technologies. Under her supervision, the College added new online support services and a new website to help students find resources for all their online learning needs ([II.A.7.7](#)). In addition, a team of Student Success Coaches, First Year Peer Coaches, and a Welcome Center were created where students could find help and support for their online learning. Students can now get assistance with online registration, financial aid, Canvas, Zoom, and more. A new SRJC app was introduced that has become an important channel of information to students from SRJC faculty and administrators, and it allows students to communicate with each other and with Student Services staff for online questions and answers ([II.A.7.8](#)).

Other learning support services available to students include:

- The Tutorial Center (in-person, online, Math and Writing) ([II.A.7.9](#))
- General counseling (in-person, online, phone) ([II.A.7.10](#))
- Specialized counseling (DRD, EOPS, CalWORKs, Veterans, Umoja, Athletics, ESL, MESA, or International Student Program) ([II.A.7.11](#))
- Affinity based Learning Communities ([II.A.7.12](#))

- Online Student Help Desk ([II.A.7.21](#))

As SRJC student demographics continue to evolve, data is collected and analyzed from many sources and used to evaluate the effectiveness of course delivery modes and ensure student success. SRJC's Student Information System (SIS) provides real-time data regarding enrollments, course retention and completion, student grade point averages, and participation rates by ethnicity, gender, age, and socioeconomic status. Such data can be further broken down by class location, semester, method of instruction, and other variables. Additional sources of data used at SRJC come from the Enrollment Management System ([II.A.7.13](#)), the SRJC Student Survey ([II.A.7.14](#)) taken every three years, the SRJC Interactive Fact Book ([II.A.7.15](#)), and the dashboards created by the CCC Chancellor's Office ([II.A.7.16](#)).

In response to the increased demand for online classes, SRJC has developed several ways to ensure that all classes offered in that modality are of the highest possible caliber. All courses must be approved for online delivery, starting with the department submitting a Distance Education Addendum to the Curriculum Review Committee ([II.A.7.17](#)). Once received, a subcommittee of the CRC reviews the Addendum to ensure that any new modalities of the course remain consistent with the Course Outline of Record (COR), and that all requirements for accessibility, Board Policies, and regular and effective student contact are included. Once the subcommittee completes its review, including the request for any clarifications, approved courses are sent to CRC for approval. Instructors have the option to apply for the Online College Project ([II.A.7.18](#)), which provides instructors reimbursement for online course development. As a part of the Online Project, instructors work with SRJC's Instructional Designer to create a course that aligns with the state's CVC-OEI Online Course Design Rubric ([II.A.7.19](#)), including emphases on engagement, interaction, and accessibility. The Online Special Expertise ([II.A.7.20](#)) course is available to all instructors wishing to improve their online teaching skills, or for whom an OSE Certificate is required in order to receive an assignment to teach an online class in their department. In this six-week, intensive online course, the Instructional Designer, as well as a team of experienced online faculty, guide instructors through research, experiences, and discussions designed to give instructors a solid understanding of online teaching and learning practices and pedagogy.

Analysis and Evaluation

The College carefully analyzes the effectiveness of various delivery modes ([II.A.7.15](#)) and ensures that all delivery modes, teaching methodologies and learning support services are available to students in a way that reflect the diversity of the student population. Resources for online teaching and learning have been drastically increased in the past few years. In order to improve equity, the College has many programs that offer direct support to students with a variety of backgrounds, abilities and socioeconomic circumstances. The College has also developed a variety of academic programs to provide support, community and professional development to instructors delivering classes in many instructional formats.

8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

Evidence of Meeting the Standard

Most programs at Santa Rosa Junior College 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, the College 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.

Santa Rosa Junior College prepares students for external industry-standard qualifying examinations for licensure or certification in a number of career education fields. (discussed further in Standard II.A.14). Nursing, Pharmacy Technology, Paramedic, and Dental Hygiene are a few of the programs that prepare students for licensure testing. Students accepted into the Associate Degree for Nursing (ADN) program must also pass the Test for Essential Academic Skills (ATI TEAS) prior to beginning course work. This requirement is consistent with admissions to nursing programs in the state. In all of these validation and bias work is done by the testing agencies. Examples of industry qualifying examinations include:

- Pharmacy Technology: 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 ([II.A.8.1](#)).
- Paramedic program: 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 ([II.A.8.2](#)).

In 2017, the State of California passed into law AB705, which eliminated placement testing for credit courses in English, math, and ESL and instead those areas rely on guided self-placement. Guided self-placement eliminates bias in placement testing ensuring students are not placed into developmental courses that may be a barrier to their educational progress ([II.A.8.3](#)).

The ESL department has different methods for placement for students wanting credit and non-credit course work. For credit ESL placement the Department has developed a multiple-measure Guided Self-Placement that helps students choose the best ESL course for their placement.

Like credit ESL classes, both the Math and English Departments have halted using standardized placement tests. Both departments have created guided self-placement activities to help students ascertain which course level is best for them. These activities are available to high school students, those who graduated high school before 2011, those who attended high school internationally, or for those students who did not complete high school ([II.A.8.4](#)).

The College's *non-credit* ESL placement follows a different process. Before SRJC went remote, the College's large non-credit ESL program employed a different national examination system supported by the State of California, the Comprehensive Adult Student Assessment System (CASAS). CASAS regularly evaluates its test's own reliability and validity ([II.A.8.5](#);

[II.A.8.6](#)).

Santa Rosa Junior College Board Policy 3.16 –Credit for Prior Learning, establishes the parameters for awarding credit for prior learning and ensures a fair and unbiased process. Credit is granted for satisfactory passing of an authorized assessment, approved external examinations, or Joint Services transcripts. As an example, the ADN program offers advanced placement for military experience providing students who held Military Health Care Occupations an opportunity to enter the nursing program at a higher level ([II.A.8.7](#); [II.A.8.8](#); [II.A.8.9](#)).

Analysis and Evaluation

Where commercial or local examinations are used in courses or programs, appropriate instruments are employed and procedures are implemented to minimize test bias.

9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Evidence of Meeting the Standard

At Santa Rosa Junior College, course credit, degrees, and certificates are awarded based on student attainment of learning outcomes that are created and assessed with processes that ensure they reflect equivalencies in higher education.

Each course and all programs, whether associate’s degrees or certificates, have SLOs; course SLOs are contained in the COR for each course ([II.A.9.1](#)), and the Program SLOs are contained in the College Catalog in the description and requirements for each program ([II.A.9.2](#); [II.A.9.3](#); [II.A.9.4](#)). Every course goes through a rigorous curricular approval process that scrutinizes the coordination and mutual alignment of the following components of the course: Student Learning Outcomes, Objectives, Topics and Scope, Assignments and Methods of Evaluation ([II.A.9.5](#); [II.A.9.6](#); [II.A.9.7](#); [II.A.9.8](#); [II.A.9.9](#); [II.A.9.10](#); [II.A.9.11](#); [II.A.9.12](#)).

Course SLOs and Program SLOs are assessed on a six-year cycle either directly or indirectly: in programs that have a capstone course, program SLOs are assessed every six years; in programs that have no capstone course, the cumulative assessment of course SLOs on a six-year cycle constitutes program SLO assessment ([II.A.9.13](#); [II.A.9.14](#)).

Each faculty member is required by Contract and by Policy to issue a syllabus for each course which contains course SLOs or a link to the COR which contains Course SLOs; the syllabus must also contain grading policies. Faculty are evaluated in part by the alignment of their syllabus to the COR, which results in a curricular process that aligns the course SLOs with the Methods of Evaluation ([II.A.9.7](#)). Article 17.05.A.3 of the All Faculty Association Collective Bargaining Agreement states: “[the instructor] issues a syllabus at the start of each class,

including: course description and organization following the approved Course Outline of Record (COR); reading and lecture schedule; assignment structure; written grading policy; and an electronic link or direction to the approved Course Outline of Record (COR)” ([II.A.9.1](#); [II.A.9.7](#); [II.A.9.12](#)).

Board Policy and Procedure 3.6/P – Program Review, Evaluation, Revitalization and Discontinuance, includes SLO assessment at the course and program level as a criterion for evaluating a program’s vitality. The appendix to Board Policy and Procedure 3.6P, “Criteria”, states, “10. Student Learning Outcomes Assessments: Assessments of student learning outcomes for course, certificate, and majors demonstrate efforts to improve student learning within the last three years (or more, if desired)” ([II.A.9.15](#)).

The Curriculum Dean and the Curriculum Review Committee (CRC) are responsible for ensuring that CORs are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education ([II.A.9.1](#)). The College follows the definitions of unit value delineated in the Chancellor’s Office Course and Program Approval Handbook and interpreted in the Curriculum Writer’s Handbook ([II.A.9.6](#)). This formula is based on the Carnegie unit model, where each unit of credit represents at least 48 hours of course-related work. Since SRJC has a 17.5-week semester for most courses, one unit equals 52.5 hours.

- Lecture: Each unit of lecture equals 1 hour of instructor contact a week plus 2 hours of outside of class work a week totaling (52.5 hours for the semester).
- Lab: Each unit of lab equals 3 hours of instructor contact a week with minimal, if any, outside of class work totaling 52.5 hours for the semester

The Curriculum Dean and the CRC are responsible for ensuring that Federal standards for clock-to-credit-hour conversions are followed and are contained in the COR, and that the standards are consistent with state guidelines and reflect generally accepted norms or equivalencies in higher education ([II.A.9.1](#)). The College follows the definitions of unit value delineated in the Chancellor’s Office Program and Course Approval Handbook and interpreted in the Curriculum Writer’s Handbook ([II.A.9.6](#), see section 4.7)

Analysis and Evaluation

The College’s above-mentioned practices and their institutional accountability structure ensure this Standard is met. Credit is based on student achievement of the course’s stated Student Learning Outcomes and is determined by grades. Faculty issue grades for courses, and those grades are tied to course SLOs. Course SLOs are mapped to Program SLOs. Units of credit awarded are consistent with the Chancellor’s Office and Title 5 regulations, which reflect the norms for institutions of higher education; and, where applicable, for courses based on clock hours, follow Federal standards for clock-to-credit conversions.

10. 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. (ER 10)

Evidence of Meeting the Standard

Following Santa Rosa Junior College Board Policy 8.3.1 – Articulation/Transfer Center ([II.A.10.1](#)) and in keeping with its Mission of “preparing students for transfer,” the College has approved policies and procedures to address the transfer of classes from and to other institutions to:

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

To clearly communicate the policies and procedures regarding transfer course policies and procedures to students, the College offers many sources of information. The College Catalog serves as the primary source regarding transfer policies, articulation, and information on majors, certificates, and degrees ([II.A.10.2](#)). Transfer of coursework policies and procedures are regularly reviewed, and the College Catalog is updated annually for clarity and accuracy. Any changes after publication regarding transfer agreements, majors, certificates, and degrees are made to the current online Schedule of Classes and through the Transfer Preparation web page ([II.A.10.3](#)).

The College Catalog and the Transfer Preparation web page offer detailed guidance for students regarding all aspects of transfer policies and articulation:

- A Web link to ASSIST, the statewide articulation inventory ([II.A.10.4](#))
- Guides for transfer in specific majors ([II.A.10.5](#))
- Guides for fulfilling General Education requirements for UC and CSU ([II.A.10.6](#))
- Articulation Agreements with CSU, UC, California Community Colleges, out-of-state, and independent colleges and universities through ASSIST Website ([II.A.10.4](#))
- Course Identified Numbering System ([II.A.10.7](#))
- University of California (UC) limitations ([II.A.10.8](#))
- College Credit for Advanced Placement ([II.A.10.2](#))
- International Baccalaureate (IB) ([II.A.10.2](#))

The Transfer Center offers multiple workshops to communicate transfer policies, procedures, and deadlines to students ([II.A.10.9](#)). Additional information and student support are available at the Transfer Center and Counseling Office through publications and interaction with counselors and staff.

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 Transfer Center 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 Transfer

Center director also participates as a voting faculty member of the Curriculum Review Committee to ensure that courses approved for transfer meet all requirements ([II.A.10.10](#)).

The College has developed, implemented, and evaluated articulation agreements with institutions where patterns of students' enrollment have been identified. The Articulation Specialist proactively works with other institutions to establish articulation agreements ([II.A.10.11](#)) and to manage 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.
- Reviewing each course-to-course major preparation articulation (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, after each university publishes its annual articulation agreements.
- Preparing course submissions for CSU GE and Inter-segmental General Education Transfer Curriculum (IGETC) articulation to the universities according to an annual approval cycle.
- Monitoring and submitting courses for C-ID on an ongoing basis.
- Responding to specific SRJC faculty articulation requests and from individual universities on a case-by-case basis.
- Ensuring that courses for the Transfer Admission Guarantee (TAG) program that have been articulated to the University of California are included as part of the TAG requirements.

Per Santa Rosa Junior College Board Policy 8.1.13 – Transfer Credit, lower-division credit is accepted for transfer from colleges accredited by recognized regional accrediting associations ([II.A.10.12](#)). The articulation process is documented and available to incoming students ([II.A.10.13](#)). In response to a student's request, coursework from other regionally accredited institutions is evaluated and given consideration for credit to fulfill degree requirements at the College. The Admissions and Records Office reviews course descriptions, course outlines, and, if necessary, course syllabi to determine whether transferred courses have comparable learning outcomes to those of the College. If there is any doubt about the transferability of a course, students may petition for approval in two circumstances:

- To fulfill a Santa Rosa Junior College degree or certificate requirement, using a Course Substitution Request form ([II.A.10.14](#)).
- To be considered for GE, the course is reviewed by the GE subcommittee of the Curriculum Review Committee, which is chaired by the Articulation Specialist per Policies 3.1 ([II.A.10.15](#)) and 3.1P ([II.A.10.16](#)).

Analysis and Evaluation

Transfer-of-credit policies are available to students and clearly stated to facilitate the mobility of students without penalty. As per policy, when accepting transfer credits to fulfill degree requirements, the learning outcomes for transferred courses are comparable to the learning

outcomes at the College. The College has articulation agreements as appropriate to its Mission.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

For the past fifteen years, Santa Rosa Junior College has had Institutional Learning Outcomes (ILOs) ([II.A.11.1](#)) which ensure that all offered programs include appropriately leveled Student Learning Outcomes (SLOs). The SLO's address communication, information and quantitative competencies, analytic inquiry skills, ethical reasoning, the ability to engage with diverse perspectives, and other program-specific learning outcomes. The ILOs reflect the College's Mission and are comprehensive in ways that impact all SRJC students, whether they are planning to transfer, to acquire a degree or certificate, to enhance job skills, to develop basic skills, or to continue their education for a love of learning.

The following Institutional Learning Outcomes can be found on the College's website:

1. Foundational Skills: Perform mathematical operations, utilize technology, and read and write at the college level.
2. Personal Development and Management: Develop self-awareness and confidence, and manage resources, such as time and money, to advance personal and career goals.
3. Communication: Listen actively and respectfully and speak coherently and effectively.
4. Critical Analysis: Locate, analyze, evaluate, and synthesize relevant information and draw reasonable conclusions to make decisions and to solve problems.
5. Creativity: Creatively respond to ideas and to information.
6. Intercultural Literacy and Interaction: Recognize and acknowledge individual and cultural diversity; practice respectful interpersonal and intercultural communication; and recognize and understand the ideas and values expressed in the world's cultural traditions.
7. Responsibility: Understand and demonstrate personal, civic, social, and environmental responsibility and cooperation to become a productive local and global citizen. ([II.A.11.1](#))

Analysis and Evaluation

Santa Rosa Junior College instituted ILO's fifteen years ago and has an established assessment cycle and process for review. The College's annual PRPP includes an element that asks departments to convey how each of their programs support these ILOs (Section 4.2a) ([II.A.11.2](#)), providing a department-level assurance that these college-wide ILOs are at the forefront of planning and assessment on a regular and formal basis. ILO's are also measured in the Student Survey administered by the Office of Institutional Research (OIR).

Direct assessments of Health Awareness are administered by Student Health Services on a XY basis.

12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Evidence of Meeting the Standard

Santa Rosa Junior College has a carefully considered philosophy concerning general education and requires GE courses to meet its own goals and those of transfer institutions. Faculty with relevant discipline expertise work with the Curriculum Review Committee to determine the appropriateness of each course for the College's general education curriculum according to student learning outcomes and competencies. General education learning outcomes prepare students in various disciplines in the arts and humanities, the sciences, mathematics, and the social sciences for lifelong learning and for application of learning.

The College's Academic Senate Task Force, which consists of appointed faculty representatives, has developed a rationale for general education that serves as the basis for inclusion in courses in general education. Listed in the College Catalog, the rationale was recommended by the College Council and approved as policy by the Board of Trustees in 1999. It was last reviewed in 2013.

As stated in Board of Trustees Policy and Procedure 3.1/P – General Education ([II.A.12.1](#)), and published in print and online College Catalog ([II.A.12.2](#)), the General Education Statement of Philosophy:

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.12.1](#))

All courses that fulfill GE requirements and goals are developed and approved by faculty. Curriculum, including courses that meet GE requirements, are regularly reviewed according to Board of Trustees Policy and Procedure 3.12/P – Curriculum Development ([II.A.12.3](#)). The procedures for developing GE courses are described in the Curriculum Writer's Handbook ([II.12.A.4](#)) and the Guide to Reviewing CORs ([II.A.12.5](#)), both of which are currently under

review and revision by the Curriculum Review Committee (CRC) ([II.A.12.6](#)). Department faculty develop GE courses, go through Cluster Tech Review ([II.A.12.7](#)), and then submit the course for GE review ([II.A.12.7](#)). Faculty dialogue occurs at all stages of this process, with a focus on how well the course content meets the GE requirements of SRJC and transfer institutions, and on the alignment of course SLOs with the College's General Education Learning Outcomes (GELOs).

The College's GE philosophy is reflected in its degree requirements. All GE information, including philosophy, requirements, degree patterns, and eligible courses, can be found in a designated section of the online and print College Catalog ([II.A.12.2](#)). The College's Articulation Specialist updates GE requirement lists annually. These lists appear in each Fall and Spring semester printed class schedule, and they also appear as separate sheets available in the Transfer Center ([II.A.12.8](#)), in Counseling offices ([II.A.12.9](#)), and online through the Associate Degrees website ([II.A.12.10](#)).

As described in the College Catalog, the general education requirement ([II.A.12.11](#)) for all academic and vocational degree programs may be fulfilled by one of three options, which have been updated as of 2020:

- Option A, which fulfills only requirements for the Associate Degree requirements of Santa Rosa Junior College (23 units plus demonstration of mathematics competency). ([II.A.12.12](#))
- Option B, which also fulfills the CSU general education course requirements. ([II.A.12.13](#))
- Option C, which also includes completion of the Inter-segmental GE Transfer Curriculum (IGETC) for the California State University system and the University of California system. ([II.A.12.14](#))
- Option D, which also included completion of the IGETC, and is specific to the Biology AA-T degree ([II.A.12.15](#))

Specific courses fulfilling these options are listed in the College Catalog ([II.A.12.2](#)) and on the Associate Degree website ([II.A.12.10](#)).

The College has had comprehensive institutional learning outcomes (ILOs) ([II.A.12.16](#)) for all students for years. These also served as GE outcomes. The Academic Senate approved GE learning outcomes (GELOs) ([II.A.12.17](#)) in Spring 2014. Like the ILOs, the GE curriculum, including course SLOs, and Board Policy 3.1 – General Education have been well established. Several of the GELOs are nearly identical to the ILOs and thus have been assessed multiple times through the Student Services Survey, 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 ([II.A.12.17](#)), Broad, Integrative Knowledge in the Natural Sciences, Social and Behavioral Sciences, and Humanities. Students who complete the GE pathway are expected to be able to:

- 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.

Analysis and Evaluation

SRJC has a carefully considered philosophy concerning General Education and requires courses to meet its own goals and those of transfer institutions. Faculty with relevant discipline expertise work with the Curriculum Review Committee to determine the appropriateness of each course for the College's general education curriculum according to student learning outcomes and competencies. General education learning outcomes prepare students in various disciplines in the arts and humanities, the sciences, mathematics, and the social sciences for lifelong learning and for application of learning.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

Santa Rosa Junior College has a clearly defined and published organizational system that conveys a focused area of inquiry and/or established interdisciplinary core for all majors, certificates, degrees, and academic pathways, including programs of study.

The purpose and content of academic programs is defined in Board Policy and Procedure Section 3. Board Policy 3.2, Major Requirements, states, "A student must complete at least 18 semester units of study in a single discipline or related disciplines, as listed in the California Community College "Taxonomy of Programs", or in an area of emphasis involving lower-division coursework which prepares students for a field of study or for a specific major at the University of California or the California State University" ([II.A.13.1](#)).

Every program goes through a rigorous curricular approval process that scrutinizes the inclusion of appropriate depth, breadth, and disciplinary theory and practice ([II.A.13.2](#), [II.A.13.3](#)).

Every program is required to have Program Student Learning Outcomes (PSLOs), which appear prominently in the information for each program right after the description of the program ([II.A.13.4](#), [II.A.13.5](#), and [II.A.13.6](#)):

- [Example: Environmental Horticulture](#)
- [Example: Religious Studies](#)
- [Example: Adult Ed: Financial Literacy Certificate](#)
- [Example: Graphic Design Certificate](#)

Program SLOs are assessed on a regular cycle and are done through a variety of methods: In programs that have a capstone course, program SLOs are assessed within the capstone course; in programs that have no capstone course, the cumulative assessment of course SLOs on a six-year cycle constitutes program SLO assessment ([II.A.13.7](#), [II.A.13.8](#)).

Faculty assess SLOs for courses and programs on a six-year cycle. During this process, faculty engage in disciplinary discussions to close the loop of continuous improvement of instruction, which includes regularly updating courses to maintain disciplinary currency ([II.A.13.9](#)). Faculty are able to open and to complete SLO assessment forms conveniently through their faculty portal.

Board Policy/Procedure 3.6/P – Program Review, Evaluation, Revitalization and Discontinuance, includes SLO assessment at the course and program level as a criterion for evaluating a program’s vitality. Number 10 in the appendix to Board Policy/Procedure, Criteria, states, “Assessments of student learning outcomes for course, certificate, and majors demonstrate efforts to improve student learning within the last three years (or more, if desired)” ([II.A.13.10](#)).

Analysis and Evaluation

Every program at Santa Rosa Junior College is described in the College Catalog, which is easily accessible via several pathways under “degrees”, “majors”, “certificates”, and “programs of study.” Each program site begins with a description of the degree or certificate to place it within the discipline, and each program is mapped with recommended course sequencing for the development of the key theories and practices within the field of study for each program ([II.A.13.4](#), [II.A.13.5](#), [II.A.13.6](#)).

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

Santa Rosa Junior College has a long history of providing high-caliber career-technical (CTE) certificate and degrees pathways that provide students with the necessary skills to meet employment or other applicable standards and to prepare students for external licensure and certification.

To begin, each CTE certificate and degree pathway at the College is developed by discipline expert faculty members in consultation with advisory committees who meet twice a year to provide updates regarding local employment conditions, sought after skills, and other

professional advice ([II.A.14.1](#); [II.A.14.2](#)). This process ensures that students completing CTE certificates and degrees possess professional competencies considered critical by employers and/or external licensure or certification agencies. This practice has been documented in the CTE Advisory Committee Handbook, which is regularly updated to communicate policy and expectations with industry leaders serving on advisory committees ([II.A.14.1](#)).

Additionally, each CTE program undergoes a Program Review process as stated in Board Policy 3.6 ([II.A.14.3](#)), which surveys currency of curriculum, enrollment trends, and completion rates. As part of Program Review per Board Policy 3.6 – Program Review, Evaluation, Revitalization and Discontinuance ([II.A.14.3](#)), career and technical job market data is reviewed to project employment stability or growth (both number of job openings and percentage growth) in the related occupations for the most recently captured five-year period of employment growth for Sonoma or the nine county Bay Area, as relevant, as determined by the California Employment Development Department.

Finally, since our last report, the College has hosted the CTEOS (Career Technical Education Outcomes Survey) database, which surveys students across all certificate programs in the state about their employment status and how courses taken have impacted their placement, salary, and skillset ([II.A.14.4](#)).

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.

Data gathered below from Health Sciences demonstrate that students are well prepared for external licensure and certification ([II.A.14.5](#)):

- 100% of students completing the College’s Dental Hygiene program passed the state test in 2017, 2019, 2020, with other years seeing rates consistently above 90%.
- For the College’s Nursing (ADN) Programs, over 98% of students passed the national licensure exam in 2018 and 2020, with a 96% success rate in 2019.

Furthermore, as evidenced in 2020 CTEOS data ([II.A.14.4](#)), 100% of students completing the College’s Dental Hygiene program secured a position “very close” to their specialization, while 94.7% of students completing the College’s Nursing program secured a position “very close” to their program. In Culinary Arts, 73.7% of those who completed the program obtained a position “very close” to their program.

Analysis and Evaluation

Students who complete CTE certificates and degrees demonstrate strong competencies that meet the needs of local and regional employers. The College graduates students who demonstrate strong performance on licensure and certification exams.

15. 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.

Evidence of Meeting the Standard

As programs evolve or are eliminated, the College has institutionalized a transparent methodology for reviewing and revising program requirements and ensuring that students have access to the most current information and are able to complete their education with minimal disruption. The College reviews all programs and certificates through the Program and Resource Planning Process (PRPP) ([II.A.15.1](#); [II.A.15.2](#)) and through the six-year program evaluation cycle codified in Board Policy and Procedure 3.6/P – Program Review, Evaluation, Revitalization and Discontinuance ([II.A.15.3](#); [II.A.15.4](#)).

Board Policy and Procedure 3.6/P – Program Review, Evaluation, Revitalization and Discontinuance, details how programs are evaluated, revitalized, or discontinued using a structured process involving many stakeholders ([II.A.15.4](#)). 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 who 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 ([II.A.15.5](#)). 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 ([II.A.15.6](#); [II.A.15.7](#)). A statement defining catalog rights is available in the College Catalog ([II.A.15.5](#)) and the Associate Degrees web page ([II.A.15.8](#); [II.A.15.6](#); [II.A.15.7](#)).

SRJC Counselors are represented throughout this process, as well, to serve as a direct resource for students. Counseling is part of the Program Review Process and on the College’s Curriculum Review Committee.

Analysis and Evaluation

In order to ensure that program changes are made in a standardized manner, Santa Rosa Junior College’s 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 College’s website.

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

Santa Rosa Junior College evaluates all courses and programs in three different, systematic ways, all involving dialogue and multiple perspectives. Through these processes, all collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location, are evaluated for quality and currency and are systematically improved to enhance learning outcomes and student achievement.

The College's three processes include the curriculum review process, the Program and Resource Planning Process (PRPP), and the program review process. The curriculum review process is used for all courses, certificates, and majors ([II.A.16.1](#)). The PRPP is completed by all disciplines, departments, and units ([II.A.16.2](#); [II.A.16.3](#)), and the program review process is utilized for all certificates and majors, as codified in the District Policy Manual ([II.A.16.4](#)).

Curriculum Review Process. All courses at the College, including online courses, are systematically reviewed and evaluated in an ongoing six-year curriculum review cycle. Every level of course review considers:

- Appropriateness to the mission of the College ([II.A.16.1](#))
- Currency of content ([II.A.16.1](#))
- Appropriate level of rigor and student learning outcomes ([II.A.16.1](#))
- Responsiveness to changes in the field or discipline ([II.A.16.5](#); [II.A.16.6](#))

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 Curriculum Review Committee (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.16.7](#)).

Program and Resource Planning Process (PRPP) ([II.A.16.2](#); [II.A.16.3](#); [II.A.16.8](#)). 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
- 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 ([II.A.16.1](#); [II.A.16.4](#); [II.A.16.9](#); [II.A.16.10](#); [II.A.16.11](#); [II.A.16.12](#); [II.A.16.13](#); [II.A.16.14](#)). Every certificate and major are evaluated for

vitality on a six-year cycle. The criteria for evaluating certificate/major vitality include [\(II.A.16.14\)](#):

- Alignment with the College's 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
- 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, offered online, or offered as a mixture of both.

Process for Program Review, Revitalization, Evaluation, and Discontinuance:

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

Proposed Community education course offerings are evaluated by the Dean and Community Education Coordinator and are approved by the Board of Trustees each semester. Content, community need, and methods of delivery are considered in course proposals. Students receive a confidential survey at the completion of the course to provide feedback on the instructor, course content, and mode of delivery.

Analysis and Evaluation

Santa Rosa Junior College has a well-established and well-documented 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 six years. 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.

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 through District policy and procedures using collegially developed criteria and rubrics.

Conclusions on Standard II.A: Instructional Programs

Santa Rosa Junior College's instructional programs, library and learning support services, and student services align with the mission of the College. The College's programs and services aim to cultivate learning through the creative, intellectual, physical, social, emotional, and ethical development of our diverse community. All courses at the College are required to undergo a six-year review. During this process, both the discipline faculty experts and the Curriculum Review Committee (CRC) ensure that courses meet standards for providing a high-quality education. Similarly, when a new course is created, the same process of discipline faculty, Cluster Tech Review, and the CRC closely evaluate the course. If the new course has a 1-99 number, the College's Articulation Office sends the course to the University of California and/or the California State University system. This is to ensure that the College's courses are appropriate for lower-division college work.

All courses, majors, certificates and programs are required to have Student Learning Outcomes (SLOs), and these outcomes are assessed at least every six years. SLO results are made available to the public. Additionally, faculty, led by Department Chairs, look at their disciplines' programs on an annual basis, most notably through the Program and Resource Planning Process (PRPP). Chairs analyze data about enrollments and how many students pass classes with a grade of "C" or better. The results of the six-year program review cycle of are documented in spreadsheets posted on the Institutional Planning website. Program evaluation rubrics and recommended actions are maintained in the office of the Vice President of Academic Affairs. This comprehensive process ensures that all responsible parties are involved in all final decisions.

All Santa Rosa Junior College students who are earning a degree are required to complete a General Education pattern of course work. The College has a carefully considered philosophy concerning general education and requires General Education (GE) courses to meet

its own goals and those of transfer institutions. Faculty with relevant discipline expertise work with the Curriculum Review Committee to determine the appropriateness of each course for the College's GE curriculum according to student learning outcomes and competencies. GE learning outcomes prepare students for lifelong learning, application of learning, and skills in various disciplines in the arts and humanities, the sciences, mathematics, and social sciences.

The provisions of this standard are broadly applicable to all instructional programs and to student and learning support services offered in the name of the institution.

Evidence List

<u>II.A.1.1</u>	Curriculum Majors websites
<u>II.A.1.2</u>	Curriculum Certificates websites
<u>II.A.1.3</u>	Board Policy 3.1
<u>II.A.1.4</u>	Board Procedure 3.1P
<u>II.A.1.5</u>	Curriculum Review Committee
<u>II.A.1.6</u>	Curriculum Writers Handbook
<u>II.A.1.7</u>	Curriculum Resources Website with link to Curriculum Handbook
<u>II.A.1.8</u>	Student Learning Outcomes
<u>II.A.1.9</u>	Student Learning Outcomes Showcase
<u>II.A.1.10</u>	College Catalog
<u>II.A.1.11</u>	SRJC Transfer to Higher Education Rates
<u>II.A.1.12</u>	Fact Book Cohort Completion Rates
<u>II.A.1.13</u>	Fact Book Degrees and Certificates Awarded
<u>II.A.1.14</u>	SRJC Achievements of Employment
<u>II.A.2.1</u>	Board Procedure 3.1P
<u>II.A.2.2</u>	Course Outline of Record (COR) 6 Year Review Summary
<u>II.A.2.3</u>	Course Outline of Record (COR) 6 Year Review Rotation Detail-
<u>II.A.2.4</u>	Curriculum Writers Handbook
<u>II.A.2.5</u>	PRPP Writer's Guide - 2021
<u>II.A.2.6</u>	PRPP Agriculture Example
<u>II.A.2.7</u>	Planning Website
<u>II.A.2.8</u>	Program Evaluation – Major and Certificates Review Summary
<u>II.A.2.9</u>	Board Policy 3.6 -_Program Review, Evaluation, Revitalization and Discontinuance
<u>II.A.2.10</u>	Board Procedure 3.6P -_Program Review, Evaluation, Revitalization and Discontinuance
<u>II.A.2.11</u>	Program Evaluation Master List
<u>II.A.3.1</u>	CORs Course Outlines
<u>II.A.3.2</u>	Curriculum Writers Handbook
<u>II.A.3.3</u>	PRPP Reports-2019
<u>II.A.3.4</u>	Academic Senate Resolutions SLO Assessment (2010)
<u>II.A.3.5</u>	Academic Senate Resolutions Course Inactivation (2010)
<u>II.A.3.6</u>	Academic Senate Resolutions Failed Curricular Currency (2015)
<u>II.A.3.7</u>	SLO Assessment website

<u>II.A.3.8</u>	Faculty-District Contract, Article 17
<u>II.A.3.9</u>	Board Policy 3.6 - <u>Program Review, Evaluation, Revitalization and Discontinuance</u>
<u>II.A.3.10</u>	Board Procedure 3.6P - <u>Program Review, Evaluation, Revitalization and Discontinuance</u>
<u>II.A.3.11</u>	Board Policy 3.2.2 - Approval of Certificates and Majors
<u>II.A.3.12</u>	Board Procedure 3.2.2P - Approval of Certificates and Majors
<u>II.A.4.1</u>	SRJC College Catalog
<u>II.A.4.2</u>	Link to College Skills Courses
<u>II.A.4.3</u>	Math Flow Chart
<u>II.A.4.4</u>	Math Sequence Chart for Business, Liberal Arts and STEM majors
<u>II.A.4.5</u>	Credit ESL Pathway
<u>II.A.4.6</u>	Curriculum Development Procedures & Resources
<u>II.A.4.7</u>	Counseling links
<u>II.A.5.1</u>	Board Policy 3.2, Degrees and Certificates
<u>II.A.5.2</u>	Board Policy 3.2.1, Development of Majors
<u>II.A.5.3</u>	Board Procedure 3.2.1P, Development of Majors
<u>II.A.5.4</u>	Board Policy 3.2.2, Approval of Certificates and Majors
<u>II.A.5.5</u>	Board Procedure 3.2.2P, Approval of Certificates and Majors
<u>II.A.5.6</u>	Proposed New Credit Program Form Example
<u>II.A.5.7</u>	Board Policy 3.6 - <u>Program Review, Evaluation, Revitalization and Discontinuance</u>
<u>II.A.5.8</u>	Board Procedure 3.6P - <u>Program Review, Evaluation, Revitalization and Discontinuance</u>
<u>II.A.5.9</u>	Title 5, Division 6, Subchapter 1, Articles 6 & 7
<u>II.A.6.1</u>	Office of Institutional Research (OIR) Surveys and Reports
<u>II.A.6.2</u>	EMS reports and web link
<u>II.A.6.3</u>	Recommended Sequence of Courses (all majors)
<u>II.A.6.4</u>	Recommended Sequence of Courses (all certificates)
<u>II.A.6.5</u>	Recommended Sequence Business Administration (AS-T) example
<u>II.A.6.6</u>	SRJC Planning Website
<u>II.A.6.7</u>	ACCJC Annual Reports
<u>II.A.6.8</u>	Institutional Effectiveness Assessment Report
<u>II.A.6.9</u>	CTE Employment Outcomes Survey (CTEOS)
<u>II.A.6.10</u>	Data Mining
<u>II.A.6.11</u>	Institutional Planning
<u>II.A.6.12</u>	Program and Resource Planning Process (PRPP) Reports
<u>II.A.6.13</u>	PRPP Data Sets
<u>II.A.6.14</u>	Student Equity
<u>II.A.7.1</u>	Older Adults Program
<u>II.A.7.2</u>	Southwest Santa Rosa County of Sonoma demographics
<u>II.A.7.3</u>	2019 Student Survey
<u>II.A.7.4</u>	SRJC Factbook
<u>II.A.7.5</u>	Personalized Videos
<u>II.A.7.6</u>	Online Special Expertise
<u>II.A.7.7</u>	Online Student Services

<u>II.A.7.8</u>	MySRJCAApp
<u>II.A.7.9</u>	General Counseling
<u>II.A.7.10</u>	Specialized Counseling
<u>II.A.7.11</u>	Asian Pacific American Student Success (APASS)
<u>II.A.7.12</u>	Umoja
<u>II.A.7.13</u>	Enrollment Management System
<u>II.A.7.14</u>	Student Survey
<u>II.A.7.15</u>	Interactive Fact Book
<u>II.A.7.16</u>	CCCCO Data
<u>II.A.7.17</u>	SRJC Curriculum Review Committee
<u>II.A.7.18</u>	Online College Project
<u>II.A.7.19</u>	CVC-OEI Online Course Design Rubric
<u>II.A.7.20</u>	Online Special Expertise
<u>II.A.8.1</u>	Pharmacy Technician Program
<u>II.A.8.2</u>	Paramedic Program
<u>II.A.8.3</u>	ESL Program
<u>II.A.8.4</u>	Guided Self-Placement
<u>II.A.8.5</u>	CASAS Guidelines
<u>II.A.8.6</u>	SRJC Assessment
<u>II.A.8.7</u>	Advance Placement for Military Experience
<u>II.A.8.8</u>	Board Policy 3.16 – Credit for Prior Learning
<u>II.A.8.9</u>	Board Procedure 3.16P – Credit by Examination
<u>II.A.9.1</u>	Course Outlines of Record
<u>II.A.9.2</u>	College Catalog, Degree Requirements
<u>II.A.9.3</u>	College Catalog, Certificate Requirements
<u>II.A.9.4</u>	College Catalog, Certificate, including Non-credit, Requirements
<u>II.A.9.5</u>	Curriculum Review Committee
<u>II.A.9.6</u>	Curriculum Writer’s Handbook
<u>II.A.9.7</u>	Article 17, Faculty Job Duties; (see 17.05, subsections A and B)
<u>II.A.9.8</u>	SCJCD Board Policy/Procedure 3.12/P, Curriculum Development
<u>II.A.9.9</u>	SCJCD Board Policy/Procedure 3.2, Degree and Certificate Programs
<u>II.A.9.10</u>	SCJCD Board Policy/Procedure 3.2.1/P, Development of Majors
<u>II.A.9.11</u>	SCJCD Board Policy/Procedure 3.2.2/P, Approval of Certificates and Majors
<u>II.A.9.12</u>	SCJCD Board Policy/Procedure 3.10/P, Grading Policy
<u>II.A.9.13</u>	SLO Report – General Overview
<u>II.A.9.14</u>	SLO Report – Detailed Contents
<u>II.A.9.15</u>	SCJCD Board Policy/Procedure 3.6/P, Program Review, Evaluation, Revitalization and Discontinuance
<u>II.A.10.1</u>	Board Policy 8.3.1: Articulation/Transfer Center
<u>II.A.10.2</u>	Transfer Credit Evaluation in College Catalog
<u>II.A.10.3</u>	Transfer Preparation Webpage
<u>II.A.10.4</u>	Web link to ASSIST.org
<u>II.A.10.5</u>	Information About University Majors
<u>II.A.10.6</u>	Guides for Fulfilling General Education Requirements for UC and CSU
<u>II.A.10.7</u>	Course Identified Numbering System (CID) Qualified Course Handout
<u>II.A.10.8</u>	University of California (UC) Limitations Handout

<u>II.A.10.9</u>	Workshops Offered by the Transfer Center
<u>II.A.10.10</u>	Transfer Center Director in the Curriculum Committee
<u>II.A.10.11</u>	Articulation Agreements
<u>II.A.10.12</u>	Board Policy 8.1.13: Accept of Lower-division Credit
<u>II.A.10.13</u>	(Incoming) Sending Transcripts to SRJC
<u>II.A.10.14</u>	Course Substitution Request Form
<u>II.A.10.15</u>	Board Policy 3.1
<u>II.A.10.16</u>	Board Policy 3.1P
<u>II.A.11.1</u>	Institutional Learning Outcomes Assessment
<u>II.A.11.2</u>	PRPP- Standard
<u>II.A.12.1</u>	Board of Trustees Procedure 3.1P: Procedures for Approving General Education Courses
<u>II.A.12.2</u>	SRJC College Catalog
<u>II.A.12.3</u>	Board of Trustees Procedure 3.12P: Curriculum Development
<u>II.A.12.4</u>	The Curriculum Writer's Handbook (Currently under revision)
<u>II.A.12.5</u>	Guide to Reviewing CORs (Currently under revision)
<u>II.A.12.6</u>	Curriculum Review Committee Website
<u>II.A.12.7</u>	Cluster Tech Review
<u>II.A.12.8</u>	Transfer Center Website
<u>II.A.12.9</u>	Counseling Department Website
<u>II.A.12.10</u>	Curriculum Website: Associate Degrees
<u>II.A.12.11</u>	The main general education requirement options page
<u>II.A.12.12</u>	The general education requirement: Option A
<u>II.A.12.13</u>	The general education requirement: Option B
<u>II.A.12.14</u>	The general education requirement: Option C
<u>II.A.12.15</u>	The general education requirement: Option D
<u>II.A.12.16</u>	Institutional Learning Outcomes
<u>II.A.12.17</u>	General Education Learning Outcomes
<u>II.A.13.1</u>	SCJCD Board Policy 3.2, Degree and Certificate Programs
<u>II.A.13.2</u>	SCJCD Board Policy 3.2.1, Development of Majors
<u>II.A.13.3</u>	SCJCD Board Policy 3.2.2, Approval of Certificates and Majors
<u>II.A.13.4</u>	College Catalog, Degree Requirements
<u>II.A.13.5</u>	College Catalog, Certificate Requirements
<u>II.A.13.6</u>	College Catalog, Certificate, including Non-credit, Requirements
<u>II.A.13.7</u>	SLO Assessment Majors and Certificates
<u>II.A.13.8</u>	Submitting Program SLO Assessment
<u>II.A.13.9</u>	Course SLO Assessment Form
<u>II.A.13.10</u>	SCJCD Board Procedure 3.6/P, Program Review, Evaluation, Revitalization and Discontinuance
<u>II.A.14.1</u>	CTE Advisory Committee Handbook
<u>II.A.14.2</u>	CTE Advisory Committees Website
<u>II.A.14.3</u>	Board Policy 3.6
<u>II.A.14.4</u>	CTEOS Data
<u>II.A.14.5</u>	Internal Health Sciences Data
<u>II.A.15.1</u>	Program and Resource Planning Process (PRPP)
<u>II.A.15.2</u>	Program and Resource Planning Reports (PRPP)

II.A.15.3	Board Policy 3.6
II.A.15.4	Board Procedure 3.6P
II.A.15.5	College Catalog
II.A.15.6	All Majors Website
II.A.15.7	All Certificates website
II.A.15.8	SRJC Curriculum: About Associate Degrees
II.A.16.1	Curriculum Writer's Handbook
II.A.16.2	Program and Resource Planning Process (PRPP)
II.A.16.3	Program and Resource Planning Process (PRPP) Reports 2019
II.A.16.4	Board Procedure 3.6P
II.A.16.5	CTE Advisory Committees
II.A.16.6	CTE Advisory Handbook Fall 2019
II.A.16.7	Curriculum Review Committee (CRC) Website
II.A.16.8	PRPP Writers Guide 2020
II.A.16.9	Academic Senate Committees
II.A.16.10	Academic Senate Bylaws
II.A.16.11	Program Evaluation 2017-2018 with AAC recommendations
II.A.16.12	Program Evaluation 2018-2019
II.A.16.13	Program Review Master Rotation Plan
II.A.16.14	Program Review Rubric Sample

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

Santa Rosa Junior College supports student learning and achievement by providing expansive library and other learning support services in several locations, including virtually. Numerous processes are in place to ensure the offerings are sufficient in quantity, currency, depth, and variety to support all offered educational programs.

The College's libraries offer services to approximately 208,000 enrolled students a semester. The Frank P. Doyle Library is a four-story structure on the Santa Rosa campus, and the Herold Mahoney Library is a two-story structure on the Petaluma campus. The breadth of features offered at each location is detailed within the 2019 ACRL Excellence in Libraries Submission ([II.B.1.1](#)).

The College's libraries are comprised of recently redesigned physical spaces at the Frank P. Doyle and Herald Mahoney Libraries, both of which house student-centered teaching and learning spaces and dynamic print and digital collections. The Frank P. Doyle Library, located on the Santa Rosa campus, spans 145,000 square feet. This four-story structure contains 1,045 student seats in a variety of configurations, including individual carrels and group-study rooms with wireless screen-casting for collaboration, and 280 computer workstations. Media Services, a Tutorial Center, and the Robert F. Agrella Art Gallery are all housed within this structure. The Harold Mahoney Library, a 2-story structure that spans 35,000 square feet, is located on the Petaluma campus. It contains 300 student seats, 50 computer workstations, and an art gallery. Liaisons from the College's libraries serve all programs at SRJC, including programs located at Southwest Center, Shone Farm, and Public Safety Training Center ([II.B.1.54](#)).

The College's libraries are tech-infused learning environments that include additions installed during the redesign process in response to student survey requests ([II.B.1.3](#)), including Digital Media Suites, collaborative technology in group-study rooms, and furniture with device connectivity options, plus a wide array of technology and gear, available for both in-house use and checkout. Resources include software access, computer workstations and laptop loans, disability workstations, calculators, charging cords, headphones, tablets, and flash drives. The College's library webpage provides access to reservation forms and maps for group study rooms, instructions for off-campus access to digital resources, and payment options for printers and photocopiers ([II.B.1.2](#)). The College's library collection overview provides a description of the most current breadth and size of the College's library collections, including physical and digital resources and archives ([II.B.1.26](#)).

The College's website for the libraries serves as the main access point to dynamic digital and print collections and locating tools to print collections on both campuses, live online chat and other in-person and remote support options, information and instructional tutorials for use of learning resources and off-campus access, discipline/topic specific research guides, and hours/locations of all service points, including the research Help Desks, Circulation, and Reserves. The website also includes access to instructional support services for faculty, including library liaison contact information, interlibrary loan request forms, and textbooks on reserve options ([II.B.1.9](#)).

Launched in early 2020 in response to the global pandemic, SRJC's Remote Services Guide provides students with information to access all remote services, including online chat and email contacts, scheduling information for curbside service events, library materials and reserve textbooks request instructions and remote faculty instruction resources ([II.B.1.10](#)).

The College's librarians work collaboratively with faculty across all disciplines and campuses to provide learning support services for students. During the global pandemic these support services were shifted to online modalities, including liaison support, research guides, synchronous course-integrated workshops, video tutorials, one-on-one online research appointments, online chat research help desk, and textbooks on reserve ([II.B.1.30](#)).

To inform student-access needs, library personnel annually compile data on use of physical and digital resources and services, gleaned from a variety of daily usage data gathering resources.

Data summaries including number of building visitors, physical resource checkouts, access to individual digital resources, types and number of research and logistical questions answered, student success comparisons, and students enrolled in LIR 10 or attending course integrated and standalone library workshops ([II.B.1.33](#)). The SEA Project measures laptop and calculator loan data, which has drastically increased since the beginning of the global pandemic, indicating the volume of use and the diversity of students served ([II.B.1.17](#)).

The 2017-2018 Annual Report, conducted by the College's libraries, conveys compiled data regarding the use of learning support services; digital, print, reserve, and technology checkouts; types and number of research and logistical questions answered; enrollment in LIR 10; number of library research appointments; and the number of course integrated and stand-alone workshops taught, including the number of students in attendance ([II.B.1.28](#)).

To further provide students with assistance with the utilization of library resources, the College's libraries offers a one-unit credit class (LIR 10) to introduce students to information literacy core concepts and strategies for college-level research, including regularly assigned assessment of learning outcomes. LIR 10 is offered both in face-to-face and online environments ([II.B.1.27](#); [II.B.1.50](#); [II.B.1.51](#)). LIR 10 faculty evaluations include student instruction evaluations.

Library policy guidelines exist to ensure access to facilities and materials, the safety and comfort of users, and the protection of collections and materials ([II.B.1.15](#)). Office and non-public areas of both libraries are equipped with key card access for security of staff and unhealthy or unsafe environmental problems are reported and addressed ([II.B.1.25](#)). A 2019 District Student Survey indicated that the vast majority of students strongly agree they are treated with respect by librarians and library staff (2019 Student Survey Report-Table 38) ([II.B.1.16](#)). Building design, zoning, and facilities contribute to healthy ambiance, including quiet and silent study areas, talk zones for conversation areas, art collections throughout both buildings, white noise to improve privacy, air conditioning and heating, and non-toxic building materials (SRJC 20-21 Catalog) : ([II.B.1.29](#)). SRJC Libraries compiles data on Reference and Instruction Services regularly using LibInsight from Springshare to inform service model decisions, as shown in the most recent report: LibInsight Reference and Instruction Assessment Tool and 2019-20 Report ([II.B.1.11](#)). In Spring 2020, a COVID 19 Technology Assessment report was compiled from student responses regarding the need for assistance with access (laptops, hotspots, etc.) during the quick transition to distance learning ([II.B.1.12](#)).

Tutorial Services. Both Tutorial Centers (Petaluma and Santa Rosa) allow students to meet with experienced tutors who are experts in their subjects, and both centers provide access to a number of other resources, such as books, videos, and online resources, to enhance the learning skills and the knowledge students may need to be successful in a range of disciplines ([II.B.1.4](#)).

Other learning support centers, primarily on the Santa Rosa Campus, are:

- Math, Engineering, and Science Achievement (MESA) Program
- Anatomy Lab in the Life Sciences Department
- Mathematics Lab
- ESL Learning Center

- Academic Skills Labs (ASK) - Santa Rosa and Petaluma
- English Department Writing Center – Santa Rosa and Petaluma

During a traditional in-person learning environment, and currently during remote learning, Santa Rosa Junior College provides extensive opportunities for students to access tutorial services, as detailed on the Tutorial Center Webpage ([II.B.1.5](#)). When physically open, computer stations and group study rooms are available on both main campuses ([II.B.1.6](#)). At the Santa Rosa Campus, the STEM corner operates on a drop-in based while the Writing Corner offers same-day 30-minute appointments. In addition to drop-in services, tutoring is offered as a non-credit course every semester, CSKLS 770: Supervised Tutoring ([II.B.1.14](#), Supervised Tutoring is offered as a non-credit course for tutorial center services, CSKLS 770 ([II.B.1.31](#)).

NetTutor, through Link Systems International, has been and continues to be used for regular online tutoring services. This service is available to students during and outside of in-person hours of operations. With the global pandemic, the College shifted in-person tutoring services to online using the Pisces platform through Link Systems International. Funding for this remote technology was provided by the Chancellor's Office ([II.B.4.11](#)). Staff also maintain a virtual front desk to respond to student queries during hours of operations.

To increase student awareness and utilization of Tutorial Center offerings, the Tutorial Center webpage provides promotional videos and flyers, as well as instructions on how to access tutoring services ([II.B.1.13](#)). To increase faculty awareness of tutorial services, several outreach opportunities are made available, including:

- a. Presentation at the New Faculty Orientations
- b. PDA Presentation
- c. Classroom Visits
- d. Emails (dl staff)
- e. SRJC Social Media (Facebook, MySRJC Apps, BearCub Newsletter)
- f. Availability of Flyers

The Tutorial Centers serve a diverse student population, with data regarding students who utilize the services captured through SEA Data NetTutor ([II.B.1.19](#)).

Tutorial Center faculty and staff are qualified to perform the tutorial services provided by the College. As conveyed in the Tutorial Center meeting schedule, regular updates and trainings include monthly staff meetings, tutor trainings with invited resource speakers, and collaboratives from the STEM Corner and Writing Corner. Trainings include safety, health, and evacuations/emergency concerns. Tutor training sessions are required for all tutors and include a handbook that provides guidelines and expectations for creating a safe and healthy tutoring environment ([II.B.1.23](#)). To remain current with tutoring delivery, the College uses training sessions from Tutor Lingo, and tutors are required to complete at least eight tutor trainings each semester ([II.B.1.35](#)).

Techniques for effective tutoring in course-specific areas, study skills, ways to respond to individual student learning styles, and how to foster independent learning are covered

([II.B.1.21](#)). Instructors of record (faculty) who oversee and monitor the day to day operations have a minimum qualification of a master's degree ([II.B.1.20](#)).

Tutorial Centers in Santa Rosa and Petaluma utilize data extracted from Timekeeper Report, the College's reporting tool for positive attendance, and from the College's Enrollment Management System (EMS) to capture and to convey the number of students served; the number of student visits; the variety of courses tutored; and the accumulated hours of tutoring utilized by students from Spring 2015 – Fall 2020 ([II.B.1.32](#)). Student tutors, instructional assistants, and faculty provide assistance across a range of disciplines, with the highest demands in math, statistics, and chemistry, with a consistent need for help in writing, English language skills, Spanish, accounting, and other subject areas. This includes the following CSKLS 770 sections dedicated for:

- a. Anatomy tutoring located at Baker Hall in Santa Rosa
- b. MESA tutoring located at Bertolini Hall in Santa Rosa

SEA Data from NetTutor, the College's online tutoring program, contains Student Equity and Achievement Data, including a breakdown of students served in terms of ethnicities, success, completion, and retention. NetTutor Usage also shows the variety of disciplines tutored, number of students served, number of sessions held, and total time spent ([II.B.1.34](#)).

On campus and virtual tutoring is offering in secured online environments to protect the privacy and safety of students and staff. NetTutor, as well as the College's online tutoring platform (Pisces), went through the process of Canvas LTI Integration, which provides an extra layer of security for students and tutors, as conveyed in the Link Systems International (NetTutor and Pisces vendor) privacy policy ([II.B.1.22](#)).

Computer Labs. During regular on-campus instruction, approximately 15 computer labs are available for student use, including 11 at the Santa Rosa Campus and four at the Petaluma Campus. Information Technology (IT) maintains a webpage to assist students in locating computer labs that contain the technology needed to complete a range of tasks. The "Computer Labs Search" webpage provides a list of available computer labs, with links to the schedules of availability and location. The labs are also searchable by available software and operating systems. The Academic Skills (ASK) lab is a computer lab reserved for GED students and is maintained under the CSKLS/Tutorial Department ([II.B.1.7](#)). Within all computer labs, timekeeper software is used to monitor lab utilization and to adjust offerings in accordance with documented student usage. For example, if utilization were to exceed capacity, then the number of available student stations would be expanded. New employees are provided training in these protocols ([II.B.1.36](#)).

Computer labs policies and practices are in place to ensure the safety of staff and students, as well as to protect equipment ([II.B.1.24](#)). All computer labs, tutorial centers, learning resource centers, and public computer use spaces have designated DRD stations with additional software for students with disabilities.

Writing Center. The Santa Rosa Junior College Writing Center website provides information on how to access Writing Center services and resources, and is currently conveying how to access assistance during remote learning due to the global pandemic ([II.B.1.8](#)).

Writing Center usage is captured, and the schedule is altered periodically based on patterns of student usage reports. However, budgetary constraints make it difficult to expand the schedule to meet student demand, particularly for weekend and online services ([II.B.1.38](#), [II.B.1.39](#)). The Writing Center Handbook provides an overview of offerings and expectations ([II.B.1.40](#)).

Other physical resources, such as paper for student printing, writing handbooks, and texts commonly used by English faculty, are ordered as necessary and are part of the supplies budget. Instructors are primarily from the English Department, and scheduling is designed to concentrate staffing during peak hours of student usage to maximize the number of students served.

Analysis and Evaluation

The College provides in-person and online access to library and support services, as well as on-campus computer labs. Usage of all resources is captured, analyzed, and utilized to support student learning.

- 2. 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.**

Evidence of Meeting the Standard

SRJC Libraries provide a comprehensive range of student resources and services that support student success and enrich student lives. Personnel within all learning support services – the Libraries, Writing Centers, Tutorial Centers, and Computer Labs – have the necessary expertise to provide valuable resources for faculty and for students ([II.B.1.42](#); [II.B.2.4](#)).

Librarians specialize in particular disciplines through serving as dedicated liaisons and by creating LibGuides. Through these roles, librarians utilize their knowledge to curate materials to meet instructional and learning needs of faculty and of students ([II.B.2.1](#), [II.B.2.2](#)). Within the Tutorial and Writing Centers, mandated minimum qualifications for faculty and for learning support services professionals are enforced through hiring policies and practices. Continued training and participation in professional associations ensures currency of learning center personnel expertise ([II.B.2.3](#), [II.B.2.4](#), [II.B.2.5](#), [II.B.2.6](#), [II.B.2.7](#)).

Board Policy and Procedure 3.18/P – Library Acquisitions ([II.B.2.9](#)), ensures physical and virtual materials are curated by qualified librarians, including books, periodicals, online databases, course reserves, archives, and special collections ([II.B.2.8](#)). Faculty can request additional acquisitions and resources through an online form ([II.B.2.10](#)). Extensive data is collected on book purchases, this data is maintained and presented to librarians every semester and by request to evaluate collection and inform acquisitions ([II.B.2.17](#)).

Many materials are made available to students to assist with learning, including equipment for patron semester-long checkouts, including laptops, graphic calculators, and internet hotspots ([II.B.2.11](#)). Reserve Books related to remote instruction and services are available through curbside pickup during campus closure due to the global pandemic ([II.B.2.13](#)). Equipment to promote interactive technology for student learning and tutorial software services are also available to assist students in meeting their learning goals ([II.B.2.14](#), [II.B.2.15](#)). Equipment is also available for in-library patron use, including desktops, calculators, laptops, iPads, phone chargers, headphones and accessibility workstations ([II.B.2.12](#)). These resources were recognized in 2020 by the Association of College and Research Libraries Professional Association award ([II.B.2.16](#)).

Analysis and Evaluation

Library and learning support resources and materials are curated by qualified faculty and staff to support student learning.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

Santa Rosa Junior College's Libraries ([II.B.3.1](#), [II.B.3.2](#)), Tutorial Centers ([II.B.3.3](#)), and Writing Centers ([II.B.3.4](#)) regularly conduct student surveys to identify service needs and use the results as basis for improvement.

The College's libraries utilize student feedback surveys for online tutorials [II.B.3.5](#) and one-on-research research appointments [II.B.3.6](#), and the College uses the results to modify and improve programs. The Libraries' Open Educational Resources [II.B.3.8](#) is evidence of the libraries' expanded efforts regarding securing student access to no-cost materials. Further evidence of how student data is used to improve resources is available within the College's Student Equity research [II.B.3.9](#), which provides evidence of extended learning center hours of service and the textbook loan program

Analysis and Evaluation

Data of student needs and their ability to meet learning outcomes is gathered through student feedback surveys (e.g., [II.B.3.1](#), [II.B.3.2](#), [II.B.3.5](#)), as well as through Introduction to Information Literacy courses [II.B.3.10](#), and, when needed, is utilized for improvements.

- 4. When the institution relies on or collaborates with other institutions or other 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 institution takes responsibility for and assures the security, maintenance, and reliability of services**

provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)

Evidence of Meeting the Standard

Santa Rosa Junior College's learning support services utilize and document agreements with outside resources and services and evaluate the effectiveness, security, maintenance, and reliability of these services.

The College's libraries have signed contracts for all information retrieval and service-related products. This includes a signed contract for statewide Library Services Platform (LSP), which is used by nearly all of the California Community Colleges ([II.B.4.1](#), [II.B.4.2](#)); the consortia database provider in California, The Community College League, in partnership with the Council of Chief Librarians ([II.B.4.3](#)); and the Online Computer Library Center (OCLC), a worldwide library cooperative for cataloging, interlibrary loan, and database rights management (via EZProxy). Additionally, the College has a use of facilities contract with the University of San Francisco (USF; [II.B.4.16](#), [II.B.4.17](#))

The College only hold contracts with reputable vendors who have a history of security and reliability in the library field. The majority of library vendors are vetted through the statewide consortium (CCL). The primary point of information access for students is the Alma/Primo LSP, which receives monthly updates and has extensive security documentation ([II.B.4.10](#)). The SRJC library uses EZproxy to regulate access to databases, per vendor contracts.

Librarians regularly evaluate these services by cyclically reviewing usage statistics, competing/new products, cost in relation to materials budget, changing curriculum and faculty/student requests, and end-user experience via error reporting logs for the statewide LSP product ([II.B.4.15](#), [II.B.4.14](#)).

Mission critical resources, such as the statewide LSP and research databases, are given the most prominence on the Library website ([II.B.4.6](#)), and usage statistics for all databases are reviewed on a cyclical basis ([II.B.4.7](#), [II.B.4.14](#)). The statewide consortium, from whom the College's libraries licenses resources, focuses explicitly on the information/research needs of California Community College Students ([II.B.4.3](#)).

Since moving online during the global pandemic, the Writing Center contracts with WOnline for providing web-based software for scheduling writing conferences, tracking usage, and collecting data through a standard vendor licensing agreement ([II.B.4.4](#)). The WOnline program is monitored by two agencies to ensure security and FERPA compliance. In addition, Writing Center faculty have limited access to student information to ensure they only see information that is necessary and relevant to conducting their conferences. Only the Writing Center Coordinator has Administrator status, which allows for full access to our students' data. Only a single person can hold Administrator status within the WOnline system ([II.B.4.13](#)).

The College's Tutorial Centers have an agreement between the Foundation for California Community Colleges and Link-Systems International, Inc. [II.B.4.11](#) to provide NetTutor ([II.B.4.12](#)), our 24/7 online tutoring system, and Pisces, our drop-in live tutoring platform for our remote services. Both programs went through the CANVAS LTI integration process for additional security. The Tutorial Centers also offer the GED Online ([II.B.4.8](#)), which is purchased by SRJC, as well the GED Academy. GED Academy provides additional software for students ([II.B.4.9](#)).

All of the College's learning support services – the Libraries, Writing Centers, and Tutorial Centers – have utilized the state scheduling systems to connect with Zoom, provided by the College to instructors ([II.B.4.5](#)).

Analysis and Evaluation

All outside resources for learning support services are carefully evaluated to ensure quality and access and contracts exist for usage agreements.

Conclusions on Standard II.B: Library and Learning Support Services

Santa Rosa Junior College Libraries, Tutorial Centers, Computer Labs, and Writing Centers comprehensively support student learning and regularly evaluate the effectiveness and applicability of their services. With both robust in-person and online learning support services, students are able to access many services 24/7 and check-out books and other materials for an entire semester. The College also collaborates with several external providers to ensure that students have access to current and user-friendly learning platforms. Together, the learning support services provided contribute to increased academic skills, student learning outcomes, and access to a wide range of educational resources.

Evidence List

II.B.1.1	2019 ACRL Excellence in Libraries Submission
II.B.1.2	Using the Library Webpage
II.B.1.3	Learning Commons Furniture Survey and Analysis Report
II.B.1.4	2019-2020 Catalog
II.B.1.5	Tutorial Centers – College Skills
II.B.1.6	Tutorial Center Map and directions for both Petaluma and Santa Rosa Campuses
II.B.1.7	Computer Lab Search webpage
II.B.1.8	Writing Center Webpage
II.B.1.9	SRJC Libraries Website
II.B.1.10	Remote Service Guide
II.B.1.11	LibInsight Reference and Instruction Assessment Tool and 2019-20 Report
II.B.1.12	COVID 19 Technology Assessment Report, see questions 7
II.B.1.13	2019-2020 List of Courses—College Catalog
II.B.1.14	New Faculty Orientation Agenda
II.B.1.15	Library Policies webpage

<u>II.B.1.16</u>	2019 Student Survey Report-Table 38
<u>II.B.1.17</u>	SEA - Laptop Loan, Calculator, and Reserve Textbook Program Survey Data
<u>II.B.1.19</u>	SEA Data NetTutor
<u>II.B.1.20</u>	College Skills-Request Forms and Schedules
<u>II.B.1.21</u>	TC Fall 2020 Meeting Schedule
<u>II.B.1.22</u>	Link Systems International (NetTutor and Pisces vendor) privacy policy
<u>II.B.1.23</u>	Student Tutor Handbook
<u>II.B.1.26</u>	Library Collections
<u>II.B.1.27</u>	LIR 10 Course Outline
<u>II.B.1.28</u>	SRJC Libraries Annual Reports, pg 21
<u>II.B.1.30</u>	Library Services for Faculty
<u>II.B.1.31</u>	CSKLS 770 COR
<u>II.B.1.32</u>	Usage Summary, EMS enrollment report
<u>II.B.1.33</u>	Collection Development Assessment (dynamic data available upon request)
<u>II.B.1.34</u>	NetTutor Student Usage
<u>II.B.1.35</u>	Tutor Lingo Tutor Trainings
<u>II.B.1.36</u>	Tips and trainings for new employees
<u>II.B.1.38</u>	Writing Center student usage Fall 2020
<u>II.B.1.39</u>	EMS Report 2015-2020
<u>II.B.1.40</u>	Writing Center Handbook
<u>II.B.1.42</u>	New Librarian Onboarding Guide
<u>II.B.1.50</u>	SRJC Academics Webpage
<u>II.B.1.51</u>	LIR 10 Schedule of Classes F19-S21
<u>II.B.1.54</u>	Library Liaisons
<u>II.B.2.1</u>	Library Liaisons
<u>II.B.2.2</u>	Library Guides
<u>II.B.2.3</u>	College Skills Job Announcement
<u>II.B.2.4</u>	College Skills Faculty Webpage
<u>II.B.2.5</u>	Online Writing Center Handbook
<u>II.B.2.6</u>	Instructional Assistant Job Description
<u>II.B.2.7</u>	Northern California Writing Centers Association
<u>II.B.2.8</u>	Library Collections
<u>II.B.2.9</u>	Board Policy and Procedure 3.18/P – Library Acquisitions
<u>II.B.2.10</u>	Library Book Purchase Request Form
<u>II.B.2.11</u>	Library Equipment Check-Out Request
<u>II.B.2.12</u>	In-Library Equipment
<u>II.B.2.13</u>	Reserve Books Curbside During Remote Instruction
<u>II.B.2.14</u>	SRJC ACRL Report
<u>II.B.2.15</u>	Tutorial Center Website
<u>II.B.2.16</u>	SRJC ACRL Report
<u>II.B.3.1</u>	Library Noodle Tools Survey
<u>II.B.3.2</u>	English Survey Fall 2020
<u>II.B.3.3</u>	Tutorial Center Student Survey
<u>II.B.3.4</u>	Writing Center Student Survey
<u>II.B.3.5</u>	SmartSearch Video Student Feedback Survey
<u>II.B.3.6</u>	Research Appointment Feedback Survey

<u>II.B.3.7</u>	SRJC Libraries Annual Report
<u>II.B.3.8</u>	SRJC Open Educational Resources
<u>II.B.3.9</u>	SRJC Student Equity Data
<u>II.B.3.10</u>	LIR 10 Course Outline
<u>II.B.4.1</u>	Library Services Platform Program Participation
<u>II.B.4.2</u>	Community College League of California
<u>II.B.4.3</u>	Council for Chief Librarians
<u>II.B.4.4</u>	WOnline Licensing Agreement
<u>II.B.4.5</u>	SRJC Zoom Accounts
<u>II.B.4.6</u>	SRJC Libraries Website
<u>II.B.4.7</u>	Library Database Usage Report
<u>II.B.4.8</u>	GED Online
<u>II.B.4.9</u>	GED Academy
<u>II.B.4.10</u>	Alma/Primo LSP
<u>II.B.4.11</u>	Link-Systems Contract
<u>II.B.4.12</u>	Net Tutor Accessibility
<u>II.B.4.13</u>	WOnline Administrator Access
<u>II.B.4.14</u>	E-Book Usage Analysis
<u>II.B.4.15</u>	User Link Error Reporting Feature
<u>II.B.4.16</u>	Addendum to USF use of facilities contract
<u>II.B.4.17</u>	SRJC-USF use of facilities agreement

C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

Santa Rosa Junior College ensures the quality and availability of comprehensive services to support students at all levels as they pursue their educational goals. To evaluate students' needs, the College uses various methods to monitor and revise its services. A robust dialogue exists around the development, assessment, and delivery of student services, led by the Student Services Council, and involves presentations by student services departments and programs that focus on specific areas such as, but not limited to, Counseling, Disability Resources (DRD), Student Health Services (SHS), Financial Aid (FA), Student Outreach, Transfer Center services, categorical programs, and Admissions and Records.

Student Services leaders – managers, counselors, classified professionals, students – dedicated toward student development and share a commitment to work toward a common vision that is aligned with the College's mission. Student services leaders, allied faculty, and classified professionals ensure that the necessary support services are established to support students in

reaching their academic goals. Services are evaluated, modified, and expanded to ensure equitable access to students who take classes online, in-person, or at any district site (Santa Rosa Campus, Petaluma Campus, Southwest Center, Shone Farm, and Public Safety Training Center). For example, Admissions and Records converted all forms into digital forms that can be easily accessed and submitted by students regardless of location ([II.C.1.21](#)). Furthermore, in 2019, before the global pandemic, the counseling department began offering video conferencing and phone appointments to increase access and to provide students with counseling services through additional modalities ([II.C.1.22](#)). As a result of the global pandemic, all student services are offered through a remote modality and can be accessed regardless of location ([II.C.1.17](#)).

Student Services provide a wide range of support for students that aligns with the College's mission to help students succeed throughout their college experience ([II.C.1.23](#); [II.C.1.24](#)). The Welcome and Connect Center was established in 2019 as a one-stop service office to assist new, continuing, and returning students in navigating admissions, assessment, financial aid, and steps for new students ([II.C.1.25](#)). Similarly, the First-Stop Center at the Petaluma Campus supports students with admissions and records, financial aid, counseling, and transfer services ([II.C.1.26](#)). Similar services for non-credit students are provided at the Southwest Center and other off-campus sites by Student Success professionals. Other centers have been established, such as the Transfer Center, Dream Center, Intercultural Centers, and the Black/African American Student Support Center. The coordinators and staff from these centers collaborate to provide districtwide services and support to students at all locations.

The Student Services Council (SSC), composed of student services managers and faculty department chairs, holds annual summer retreats for professional development and identifies challenges, discusses solutions, and strategizes improvement or implementation of new services ([II.C.1.8](#)). In 2018, six priorities were identified at the SSC retreat related to improving the alignment of student support services with the needs of students. These included: streamlining the student onboarding process; implementing new technology to improve student engagement, such as the College's MySRJCAApp; establishing the college free tuition program, known as #srjcforfree; increasing outreach to parents of potential students; changing the start dates of registration to improve outreach and enrollment strategies; developing a summer readiness program for first-generation college students; and beginning the on-campus student housing project ([II.C.1.9](#); [II.C.1.10](#); [II.C.1.11](#); [II.C.1.12](#); [II.C.1.13](#); [II.C.1.14](#)). These initiatives have all been implemented and have improved the effectiveness and quality of student support services across all of the College's locations.

Discussion and evaluation of student services also occur through the Integrated Student Success Committee (ISSC) and the Student Equity and Achievement (SEA) Program. The ISSC is an extensive and inclusive action committee consisting of faculty, classified professionals, management, and students. This institutionalized team ensures that knowledge of student services permeates the college community. The combined efforts of this committee and the SEA program have assisted in maintaining high-quality services to support student learning and to ensure that the College addresses its stated mission to remain responsive to students' needs as requested by the college community ([II.C.1.1](#); [II.C.1.2](#); [II.C.1.3](#)). Beyond the institutionalized

broad-based committees in place to ensure Student Services are evaluated regularly, several other key processes engage all stakeholders within the college community.

The College is committed to promoting the learning and development of all students through its student services. Student Learning Outcomes (SLOs) are interlaced into all student services departments as Service Area Learning Outcomes (SALOs) and align to each program's mission. These SALOs bring together the desired outcomes of the College's Strategic Plan goals and objectives for student success with that of the Student Equity and Achievement (SEA) program. SALOs ultimately reflect the encompassing knowledge, skills, abilities, and values students should demonstrate as an outcome of participating in or interacting with an SRJC student services department ([II.C.1.19](#); [II.C.1.20](#)).

At the program or department level, the Program and Resource Planning Process (PRPP) evaluates the program quality of each student services area. This planning process ensures programs and services are aligned with the College's mission and goals. The PRPP includes administrative unit program reviews for all campuses and centers and student services units. Within the Student Services Department, 20 programs are reviewed and evaluated annually, ranging from Admissions and Records to Veterans Affairs ([II.C.1.4](#); [II.C.1.5](#)). The PRPP Coordinating Committee is a subcommittee of the Institutional Planning Council (IPC), which makes recommendations on the annual timeline, deadlines, changes, and improvements ([II.C.1.6](#); [II.C.1.7](#)).

In collaboration with the Office of Institutional Research (OIR), Student Services conducts a student survey every three years to assess and evaluate its programs and services ([II.C.1.15](#)). The purpose of the survey is to secure data not available elsewhere to inform planning, policies, and practices. The questions are designed to gather information about student needs and perceptions, retention issues, and self-assessed gains on institutional Student Learning Outcomes (SLOs). Results from this survey are disaggregated by location and reviewed at Student Services Council (SSC), President's Cabinet, and with various areas of the College to help make informed decisions.

Additional surveys have been conducted to help measure other challenges affecting students. These surveys include surveys on the effect of the wildfires and campus climate ([II.C.1.16](#)). For example, the Tubbs Fire survey provided information on the number of students and staff affected by the North Bay Firestorm in October 2017. The survey assisted the College in changing services to meet the needs of students during this catastrophe. The survey also led to several improvements in the way students can access services during natural disasters.

Moreover, when the College was asked to move its entire operation to a remote environment when the COVID 19 shelter in place orders were enforced by the Sonoma County Public Health Department, all student services departments were able to adapt quickly and to move all services to an online and virtual format ([II.C.1.17](#)). In Fall 2020, the College conducted a COVID-19 survey to gather input from students on the College's response to the pandemic, including the perceived successes and challenges with the College's transition to remote services, the

personal challenges students were facing, and to identify services that were difficult for students to access ([II.C.1.18](#)).

Analysis and Evaluation

Santa Rosa Junior College regularly assesses its services through councils, committees, surveys, and institutionalized evaluation processes such as SALOs, PRPP, and institutional surveys. Results are reviewed and utilized to improve services.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

Assessment data is utilized to identify and to improve student support outcomes for the College's student population. The Service Area Learning Outcomes (SALOs) assessment process is part of the College's SLO assessment ([II.C.2.1](#)). This process aims to connect Student Services with learning and development and to make program improvements to better serve students. The SALO website provides access to the online form used to record individual program assessments ([II.C.2.2](#)). The SALO website also provides a historical summary of all Student Services SALOs dating back to 2011 ([II.C.2.3](#)).

Through the SALO process, Student Services departments have been able to collect data, assess results, and utilize outcomes to improve services for students. For example, in 2020 as part of an SALO, a tech survey was utilized to identify improvements for students' access to technology following the College's transition to remote services due to the global pandemic ([II.C.2.4](#)). In 2018, Student Services conducted a market and demand analysis to gauge the need for on-campus housing for students [[II.C.2.5](#)]. The Disability Resources Department (DRD) has regularly completed SALOs from 2015-2021 to improve services for students ([II.C.2.6](#)). In 2018, Student Health Services (SHS) utilized the SALO process to assess whether suicide prevention training would improve students' ability to ask for mental health support ([II.C.2.7](#)). Student Financial Services (SFS) identified ways to increase student applications of online scholarships by implementing a Scholarship Management System, as demonstrated in their 2019 SALO ([II.C.2.8](#)). These SALO processes and data collection tools have been instrumental to assess student needs and to implement new programs and services that address deficiencies or improve resources for students.

Other Student Services examples and evidence of assessment and improvement:

- Improvements were made to Foster Youth Programs (Next Up & Bear Cub Scholars) after the assessment of students ([II.C.2.9](#)) using both an online survey tool ([II.C.2.10](#)) and a written survey ([II.C.2.11](#)).
- The Admissions and Records (A&R) department makes regular improvements to their programs after consulting with students and staff. Some examples of changes made in the last

five years include the implementation of electronic forms ([II.C.2.12](#)), the implementation of electronic transcripts ([II.C.2.13](#)), streamlining the readmit process so a petition form is no longer needed ([II.C.2.14](#)), and the conversion of the College catalog to a searchable, web-based, and ADA compliant platform ([II.C.2.15](#)).

- Counseling collects and utilizes extensive matriculation data for orientation, assessment, and academic planning ([II.C.2.16](#)). This data was used to develop the Counseling plan to address the California Community College Chancellor's Office's (CCCCO) Vision for Success and Student Success funding initiatives ([II.C.2.17](#)). This plan also shows evidence of success with education planning for students. Following the last accreditation report, Counseling and the entire Student Services division developed a comprehensive online student services web site that was especially supportive to students once the College went remote due to the global pandemic ([II.C.2.18](#)).
- The Transfer Center used annual planning retreats to set program goals and to make program improvements in 2018 ([II.C.2.19](#)) and in 2019 ([II.C.2.20](#)). Student Life held planning retreats to set program goals and to make improvements in 2018 ([II.C.2.21](#)), in 2019 ([II.C.2.22](#)), and in 2020 ([II.C.2.23](#)).
- In the process of implementing AB 705, the implementation planning workgroup ([II.C.2.24](#)) decided to create a video for students to improve student awareness of new assessment guidelines: ([II.C.2.25](#)).
- The College's International Student Programs (ISP) develops new services based on demographics ([II.C.2.26](#)), on consultations with industry experts, and on student requests. The ISP inquiry form and application ([II.C.2.27](#)) is an example of a program improvement.
- The College regularly reviews programs and services within the annual Program Review and Planning Process (PRPP) ([II.C.2.28](#)). Through this process, each program or department reviews its services and plans program improvements for the ensuing year. There is an online summary of all 2019 PRPPs ([II.C.2.29](#)). Prior year PRPP reports are also found online ([II.C.2.30](#)).

Another key area of ongoing improvement within the College is the area of Student Equity and Achievement (SEA), through which the College has developed a process to evaluate the success of the various initiatives funded by the SEA program. Through the SEA program, Student Services has implemented various initiatives to support the college's efforts in student retention, persistence, success, and equity. These initiatives are evaluated annually to measure their effectiveness on increasing student persistence and completion. The SEA website contains an overview of all 2019-20 SEA projects and student cohort outcomes ([II.C.2.31](#)). Prior year SEA program persistence and completion data for all Student Services student cohorts is publicly available at ([II.C.2.43](#)). Finally, the Integrated Student Success Committee (ISSC) publishes an annual report showing evidence of accomplishment with SEA projects developed with SEA funding allocations ([II.C.2.44](#)).

Throughout the years, the College has collected longitudinal persistence and completion data for all student leadership cohorts involved in Student Life, Equity, and Engagement (SLEE) programs for 2019-20 ([II.C.2.33](#)), allowing the college to measure the effects on students who participate in student life and engagement services. A deeper look into this data shows evidence for the success of, for example, the Santa Rosa Food Pantry ([II.C.2.34](#)), the Student Empowerment Academy ([II.C.2.35](#)), Student Government ([II.C.2.36](#)), and Student Clubs ([II.C.2.37](#)). Other departments with projects that include persistence and completion data for 2019-20 include Student Health Center services ([II.C.2.38](#)) and the South West Center (SWC), which serves the college's ESL non-credit student population ([II.C.2.39](#)).

The College has also developed a comprehensive Student Success Peer Coaching program that allows experienced student employees to assist fellow students in navigating the College and its resources. Data on the effects of these services is regularly collected and assessed. The effectiveness of this program is strongly supported by the 2019-20 persistence and completion data for the Santa Rosa campus ([II.C.2.40](#)) and for the Petaluma campus ([II.C.2.41](#)). Evaluation of this program is also conducted by the Integrated Student Success Committee (ISSC) ([II.C.2.42](#)).

Student Services conducts a comprehensive Student Survey every three years to collect longitudinal data and make program improvements to planning, policy, and practices ([II.C.2.45](#)). The Office of Institutional Research (OIR) also created a tool to review Student Survey data by cross tabulation ([II.C.2.54](#)).

As previously noted, Student Services collaborate with the Office of Institutional Research (OIR) to conduct a student survey every three years that assess and evaluates the effectiveness of its programs and services ([II.C.1.15](#)). Data from this survey was used to increase interventions and trainings carried out by the PEERS (People Empowering Each other to Realize Success) Coalition, which increased the awareness of mental health issues and decreased the stigma associated with students seeking mental health support. The PEERS are a team of trained student advisors under the direction of Student Health Services. Evidence of the improvements can be found in comparing the 2016 SRJC National College Health Assessment ([II.C.2.46](#)) with the highlights ([II.C.2.47](#)) of the 2019 SRJC National College Health Assessment.

As discussed in the SALO section above, and due to the College's closure of in-person classes and services because of the global pandemic, Student Services collaborated with OIR to conduct the 2020 COVID Technology Survey ([II.C.2.48](#)). Results from that survey informed improvements to the College's laptop and hotspot loaner program ([II.C.2.49](#)). Student Services also conducted a student housing market study that identified a lack of affordable housing in Sonoma County, a situation exacerbated by the destruction of homes from the wildfires of 2017 ([II.C.2.50](#)). The market study helped guide the College to partner with a developer to build student housing on the Santa Rosa campus. The student housing project will break ground in 2021 and is scheduled to open in Fall 2023 ([II.C.2.51](#)). The College also participated in the 2019 #RealCollege basic needs survey ([II.C.2.52](#)). Results from this survey showed that the College is serving students with higher rates of food and housing insecurity when compared to students from two-year colleges throughout the nation. Results

from this survey were utilized to increase funding to support food distribution and other basic needs resources to students ([II.C.2.53](#)).

Analysis and Evaluation

Assessment methods are utilized to ascertain the effectiveness of student support services and, when needed, to improve services.

3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)

Evidence of Meeting the Standard

Santa Rosa Junior College ensures equitable access to academic services to all students regardless of location (Santa Rosa Campus, Petaluma Campus, Southwest Center, Shone Farm, Public Safety Center) or delivery method (in-person and online). Services are offered face-to-face, virtually via zoom, and asynchronously for all students across all campuses, centers, and distance education ([II.C.3.1](#)).

Comprised of representatives from all Student Service areas and from various Academic Affairs constituents, the Student Services Council meets monthly and hosts a yearly retreat to ensure Student Services are adapting in response to student needs as appropriate to the College's Mission and student population ([II.C.3.9](#)).

The Integrated Student Success Committee (ISSC) has a three-year equity plan to ensure access for disproportionately impacted students across all campuses and locations ([II.C.3.2](#)) and has implemented student surveys every three years to assess equitable access, use of support services, satisfaction with services, as well as providing a needs assessments of student support services disaggregated by location, service delivery, and student population ([II.C.3.3](#)). Additionally, the College implements specific surveys as needed to assess campus climate and student needs throughout the year ([II.C.3.4](#); [II.C.3.5](#); [II.C.3.6](#); [II.C.3.7](#); [II.C.3.8](#)).

An illustration of how these surveys provide evidence of student use of support services can be found in the Student Survey from 2019 ([II.C.3.3](#)), where students reported their use of support services across all campuses and centers. The results showed that the percent of students that historically had to access services from multiple campuses to fully have their needs met had declined, serving as evidence that services provided at each location have improved and are adequate to meet the needs of students regardless of location and online learning.

Another example of the College's commitment to ensuring equitable access for all of its students is the creation of the SRJC Dream Center. The SRJC Dream Center is a "one-stop-shop" in a safe, caring place for undocumented students at Santa Rosa Junior College. Students receive personalized support as they begin or continue on their college journeys. The Dream Center supports students navigating matters related to AB 540 admissions, the California Dream Act

Application, the CA Promise Grant (formerly known as the BOG Fee Waiver), DACA Renewals, referrals to Academic Counseling, EOPS, and other resources essential to ensure their matriculation at SRJC ([II.C.6.33](#)). Through a special partnership with Vidas Legal, a non-profit organization, the SRJC Dream Center has an embedded immigration attorney and one paralegal who provide free immigration legal services to all SRJC students, staff, and their families.

Beyond the regularly scheduled surveys, the College reaches out to the student population for feedback when major events or College-wide changes occur. For example, after the devastating Tubbs Fire in 2017, a survey ([II.C.3.4](#)) regarding student needs and satisfaction were assessed, and within this survey students expressed their concerns for basic needs, including food, shelter and safety, as well as their gratitude for support from the college community.

Virtual appointments via Zoom or phone are now available in nearly all areas of Student Services, from Financial Aid to connecting with Student Success Peer Coaches, ensuring equitable access for distance education students and those enrolled primarily at the College's smaller centers. To provide these services remotely, the Counseling Department started piloting zoom appointments in 2018 by providing counseling sessions through Zoom. All counselors were trained in this process in 2019, and Zoom appointments were fully launched in September of 2019 ([II.C.3.10](#), [II.C.3.11](#), [II.C.3.12](#)). Students are given the option to book an appointment with a counselor in three different modalities: face-to-face, phone, or Zoom ([II.C.3.13](#)). Additionally, live chat is now available with the Counseling Department, Transfer Center, and Career Hub for immediate responses to quick questions and for support requests. Access to student support services has been expanded through online and virtual options for students across all departments, as well as expanded face-to-face service hours, to ensure equitable access for distance education students and for students unable to meet during traditional hours of operation ([II.C.3.1](#)).

To address student's needs in specific areas, Student Services departments have created for students fully online workshops to reduce barriers of access for all learners and to support academic success ([II.C.3.14](#)). Also, Admissions and Records created a fully online College Catalog in 2019 to increase accessibility for students regardless of location. The catalog outlines all student support services in Section 4: College Community. Each service includes a description as well as a link to the service webpage, where service delivery methods are outlined. The College's homepage has a direct link to a comprehensive page linking all online services, as well ([II.C.3.15](#)).

An exemplary example of online accessibility of student services can be seen in the College's Career Hub/Workforce development area, which moved all student services online, making them accessible to all students regardless of service location or delivery method. Highlights of this transition include making all student employee onboarding digitized, including orientation, hiring packets, and confidential forms. Interviews for student employees are being conducted through Zoom, as well as student employee/supervisor meetings. Employer recruitment events and internship opportunities for students are all structured virtually using the Zoom platform. Some of these are job and internship fairs, information sessions, and employer

networking events. These efforts have enabled more students to attend than in previous years. Obstacles such as parking, transportation, childcare, or conflicting work schedule that once stood in the way of participation have been removed through access via virtual platforms. Also, the Career Hub/Workforce Development Department now offers all career development workshops virtually ([II.C.3.16](#)).

More generally, the College recognized a need for community and support across the student population served, regardless of location, and in response to the need, the College implemented a mobile application, MySRJCAApp. The app was launched districtwide in May 2019. Through this app, students can receive announcements, participate in community, navigate campus through interactive map features, and access resources easily through its mobile ready design. The most frequently used feature is the campus feed. The campus feed is similar to those of social networks where students can post questions and receive real-time crowd sourced responses. While staff monitor to ensure accurate information is shared, the community building occurs by students helping each other. Students are quick to share their experiences and provide detailed info to one another. In its first year offered districtwide, the app was downloaded 10,508 times, and in its second year, 6,058. Reports on student use have shown the success of MySRJCAApp in building community and increasing student access across all locations ([II.C.3.17](#), [II.C.3.18](#)).

Since the COVID 19 global pandemic began, the College has effectively moved all student services online, making them accessible to all students regardless of service location or delivery method. Also, a new website was created to ensure students could access all remote services under a single location ([II.C.3.19](#)). A recent survey of student support services department leads revealed that even as more students return to campus (projected in Spring 2022), most online services will remain ([II.C.3.20](#)).

Analysis and Evaluation

All student services are available to in-person learners regardless of location (Santa Rosa, Petaluma, Southwest Center, Shone Farm, Public Safety Center) and to online learners. All student service areas participate in evaluation of services through student surveys and through shared governance committees. The College is deeply committed to ensuring continued equitable access to appropriate, comprehensive, and reliable services for all students.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

Santa Rosa Junior College's co-curricular and athletics programs are offered in coordination with academic departments, faculty, staff, administrators, community partners, and by the robust

services provided by Student Life, whose mission it is to facilitate “compelling and transformative experiences in leadership, advocacy, public service, and cross-cultural understanding; comprised of Student, Life, Equity and Engagement programs, Student Government, and Clubs; with a vision to inspire students to serve and lead in their communities.”

Student Life operates under the purview of the Vice President of Student Services (VPSS) under direct supervision of the Dean of Students and adheres to the annual assessment process of both Service Area Learning Outcomes (SALO) and Student Learning Outcomes (SLO) to ensure that all student services comply with the college’s Strategic Plan, mission, and the Student Equity and Achievement (SEA) Goals ([II.C.4.1](#), [II.C.4.2](#)).

The College’s athletic programs are housed within the academic division of Kinesiology, Athletics, and Dance and provided oversight by coaches, trainers, faculty, staff, counselors, administrators, and the Athletic Director, with programmatic review and integrated alignment with SLOs throughout all courses and teams ([II.C.4.3](#), [II.C.4.4](#)).

Athletics. Athletic programs include seventeen California Community Colleges Athletic Association (CCCAA) teams: nine for men and eight for women. The College’s teams are coached by eight full-time Head Coaches, five part-time Head Coaches, and forty-five Assistant Coaches, all of whom are supervised by an Athletic Director who reports to the Vice President of Academic Affairs ([II.C.4.5](#), [II.C.4.6](#)). Many of the teams also compete in the Big 8 Conference, which allows for additional professionalization and compliance through the annual CCCAA Compliance Rules Exam ([II.C.4.7](#)). Student-athletes are supported throughout their education at the College, beginning with recruitment and orientation and culminating with the opportunity for Signing Day, graduation, and transfer to four-year colleges and universities ([II.C.4.8](#), [II.C.4.9](#), [II.C.4.10](#), [II.C.4.11](#)).

The College’s teams maintain an impressive competitive history, with 20 California State Titles and 75 Big 8 Conference Titles. Contributions from generous volunteers, alumni, and donors, combined with ticket sales, provide the resources to operate a comprehensive athletics program that generates approximately 24% more revenue than operating expenses ([II.C.4.12](#)).

In coordination with Club Sports, there have been continual efforts to expand athletic opportunities and to assess interest from traditionally underrepresented groups, ensuring Santa Rosa Junior College is Title IX compliant ([II.C.4.13](#)). Further, compliance mandates have resulted in a campus climate that is devoted to inter-coordinated efforts among Academic Affairs, Student Services, Public Safety, and Human Resources divisions to ensure effective oversight. Working together, these areas are working proactively to provide information and trainings; immediately responsive by offering student support services; and transparent by making all required reports available. To facilitate student success, athletes are provided a handbook ([II.C.4.14](#)), sign an agreement acknowledging their understanding of eligibility rules ([II.C.4.15](#)), regularly communicate with faculty to track progress ([II.C.4.16](#)), and enroll in semester-length courses that focus on fostering student well-being, study skills, and time management ([II.C.4.17](#)).

The whole student is of paramount concern, resulting in integrated services devoted to mental health ([II.C.4.18](#)), concussion prevention and management ([II.C.4.19](#)), and nutrition ([II.C.4.20](#)). The College created the advisory group Promoting and Supporting Student-Athlete Success (PASSS) to establish interdisciplinary solutions that enhance student achievement and well-being ([II.C.4.21](#)). Finally, to maintain compliance and to provide comprehensive support, athletes are required to receive counseling from counselors who are trained in NCAA/NAIA rules and regulations ([II.C.4.22](#)).

Co-Curricular Programs. Student Life, Equity and Engagement (SLEE) and the College's Finance and Administrative Services are responsible for programmatic and fiscal oversight of the College's clubs, including Club Sports. The Inter-Club Council (ICC) coordinates among administrators, faculty, staff, and students to create opportunities for engagement in leadership, student interest clubs, peer coaching, and cultural events that celebrate diversity, equity, and inclusion ([II.C.4.23](#)). Many of the identity-based clubs work collaboratively with our Intercultural Centers to integrate diversity, equity, and inclusion work into student co-curricular programs. ICC has one of the most active programs in the California Community College system, with more than 40 extracurricular clubs and four Club Sports: Rugby, Cheerleading, Ice Hockey, and Women's Wrestling. Eligibility, travel, and fiduciary responsibility are provided by ICC ([II.C.4.24](#), [II.C.4.25](#), [II.C.4.26](#)).

Students can initiate a club by obtaining an advisor, by identifying two student participants, and by completing a club description. Advising faculty and staff are provided an orientation and trained in the policies of ICC ([II.C.4.27](#), [II.C.4.28](#)). The College also provides students with leadership opportunities and has a diverse and engaged Student Government Assembly (SGA). The College's SGA members have been noteworthy for providing consistent advocacy at the College and within the broader Community College system ([II.C.4.29](#)).

With a grant from the Sonoma County Department of Health Services, the College has been able to train and to develop several cohorts of student success peer coaches. These coaches have been instrumental in enhancing camaraderie, persistence, retention, and instructional fluency. The PEERS Coalition is a program, led by student success peer coaches, within Student Health Services, that utilizes the authentic and creative voices of students to increase the conversation about mental health at the College. By raising awareness and reducing stigma around mental health, PEERS foster an accepting environment that promotes student wellness and success. ([II.C.4.30](#), [II.C.4.31](#)).

The College is fundamentally committed to providing events that celebrate diversity and include multiple perspectives and people; as an academic and moral imperative, equity is the cornerstone of the College's mission, and the many events that bring our community together are a natural outgrowth of that philosophy ([II.C.4.32](#)).

Analysis and Evaluation

All co-curricular and athletic programs receive oversight from campus administrators and governing bodies. Counselors, faculty, staff and peer student coaches provide additional support. SRJC ensures that programs are compliant, responsive to students' needs, and devoted

to enhancing the educational experience. All athletic and co-curricular programs undergo annual program review, and the Office of Student Life, Equity and Engagement regularly tracks and monitors retention, persistence, and equity data to determine effectiveness and continually assess alignment with the College's mission.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Santa Rosa Junior College provides counseling services to support student development and success through a holistic approach focusing on the academic, the career, and the personal. Counselors are strategically placed across the district in both student service areas and academic programs to reach various student populations. In addition to general counselors, dedicated counselors in learning communities, such as Umoja, Puente, and Asian Pacific American Student Success (APASS), and in student service areas such as EOPS, Veterans Services, ESL, MESA, Second Chance, HOPE, CalWORKs, Transfer Center, International Student Program, and Career Education, conduct outreach and in-reach with incoming and current students to provide support throughout their academic programs ([II.C.5.1](#)). Additionally, the counseling department has developed courses aimed at improving student success and assisting student development ([II.C.5.2](#)).

The Counseling Department provides a variety of orientation modalities to ensure students understand the requirements related to their programs of study. Students can choose to complete an orientation asynchronously through their student portal ([II.C.5.3](#)) or through an in-person workshop with a counselor ([II.C.5.4](#)). Alternately, students can enroll in a .5-unit introduction to college course, Counseling 270, offered throughout the semester both online or in person, that orients students to campus and student success tools ([II.C.5.5](#) and [II.C.5.6](#)). COUN 270 is targeted to incoming high school students as a way to provide the most comprehensive introduction to college that SRJC provides. The College's outreach team, along with counseling liaisons, partner with local high schools to create a seamless transition to college. The in-person sections offer a walking tour of campus that includes visiting and connecting new students with various student services areas. Students have the option of taking the class at the Santa Rosa or Petaluma campus. COUN 270 is also offered in online format. In that case, representatives from various student services are invited to present to students. Upon completion of this course, students receive a short-term education plan that enables them to begin their pursuit of educational goals. COUN 270 also provides the highest level of registration priority for incoming new students as an added incentive and reward. Most of COUN 270 classes are scheduled in Spring semester for incoming Fall students, and the classes serve approximately 1,200 students each Spring semester.

Additional orientations are offered for specialized populations such as non-credit ([II.C.5.7](#)) and International Students ([II.C.5.8](#)). Each orientation reviews new student information including educational pathways, transfer planning, degree and certificate policies ([II.C.5.9](#)), academic standing ([II.C.5.10](#)), and campus resources, including the various student support programs at the College.

Counselors ensure students receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies, throughout their education journey at the College. Counselors inform students of educational options (degrees, certificates, and transfer) that the College provides through various formats, including individual counseling in-person ([II.C.5.11](#)), online ([II.C.5.12](#)), or through workshops ([II.C.5.13](#), [II.C.5.14](#), [II.C.5.15](#)). Counselors work with students to create education plans that outline clear pathways to achieve their goals. Counselors use an electronic educational planning tool to create education plans viewable in student portals ([II.C.5.16](#)).

To ensure students receive information in a timely manner and are aware of the available resources, targeted emails, notices, and outreach are initiated by multiple departments across the College. The Counseling Department administrative staff send targeted emails to students regarding priority registration, counseling, and other important counseling information ([II.C.5.17](#)). Admissions and Enrollment Services send emails to students with information about priority registration and encourage students to complete all steps in the matriculation process ([II.C.5.18](#)). The Welcome and Connect Center is available to assist students with completing the matriculation process, and support staff refers students to the appropriate resources, such as counseling ([II.C.5.19](#)).

Counselors utilize the institutional structure in place to verify that all pertinent information on academic requirements is accurate and disseminated in a timely manner. The resources used in guiding students include the Academics web page, which links to Certificates, Associates Degree, Majors, Articulation, and Academic Departments ([II.C.5.20](#)). In this location, students can also find the College catalog ([II.C.5.21](#)); the Counseling website, which links to educational planning documents such as General Education (GE) worksheets, certificate/major information ([II.C.5.22](#)); and the articulation website ([II.C.5.23](#)), which links to external sources such as ASSIST.org to verify all pertinent information on academic requirements is accurate. In addition, the Transfer Center maintains a robust website with up-to-date information regarding transfer applications, GE requirements, transfer major requirements by institution, and general transfer university information ([II.C.5.24](#)). The College maintains and utilizes a degree audit system through collaboration with the Articulation Office to ensure that students can check their progress towards degree completion regularly and with accuracy using their student portal ([II.C.5.25](#)).

The College's Counseling faculty engage in various professional development activities in order to maintain currency in the counseling field. Counselors meet weekly ([II.C.5.26](#)) for academic, program, and transfer updates. Academic department representatives visit Counseling Department meetings to provide timely program information. Counselors are also updated on SRJC programs (degrees and certificates) through assigned liaisons to the various

departments across the district. Liaisons to departments and representatives of district committees such as Curriculum, Majors Review, EPCC, etc. provide weekly updates during the Counseling Department meetings ([II.C.5.27](#)). The Counseling Department often uses the department-designated professional development flex days as an opportunity for training and best practices on various counseling topics, including educational planning, equity, and collaboration with other student services programs ([II.C.5.28](#)). Counselors also attend conferences, including those for CSU/UC transfer.

New full-time and part-time counselors receive one-on-one training through observation and targeted support. New faculty in the tenure process receive mentoring through the faculty evaluation process and are evaluated through a supportive process by discipline peers and receive additional feedback through student evaluations ([II.C.5.29](#)). Part-time faculty are also supported and reviewed in the evaluation process by discipline peers and student evaluations ([II.C.5.30](#)). Special trainings are also conducted by seasoned counselors on targeted topics for part-time faculty and others in need, such as “Health Sciences” or “STEM majors” ([II.C.5.31](#)).

Ensuring program effectiveness has been intentional since the implementation of Student Success and Support Program, or SSSP, the predecessor of the Student Equity and Achievement Program, in 2013. The SSSP implementation team developed tools to evaluate counseling and other matriculation services each semester to examine how these services enhance student development and success while reducing equity gaps. Reports are available in the College’s Student Information System (SIS) ([II.C.5.32](#)). These reports provide insight into areas of need and improvement in terms of matriculation services.

Increased resources allocated to counseling and education planning have produced remarkable results. The percent of non-exempt continuing students who have an education plan has increased from 45% in 2014 to 95% in 2020. Local research has also demonstrated positive correlation between counseling services and student success by boosting student persistence ([II.C.5.33](#)) and by shortening time to degree completion ([II.C.5.34](#)). The impact of counseling and orientation on course completion is also examined each semester ([II.C.5.35](#)). Students who receive orientation, counseling, and education planning have higher success rate for course completion. SRJC uses these research results to inform the college community of program outcomes and contact students who still need matriculation services.

Analysis and Evaluation

The College provides comprehensive academic counseling programs to all students through general counseling and embedded counseling in many departments. It regularly evaluates the programs and services, using research data for continuous improvement and to ensure the effectiveness in supporting student development, success, and equity. The College and the Counseling Department provide professional trainings to prepare counseling faculty for their counseling roles and to keep currency in the counseling field. The College orients students in multiple formats regarding academic program requirements and disseminates accurate and relevant information to students in a timely manner to support their goal attainment.

6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)

Evidence of Meeting the Standard

Santa Rosa Junior College follows the open-door mission of the California Community College System, as stated in Board Policy 8.1 ([II.C.6.1](#)), published in the College Catalog ([II.C.6.2](#)), and posted on the Admissions and Records web site ([II.C.6.3](#)). Board policies adhere to the College's mission to focus on student learning by preparing students for transfer; by providing responsive career and technical education; and by improving students' foundational skills ([II.C.6.9](#)).

Accurate and timely information regarding all educational pathways is provided on the counseling, transfer, and articulation websites in addition to the main College website under Academics and individual program/departmental websites. Students have access to a degree audit system (that is proprietary to the institution) which allows them to check their progress towards various goals, such as certificates, degrees, and General Education (GE) options.

The College also regularly evaluates its registration policies and processes to ensure they meet students' needs. In 2018, a student services workgroup evaluated every step of the College's admission and registration process and developed the Student Enrollment Map to provide students with a step-by-step guide to the enrollment process ([II.C.6.32](#)). That same year, the College modified its Summer and Fall registration deadlines to align with the needs of local high schools. This change, combined with a centralized approach to student outreach, increased high school senior enrollment yield rates from 35% to 43%. This change helped stabilize enrollments since, during the same timeframe, the number of high school graduates declined by 19% as families moved out of the area due to wildfires and increased cost of living ([II.C.6.30](#)). Furthermore, over the past eight years, high school concurrent enrollment has increased from 1,568 to 3,248, an increase of 107% ([II.C.6.31](#)).

Special Admit students in grades K-12 may attend the College with written parental and school permission and forms for this process are available online. The College's Special Admit policy and procedure for K-12 Students is consistent with California law and the College regulates its admissions process based on those directives. ([II.C.6.4](#)) ([II.C.6.5](#)) ([II.C.6.6](#))

Special admission procedures, such as additional testing and application forms may be required for admission to several career programs. Admissions to these programs is based on criteria that are consistent with state regulations and program accreditation guidelines. Any student who fulfills the prerequisite requirements for a specific program is considered "eligible" for the program and may apply. The admissions process is regulated to ensure that no bias enters the selection process. ([II.C.6.7](#)) ([II.C.6.8](#))

The Counseling website directs students to the appropriate pages for majors/degrees and certificates and links to the three GE options ([II.C.6.10](#)).

The Articulation site for students and counselors links to all necessary information regarding GE, transfer major resources (such as ASSIST), and articulation agreements with community colleges, independent colleges, and out of state universities. ([II.C.6.11](#))

The Academics site, which is accessible from the main College homepage, links to Certificates, Associates Degree, Majors, Articulation, and Academic Departments. The site for certificates, associate degree information, and majors is maintained by the Curriculum Office and is the official repository of approved programs ([II.C.6.12](#)). In addition, various academic programs link to the curriculum site, as well ([II.C.6.13](#)).

The College catalog publishes program information in Section 6: Degree, Major, and Certificate Programs ([II.C.6.14](#))

The Transfer Center website outlines the transfer basics and other transfer pathway information ([II.C.6.15](#))

The Degree Audit System is housed in the Student Portal. Students can enter an educational goal (major, degree or certificate, GE pattern) based on a catalog year and check their progress to their particular goal(s). ([II.C.6.16](#))

Counselors guide students by informing them of all their educational options (degrees, certificates, and transfer) that the College provides in various modalities (individual counseling in-person and online, orientations, workshops, and classes) and then creates education plans for students that outline clear pathways to achieve their goals.

Counseling services ([II.C.6.17](#)) are offered through individual drop-in and appointments, in-person and online ([II.C.6.18](#)), across the district (SR, Petaluma, Southwest Center).

The SRJC Dream Center provides undocumented students with personalized support as they begin or continue on their college journeys. The Dream Center supports students navigate matters related to AB 540 admissions, the California Dream Act Application, the CA Promise Grant (formerly known as the BOG Fee Waiver), DACA Renewals, referrals to Academic Counseling and other resources to ensure they can fully matriculate at SRJC ([II.C.6.33](#)).

The Counseling department offers orientation in three formats: online ([II.C.6.19](#)), in-person and live Zoom workshops ([II.C.6.20](#)), and an Introduction to College course, COUN 270 (in-person and online) ([II.C.6.21](#))

Transfer workshops ([II.C.6.22](#)) and courses are offered such as COUN 80: Understanding the Transfer Process ([II.C.6.23](#))

Career Development Services are provided through the Career Hub ([II.C.6.24](#)) and courses, COUN 6 ([II.C.6.25](#)) COUN 162.1 ([II.C.6.26](#))

Counselors use an educational planning tool to create education plans in SIS (Student Information System). Plans are viewable in students' portals. Counselors are trained when they begin their employment. ([II.C.6.27](#))

Counselors maintain currency on programs at Santa Rosa Junior College through assigned liaisons to the various departments across the district ([II.C.6.28](#)). Liaisons to departments, representatives of district committees such as Curriculum, Majors Review, EPCC, etc., and the transfer center director provide weekly updates during the Counseling Department meetings ([II.C.6.29](#)).

Analysis and Evaluation

The College has adopted and adheres to admission policies that are aligned with the California Community College open-door mission through clear board policies. The institution defines and advises students on clear pathways to complete degree, certificate, and transfer goals through its comprehensive counseling services and online resources. Accurate and timely information is maintained on the College's website.

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

Evidence of Meeting the Standard

Santa Rosa Junior College identifies and describes admissions and placement instruments and practices in the published Board Policy ([II.C.7.1](#), [II.C.7.2](#)) and its College Catalog ([II.C.7.3](#), [II.C.7.4](#)). The processes are defined in a more in-depth and student-friendly manner on the admission and assessment services webpages ([II.C.7.5](#), [II.C.7.6](#)). As described in the College Catalog, the College is an open-access institution, and there are no instruments that determine eligibility for admissions.

The California Community College Common Admissions Application (CCCApply) is continuously reviewed at the state level for efficiency and disproportionate impact on students ([II.C.7.7](#)). Locally, the College created a helpful video ([II.C.7.8](#)) and guided steps ([II.C.7.9](#)) to ensure students are aware of the application process and to mitigate potential barriers.

Program review of admissions and assessment services takes place on an annual basis ([II.C.7.10](#), [II.C.7.11](#)), and the process evaluates services provided and the student experience. The College fully implemented AB 705 (Title V, sec 55522) compliant placement methods for Math and English in Fall 2019. This includes the use of high school records, and, alternatively, locally developed guided self-placement activities.

Data that attempts to correlate results from the use of high school records with success rates takes place on an annual basis and at the state level. This is defined and guided by Title V, sec 55522 ([II.C.7.12](#)). The state-level review used when the locally adopted models align with the state

default models, which is the case for SRJC. In the same cycle of validation, colleges must also submit data for those students who have used the guided self-placements. Following a Fall 2019 implementation ([II.C.7.13](#)), the state now measures success not on course passing rates, but rather on throughput, defined as the rate a student moves through transfer-level coursework in a one-year timeframe. The first of this data collection for the state review is detailed in a Chancellor's Office Memo ([II.C.7.14](#)). The College's response was submitted in January of 2021 ([II.C.7.15](#)) and was presented to stakeholders in February 2021 ([II.C.7.16](#)).

The current ESL placement test is validated at the local and state level. Locally, the College evaluated the instrument for correlation of course success ([II.C.7.17](#)) and refers to the state validation, which measures the use of the instrument for disproportionate impact and bias. The test is validated and approved for use through July 2021 ([II.C.7.18](#)).

Analysis and Evaluation

Although there are no instruments used to determine admissions eligibility, Santa Rosa Junior College recognizes that the process itself may pose barriers; therefore, the College continues to evaluate those barriers and provides various effective guides to assist students through the process.

Placement instruments received an overhaul with the implementation of AB 705. There are no relevant and historical validation studies to reference for our current instruments, but the state guidance shows the mandates and timelines for those studies to occur. Locally, the College will continue to review all aspects of the new instruments and methods as more data is gathered each term.

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

Evidence of Meeting the Standard

Records at Santa Rosa Junior College are maintained permanently, securely, and confidentially, as the College follows a records retention schedule, SRJC Student Records Policy, Grade Policy, and FERPA Policy ([II.C.8.1](#), [II.C.8.2](#)). The College publishes established policies regarding privacy and the release of student records in the College catalog and on the Admissions, Records and Enrollment Development website ([II.C.8.5](#)) ([II.C.8.9](#)). District Policies and Procedures 8.2.3, 8.2.9, and 8.2.9P guarantee students' rights to inspect their records, to limit access to their records, and to enter into their records a response to disciplinary action ([II.C.8.1](#)) ([II.C.8.2](#)).

Student academic records from 1918 to 1982 are maintained in hardcopy, on microfilm, and imaged on discs stored in secured vault in Admissions and Records. Efforts are being made to actively digitize hard copy documents in a secure imaging data base. Student academic records

from 1982 forward are maintained online in the College's homegrown Student Information System (SIS).

The Admissions and Records office utilizes imaging technology and electronic forms to store and maintain all other student records, including evaluation worksheets, transfer coursework, application, residency, and student data changes ([II.C.8.3](#)) ([II.C.8.4](#)). All other student information is entered into the College's homegrown SIS, the College's student record and curriculum management application. This application is on a secure network, and data is backed up daily.

Before gaining access to student records, all College staff are required to complete an online FERPA training and to maintain an understanding of current best practices of confidentiality and security ([II.C.8.5](#)) ([II.C.8.6](#)). Security is also supported using the Student Identification Number (SID). At the time of admission, the College assigns each student a unique SID rather than requiring the use of a Social Security number. This SID, 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 to Admissions and Records to reset the code. This procedure is explained in the College catalog and on the College website ([II.C.8.7](#)) ([II.C.8.8](#)). Many Student Services programs have keypad entry of SID available to students when they check in for appointments, further upholding their confidentiality.

Analysis and Evaluation

College resources, including Admissions and Records and Information Technology (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. FERPA training for all staff handling student records is conducted annually, and the FERPA policy is printed in the College catalog and on the College website.

Conclusions on Standard II.C: Student Support Services

Santa Rosa Junior College regularly assesses its services through councils, committees, surveys, and institutionalized evaluation processes such as SALOs, PRPP, and institutional surveys. Results are reviewed and utilized to improve services. The various campus services gather and analyze student data to increase persistence rates and to decrease achievement gaps. The initiative to expand remote services to all Student Services divisions has allowed greater access of all services to students across all locations. The College is deeply committed to ensuring continued equitable access and appropriate, comprehensive, and reliable services for all students.

Student records are protected and secure. The release of records follows all federal, state, and College regulations, policies, and guidelines. The College implemented a guided-self placement tool to provide a non-intrusive method for students to self-assess their readiness for transfer-level courses. SRJC offers a student-centric learning environment that focuses on the whole student by providing a safe, engaging, and equitable setting.

The College has adopted and adheres to admission policies through clear board policies aligned with the California Community College open-door mission. The College and the Counseling Department provide professional training to prepare Counseling faculty for their counseling roles and to maintain currency in the Counseling field. SRJC uses active, engaged learning to support students on their pathway to higher learning. All athletic and co-curricular programs undergo annual program review. The Office of Student Life, Equity and Engagement regularly tracks and monitors retention, persistence, and equity data to determine their effectiveness and to continually assess alignment with the College's mission.

Improvement Plan(s)

The College will conduct equity audits for its various Student Services areas and will continue to review all aspects of its new placement instruments and methods as more data is gathered each term.

Evidence List

<u>II.C.1.1</u>	Online Integrated Student Success Committee Webpage
<u>II.C.1.2</u>	Online SEA Funded Project Program Review Webpage
<u>II.C.1.3</u>	Online ISSC Action Teams
<u>II.C.1.4</u>	Program Resources Planning Process Student Services Division
<u>II.C.1.5</u>	Online 2019 PRPP Reports
<u>II.C.1.6</u>	Online PRPP Webpage
<u>II.C.1.7</u>	Online Prior Years PRPP Program Review and Program Evaluation
<u>II.C.1.8</u>	2018 Student Services Retreat Agenda
<u>II.C.1.9</u>	2018 Student Services Cabinet Identified Priorities
<u>II.C.1.10</u>	Online SRJC App
<u>II.C.1.11</u>	Online SRJC For Free
<u>II.C.1.12</u>	High School Dual Enrollment Brochure
<u>II.C.1.13</u>	Changes to Priority Registration Survey
<u>II.C.1.14</u>	Online SRJC Ready
<u>II.C.1.15</u>	Student Survey Fall 2019 Report
<u>II.C.1.16</u>	SRJC Student Survey Tubbs Fire analysis
<u>II.C.1.17</u>	Online Student Services Webpage
<u>II.C.1.18</u>	COVID 19 Student Survey
<u>II.C.1.19</u>	SALO Assessment Form Data
<u>II.C.1.20</u>	Online Student Learning Outcomes Webpage
<u>II.C.1.21</u>	Online Admissions & Records Form Webpage
<u>II.C.1.22</u>	Online Counseling Services Webpage
<u>II.C.1.23</u>	Online Student Services Homepage
<u>II.C.1.24</u>	Student Services Departments
<u>II.C.1.25</u>	Online Welcome and Connect Center Webpage
<u>II.C.1.26</u>	Online One Stop Center Webpage
<u>II.C.2.1</u>	Student Services Student Area Learning Outcomes (SALOs) Process Web Site
<u>II.C.2.2</u>	Student Services Student Learning Outcomes Documentation Form
<u>II.C.2.3</u>	Summary of all Student Services SALOs

<u>II.C.2.4</u>	Student Life SALO 2020
<u>II.C.2.5</u>	Student Life SALO 2018
<u>II.C.2.6</u>	Disability Resources Department SALOs, 2015-21
<u>II.C.2.7</u>	Student Health Services SALO 2018
<u>II.C.2.8</u>	Student Financial Services SALO 2019
<u>II.C.2.9</u>	Improvements Made to Foster Youth Program
<u>II.C.2.10</u>	Online Survey for Foster Youth Program
<u>II.C.2.11</u>	Written Survey for Foster Youth Program
<u>II.C.2.12</u>	Admissions & Records Implementation of Electronic Forms
<u>II.C.2.13</u>	Admissions & Records Implementation of Electronic Transcripts
<u>II.C.2.14</u>	Admissions & Records Readmit Process Streamlining
<u>II.C.2.15</u>	Admissions & Records Implementation of Searchable Catalog
<u>II.C.2.16</u>	Counseling Matriculation Data
<u>II.C.2.17</u>	Counseling Plan to Address Vision for Success
<u>II.C.2.18</u>	Online Student Services Web Site
<u>II.C.2.19</u>	Transfer Center Planning Retreat 2018
<u>II.C.2.20</u>	Transfer Center Planning Retreat 2019
<u>II.C.2.21</u>	Student Life Planning Retreat 2018
<u>II.C.2.22</u>	Student Life Planning Retreat 2019
<u>II.C.2.23</u>	Student Life Planning Retreat 2020
<u>II.C.2.24</u>	AB 705 Implementation Planning Workgroup Agenda
<u>II.C.2.25</u>	AB 705 Video to Improve Student Awareness (Link to a You Tube Video)
<u>II.C.2.26</u>	International Student Program Demographics
<u>II.C.2.27</u>	International Student Program Inquiry Form & Application
<u>II.C.2.28</u>	Institutional Planning and PRPP Process Web Site
<u>II.C.2.29</u>	Institutional PRPPs 2019
<u>II.C.2.30</u>	Prior Year PRPPs
<u>II.C.2.31</u>	Overview of all 2019-20 Student Equity & Achievement (SEA) Projects & Data
<u>II.C.2.33</u>	Persistence & Completion Data for All Students in SLEE Programs, 2019-20
<u>II.C.2.34</u>	All SEA Data for Food Pantry, 2019-20
<u>II.C.2.35</u>	All SEA Data for Student Empowerment Academy, 2019-20
<u>II.C.2.36</u>	All SEA Data for Student Government, 2019-20
<u>II.C.2.37</u>	All SEA Data for Student Clubs, 2019-20
<u>II.C.2.38</u>	All SEA Data for Student Health Services, 2019-20
<u>II.C.2.39</u>	All SEA Data for South West Center ESL Students, 2019-20
<u>II.C.2.40</u>	All SEA Data for Student Coaching Program, Santa Rosa, 2019-20
<u>II.C.2.41</u>	All SEA Data for Student Coaching Program, Petaluma, 2019-20
<u>II.C.2.42</u>	Real-Time Assessment of Student Coaching Program, 2019-20
<u>II.C.2.43</u>	Prior Year Persistence & Completion Data for All Student Services Student Cohorts
<u>II.C.2.44</u>	Student Equity & Achievement Data Annual Report, 2018-19
<u>II.C.2.45</u>	Student Services Survey, 2019
<u>II.C.2.46</u>	2016 SRJC National College Health Assessment
<u>II.C.2.47</u>	Highlights of 2019 SRJC National College Health Assessment
<u>II.C.2.48</u>	2020 Student Services COVID Tech Assessment
<u>II.C.2.49</u>	Improvements Made from 2020 COVID Tech Assessment

<u>II.C.2.50</u>	Student Housing Market & Demand Analysis Survey, 2018
<u>II.C.2.51</u>	Student Housing Plan Based on Market & Demand Analysis
<u>II.C.2.52</u>	SRJC Real College Basic Needs Survey, 2019
<u>II.C.2.53</u>	Basic Needs Programs Based on Survey Results
<u>II.C.2.54</u>	Cross Tabulation of Student Services Survey Data for 2019
<u>II.C.3.1</u>	Student Service Inventory
<u>II.C.3.2</u>	Student Equity Three Year Plan
<u>II.C.3.3</u>	Student Survey 2019
<u>II.C.3.4</u>	SRJC Student Emergency Survey, October 2017
<u>II.C.3.5</u>	Diversity and Inclusion Survey 2018
<u>II.C.3.6</u>	Needs Survey
<u>II.C.3.7</u>	COVID Survey
<u>II.C.3.8</u>	Testing and Associated Support Services Survey
<u>II.C.3.9</u>	Student Services Council agendas/meeting minutes
<u>II.C.3.10</u>	Counseling Meeting Minutes for Zoom Training
<u>II.C.3.11</u>	Counseling Meeting Minutes for Zoom Training
<u>II.C.3.12</u>	Counseling Zoom Training
<u>II.C.3.13</u>	Counseling Online Services
<u>II.C.3.14</u>	Workshops
<u>II.C.3.15</u>	College Catalog 2020-2021
<u>II.C.3.16</u>	Career Hub Online Services
<u>II.C.3.17</u>	MySRJCAApp Usage 19/20
<u>II.C.3.18</u>	MySRJCAApp Usage 20/21
<u>II.C.3.19</u>	Online Student Services Website
<u>II.C.3.20</u>	Continued Online Services Post Pandemic
<u>II.C.4.1</u>	Student Services SLO Assessment
<u>II.C.4.2</u>	SALO Assessment Form – Formstack
<u>II.C.4.3</u>	Kinesiology, Athletics & Dance
<u>II.C.4.4</u>	SRJC Athletics
<u>II.C.4.5</u>	KAD Organizational Chart
<u>II.C.4.6</u>	Academic Affairs Organizational Chart
<u>II.C.4.7</u>	CCCAA Big 8
<u>II.C.4.8</u>	Student-Athlete Orientation 2018-2019
<u>II.C.4.9</u>	Prospective Athlete Form
<u>II.C.4.10</u>	Signing Day
<u>II.C.4.11</u>	Catalog Description-Intercollegiate Athletics
<u>II.C.4.12</u>	EADA Data and Budget
<u>II.C.4.13</u>	Title IX Reporting & Compliance
<u>II.C.4.14</u>	SRJC Student-Athlete Handbook
<u>II.C.4.15</u>	SRJC Student-Athlete Agreement
<u>II.C.4.16</u>	SRJC Student-Athlete Progress Report
<u>II.C.4.17</u>	Student-Athlete Success Courses
<u>II.C.4.18</u>	Sports Medicine Mental Health Guidelines
<u>II.C.4.19</u>	Concussion Management Policy and Procedure
<u>II.C.4.20</u>	Student-Athlete Nutrition Survey
<u>II.C.4.21</u>	APASS Program

<u>II.C.4.22</u>	Academic Counseling for Student Athletes
<u>II.C.4.23</u>	Student Life, Equity & Engagement Programs
<u>II.C.4.24</u>	Club Sports Contract and Policies
<u>II.C.4.25</u>	Club Sports Teams and Schedule
<u>II.C.4.26</u>	Club Sports Eligibility Checklist
<u>II.C.4.27</u>	ICC Student Advisor Training
<u>II.C.4.28</u>	Inter-Club Council Constitution
<u>II.C.4.29</u>	Student Government Assembly Bylaws
<u>II.C.4.30</u>	Student Success Peer Coaches and Workshops
<u>II.C.4.31</u>	Student Success Peer Coaches Budgets 2018-2021
<u>II.C.4.32</u>	Student Life Diversity, Equity and Celebration Events
<u>II.C.5.1</u>	PRPP 2019 Counseling Gen & Special
<u>II.C.5.2</u>	Counseling Student Development Courses
<u>II.C.5.3</u>	Online Orientation
<u>II.C.5.4</u>	In-person Orientation PowerPoint
<u>II.C.5.5</u>	COUN 270 Introduction to College Course Outline
<u>II.C.5.6</u>	COUN 270 Schedule of Classes
<u>II.C.5.7</u>	Noncredit Orientation
<u>II.C.5.8</u>	International Student Orientation
<u>II.C.5.9</u>	Board Policy 3.2.2 Approval of Certificates and Majors
<u>II.C.5.10</u>	Board Policy 8.2.6P Probation, Dismissal and Readmission
<u>II.C.5.11</u>	Counseling Department Homepage with Services and Hours
<u>II.C.5.12</u>	Online Counseling Services
<u>II.C.5.13</u>	Counseling Specialized Workshops
<u>II.C.5.14</u>	Transfer Center Workshops
<u>II.C.5.15</u>	Transfer In-person Workshop Flyers
<u>II.C.5.16</u>	Sample Ed plan in SIS
<u>II.C.5.17</u>	Counseling Priority Registration Reminder Email
<u>II.C.5.18</u>	A&R Sample Email
<u>II.C.5.19</u>	Welcome and Connect Center
<u>II.C.5.20</u>	Academic Majors, Degrees, and Certificates
<u>II.C.5.21</u>	College Catalog
<u>II.C.5.22</u>	Counseling Web Page for Programs and GE
<u>II.C.5.23</u>	Articulation Web Page
<u>II.C.5.24</u>	Transfer Center Homepage
<u>II.C.5.25</u>	Degree Audit in Student Portal
<u>II.C.5.26</u>	Sample Counseling Department Meeting Minutes
<u>II.C.5.27</u>	Counseling Committees and Liaisons List
<u>II.C.5.28</u>	Counseling Department Flex Day Agenda with Training
<u>II.C.5.29</u>	Tenure Review Process
<u>II.C.5.30</u>	Part-time Faculty Evaluation
<u>II.C.5.31</u>	Counseling Adjunct Training Agenda Spring 2021
<u>II.C.5.32</u>	SIS Report Matric Services Evaluation Summary fall 2020
<u>II.C.5.33</u>	Matric and Persistence
<u>II.C.5.34</u>	Matric and Time-to-Degree
<u>II.C.5.35</u>	Matric and Course completion

<u>II.C.6.1</u>	Board Policy 8.1
<u>II.C.6.2</u>	Policy 8.1 Published in the online College Catalog
<u>II.C.6.3</u>	Admissions Policies FAQ
<u>II.C.6.4</u>	Policy 8.1.11 – Special Admission of K-12 Students
<u>II.C.6.5</u>	Procedure 8.1.11P - Special Admission of K-12 Students
<u>II.C.6.6</u>	High School Dual Enrollment Students Webpage
<u>II.C.6.7</u>	Health Sciences Department Virtual Office Webpage
<u>II.C.6.8</u>	Public Safety Training Center Webpage
<u>II.C.6.9</u>	Strategic Plan - Vision, Mission and Values Webpage
<u>II.C.6.10</u>	Counseling: Certificates, Majors, Degrees, GE Options
<u>II.C.6.11</u>	Articulation Site for Students and Counselors
<u>II.C.6.12</u>	Academics Webpage
<u>II.C.6.13</u>	Department Webpage Information on Majors
<u>II.C.6.14</u>	College Catalog Webpage
<u>II.C.6.15</u>	Transfer Center Webpage
<u>II.C.6.16</u>	Degree Audit Student Portal
<u>II.C.6.17</u>	Counseling Services Webpage
<u>II.C.6.18</u>	Online Counseling Services Webpage
<u>II.C.6.19</u>	Online Orientation Webpage
<u>II.C.6.20</u>	Mini Orientation
<u>II.C.6.21</u>	COUN 270 Course Outline Webpage
<u>II.C.6.22</u>	Transfer Center Workshops Webpage
<u>II.C.6.23</u>	COUN 80 Course Outline Webpage
<u>II.C.6.24</u>	Career Hub Career Development Services Webpage
<u>II.C.6.25</u>	COUN 6 Course Outline Webpage
<u>II.C.6.26</u>	COUN 162.1 Course Outline Webpage
<u>II.C.6.27</u>	Sample Ed Plan & Portal Screen
<u>II.C.6.28</u>	Committees & Liaison Assignments
<u>II.C.6.29</u>	Counseling Minutes List & Sample Minutes
<u>II.C.6.30</u>	High School Yield Rates
<u>II.C.6.31</u>	Dual Enrollments
<u>II.C.6.32</u>	SRJC Student Enrollment Map
<u>II.C.6.33</u>	Dream Center
<u>II.C.7.1</u>	Admissions Board Policy
<u>II.C.7.2</u>	Assessment for placement Board Policy
<u>II.C.7.3</u>	Admissions Catalog info
<u>II.C.7.4</u>	Assessment for placement Catalog info
<u>II.C.7.5</u>	Admissions Web Page
<u>II.C.7.6</u>	Assessment Web Page
<u>II.C.7.7</u>	CCCApply Steering Meeting Agendas
<u>II.C.7.8</u>	Helpful Admissions Video Tutorial
<u>II.C.7.9</u>	Admissions Steps Graphic
<u>II.C.7.10</u>	Program and Planning Review Process Admissions
<u>II.C.7.11</u>	Program and Planning Review Process Welcome & Connect Center (Assessment)
<u>II.C.7.12</u>	Title V sec 55522

II.C.7.13	AB 705 Implementation Timeline
II.C.7.14	Chancellor's Office Memo Validation 11/13/20
II.C.7.15	SRJC Initial AB 705 Validation Submission
II.C.7.16	SRJC Initial AB 705 Validation Presentation
II.C.7.17	ESL Test Local Validation Documents
II.C.7.18	Placement Test Instruments Chancellor's Office Validation Approval Timeline I
II.C.8.1	District Student Educational Rights & Privacy Policy 8.2.9
II.C.8.2	District Student Educational Rights & Privacy Procedure 8.2.9P
II.C.8.3	Formstack Vendor
II.C.8.4	Ilinx Vendor
II.C.8.5	A&R FERPA FAQ Website
II.C.8.6	Program and Resource Planning Process (PRPP) planning document (2018)
II.C.8.7	Student ID and Personal Identification Number (PIN) information: A&R Website
II.C.8.8	2020-2021 College Catalog "The Benefits of Attending SRJC"
II.C.8.9	2020-2021 College Catalog "Family Educational Rights and Privacy Act Of 1974 (FERPA)"

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

Santa Rosa Junior College's hiring policies, procedures, and practices align with the College's Mission Statement and are further supported by the College's Strategic Plan. Procedures regarding all aspects of the hiring process ensure personnel are qualified to be interviewed and potentially hired. ([III.A.1.1](#), [III.A.1.2](#), [III.A.1.3](#), [III.A.1.4](#), [III.A.1.5](#)).

Human Resources (HR) staff are involved in every stage of the hiring process, beginning with working with departments to develop and to post job announcements for open recruitments ([III.A.1.6](#)). HR also oversees the process for development of job descriptions ([III.A.1.7](#)) and

facilitates periodic classification reviews for classified staff and management team positions ([III.A.1.8](#), [III.A.1.9](#)). Ensuring that qualifications for each position match specific program needs and duties is confirmed through labor union contracts for faculty and for classified staff, respectively, and contract faculty serve on search committees as discipline experts ([III.A.1.8](#)) ([III.A.1.10](#)).

Human Resources oversees the process of verifying applicants' qualifications to ensure only qualified applicants are considered for interview. When necessary, processes to assess equivalency and to evaluate foreign degrees for classified staff, faculty, or management positions are utilized ([III.A.1.11](#), [III.A.1.12](#), [III.A.1.13](#), [III.A.1.14](#)).

Structures and practices are in place to ensure hiring policies and procedures are adhered to throughout all aspects of the hiring process. Hiring of faculty, classified staff, and management positions includes mandatory hiring orientation for all committee members, and fair hiring practices are ensured through Human Resources hiring orientations and assignment of Equal Employment Opportunity (EEO) monitors to screening and interviewing committees. ([III.A.1.15](#)).

Analysis and Evaluation

Hiring processes at Santa Rosa Junior College are informed by the College's Mission and Strategic Plan and ensure personnel are qualified to be interviewed and potentially hired.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

Santa Rosa Junior College faculty minimum qualifications are specified by the Academic Senate for California Community Colleges using the Minimum Qualifications Handbook for Faculty and Administrators in the California Community Colleges ([III.A.2.1](#)). The College has a formal process for equivalency procedures ([III.A.2.2](#), [III.A.2.3](#)), and the Faculty Equivalency Committee determines equivalency for faculty positions when needed. There are additional steps necessary for candidates who possess foreign credentials ([III.A.2.4](#)).

Human Resources staff complete a preliminary review of minimum qualifications by verifying transcripts and/or determining that a candidate needs to submit an equivalency application and supporting documentation. Faculty job descriptions, which include development and review of curriculum and assessment of learning, are detailed in the All Faculty Association (AFA) collective bargaining agreement, Article 17 - Job Descriptions ([III.A.2.5](#)).

Analysis and Evaluation

Beginning with the job description and continuing through the hiring process, Santa Rosa Junior College ensures that all faculty are qualified for their positions, including reviewing appropriate curriculum and assessing learning.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

Beginning with initial job announcements and subsequent hiring practices, Santa Rosa Junior College follows Board-approved policies and procedures to ensure candidates who are interviewed and hired as administrators and other employees responsible for educational programs and services possess the necessary qualifications to sustain institutional effectiveness and academic rigor and quality ([III.A.3.1](#)).

Board Policy and Procedure 4.3.11/P – Equivalency of Minimum Qualifications for Educational and Classified Administrators - conveys procedures to ensure a fair and objective process to determine whether applicants for educational and classified administrator positions possess the required minimum qualifications or the equivalent as stated in the Board-approved job description. This policy is not intended to grant equivalency for lack of the required qualifications ([III.A.3.2](#)). Classified and administrator applicants who do not meet the minimum qualifications may be considered for positions by requesting consideration based upon an assertion of "equivalence" through one or more categories described in the Supplemental Equivalency Application, which is submitted by candidates as an attachment to the employment application ([III.A.3.3](#), [III.A.3.4](#)).

Job postings listed on www.governmentjobs.gov for administrative, classified, and faculty positions at the College ([III.A.3.5](#)) include minimum qualifications required to perform duties needed to sustain institutional effectiveness and academic quality. Policies and procedures determine how the College evaluates applicants, including transcript verifications and offering of equivalency options for those who do not possess the minimum academic requirements. The College has posted job descriptions for all classified, faculty, and administrative positions, and ([III.A.3.6](#); [III.A.3.7](#); [III.A.3.8](#)).

Analysis and Evaluation

The College has policies and procedures and hiring processes and practices in place to ensure that administrators and other employees responsible for student support programs and services are qualified to ensure institutional effectiveness and academic quality.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

Board-approved policies and procedures define the processes by which Santa Rosa Junior College ensures degrees held by faculty, administrators, and, when necessary, other employees, are from institutions accredited by recognized U.S. accrediting agencies and that degrees from non-U.S. institutions are recognized only if foreign degree equivalence has been established. California Code of Regulations explicitly states, “Degrees and credits generally must be from accredited institutions” ([III.A.4.1](#)).

Human Resources has a designated staff person who is responsible for verifying the accreditation status for institutions of higher education in order to determine eligibility of degrees possessed by applicants.

As stated on the College’s Human Resources webpage ([III.A.4.2](#)), the process for verifying credentials of non-US degree holders follows requirements defined within Article 27: Salary Placement of the All Faculty Association’s (AFA) collective bargaining agreement ([III.A.4.3](#)). Applicants are required to submit evaluations of foreign degrees by a third-party service accredited by the National Association of Credential Evaluation Services (NACES) as part of their employment application. ([III.A.4.4](#)).

Analysis and Evaluation

Santa Rosa Junior College has a process for determining degrees held, including those from outside the United States, are recognized by the appropriate U.S. accrediting agencies.

- 5. 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.**

Evidence of Meeting the Standard

Santa Rosa Junior College has processes in place to ensure that all personnel are evaluated on a regular basis and that evaluations are conducted in a way that leads to improved job performance.

The College has distinct performance evaluation processes for each employee group - faculty, classified staff, and management (including educational administrators, classified managers, classified supervisors, and confidential employees). Criteria for evaluations for each constituent group are determined by Board policies ([III.A.5.1](#), [III.A.5.2](#)) and by collective bargaining agreements ([III.A.5.3](#), [III.A.5.4](#), [III.A.5.5](#), [III.A.5.6](#), [III.A.5.7](#), [III.A.5.8](#), [III.A.5.9](#)), and include evaluations for probationary and non-probationary employees. Classified and faculty labor unions have negotiated the specific criteria of each evaluation process, and these well-

established processes and procedures are revised as necessary.

Performance evaluations are completed on a regular basis, and for faculty these include tenure evaluation of probationary faculty and regular evaluation of full-time and adjunct faculty. ([III.A.5.10](#), [III.A.5.11](#), [III.A.5.12](#), [III.A.5.13](#), [III.A.5.14](#), [III.A.5.15](#)). All employee evaluation processes have provisions to address where an employee's performance needs improvement and requires follow-up. The process includes a plan for remediation with expected outcomes; timelines for review of progress; and, consequences if, despite assistance from the supervisor and peers, expectations are not met ([III.A.5.16](#), [III.A.5.17](#)).

Analysis and Evaluation

The College has distinct performance evaluation and processes for each employee group - faculty, classified staff, and management. All evaluations follow published procedures and specified timelines. Evaluations also document areas of the employee's strengths and identifies areas for improvement, if needed, with follow up measures outlined.

6. No longer applicable.

The Commission acted to delete this Standard during its January 2018 meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

Santa Rosa Junior College ensures that it hires qualified faculty, both full-time and part-time, by following a thorough hiring process as highlighted in Standard III.A.2. A sufficient number of qualified faculty have been hired to provide instructional needs essential to ensuring the quality of educational programs and services are met and to address assertions within the College's mission statement.

The College's Faculty Staffing Committee, a President's Advisory Committee, annually recommends a ranked list of full-time faculty positions to be hired for the subsequent academic year, following a clearly defined process ([III.A.7.1](#)). The College adheres to the All Faculty Association (AFA) collective bargaining agreement regarding hourly assignments for part-time faculty and full-time overload ([III.A.7.2](#)). Further, the College follows state laws, such as California Education Code Section 84362(d), also known as the 50% law, and provides an annual report to the California Community Colleges Chancellor's Office to demonstrate compliance with those regulations and show evidence that 50% or more of relevant expenses are for instructional activities related to the education of students ([III.A.7.3](#), [III.A.7.4](#)). The College also complies with Title 5, Section 87482.6, which requires colleges to adjust the number of full-time faculty in relation to the number of full-time equivalent students ([III.A.7.5](#)). Finally, the California Community College Chancellor's Office sets the Faculty

Obligation Number (FON), which ensures that colleges are adequately staffing full-time faculty positions based on enrollment ([III.A.7.6](#)).

Analysis and Evaluation

Santa Rosa Junior College ensures that it hires qualified faculty by following a thorough hiring process as highlighted in Standard III.A.2. The percentage of full-time faculty has been increased since the previous accreditation study, better ensuring the quality of academic programs through required contributions of full-time faculty. A few academic programs primarily consist of adjunct faculty, a circumstance the College's faculty staffing process considers and seeks to address when student and program needs arise.

8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.

Evidence of Meeting the Standard

Santa Rosa Junior College ensures part-time faculty are provided an orientation into the College, professional development, and evaluation. Through these practices, all solidified through Board Policies and Procedures, the College ensures part-time faculty are provided with numerous opportunities to integrate into the life of the institution.

Board policy allows for the hiring of part-time faculty in Board Procedure 4.3.2P – Faculty Hiring: Regular and Adjunct ([III.A.8.1](#)). The College follows the All Faculty Association (AFA) collective bargaining agreement, Article 16: Hourly Assignments, in the assignment of part-time faculty, and the College requires that prior evaluations and length of service be considered prior to giving a part-time faculty member an assignment ([III.A.8.2](#)). The College adheres to the evaluation process as defined by Article 14B: Adjunct Faculty Evaluations that specifies the frequency and process ([III.A.8.3](#)).

The College has policies regarding orientation and professional development for part-time faculty that are provided annually by Faculty Professional Development Coordinators in collaboration with Human Resources staff ([III.A.8.4](#), [III.A.8.5](#), [III.A.8.6](#), [III.A.8.7](#), [III.A.8.8](#)). Orientations are held prior to the first day of classes in the Fall semester of each academic year and are recorded and made available for part-time faculty who are unable to attend. Part-time faculty who are hired for Spring or Summer assignments are provided with the recorded orientation sessions ([III.A.8.6](#), [III.A.8.7](#), [III.A.8.8](#), [III.A.8.9](#)). All professional development activities are coordinated by a standing Professional Development Committee and are accessible to part-time faculty and full-time faculty without distinction, further creating an environment of inclusion ([III.A.8.5](#), [III.A.8.9](#)).

The College also follows the All Faculty Association (AFA) collective bargaining agreement Article 22: Professional Development that defines professional development activities and

obligations for full-time and part-time faculty. The College maintains a record of professional development activities for each part-time faculty member ([III.A.8.10](#)).

Part-time faculty have the opportunity to participate in College committees, including Strategic Planning, Faculty Equivalency, Accreditation, Professional Development and the Academic Senate ([III.A.8.11](#)), as examples. The All Faculty Association (AFA) faculty union also include adjunct faculty on Executive Councils and negotiations teams. To encourage and provide support for this work, the (AFA) collective bargaining agreement Article 17: Special Assignments, Section 17.11.C - Short-term Hourly Assignments for Work Beyond Contract Responsibilities, provides that “adjunct faculty will be compensated...for performing approved duties assigned by the District beyond their student contact responsibilities” ([III.A.8.12](#) – Article 17: Special Assignments MOU, dated May 11, 2020). Examples include required trainings, curriculum development, participation in shared governance, and Student Learning Outcomes (SLO) assessments. ([III.A.8.13](#), [III.A.8.14](#)).

Lastly, there are a limited number of part-time faculty who are Program Coordinators and conduct Program Reviews (PRPP). The Coordinators are responsible for conducting program reviews with the department chair and supervising administrator on an annual basis. Department chairs are responsible for including all faculty in their department in the PRPP process ([III.A.8.15](#), [III.A.8.16](#)).

Analysis and Evaluation

Part-time instructors are an essential part of the College, and policies ensure they are oriented and integrated into the institution.

9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)

Evidence of Meeting the Standard

Santa Rosa Junior College is a medium size college that in 2020-21 supported an unduplicated student headcount of 32,047 ([III.A.9.1](#)). The College employs approximately 371 classified staff, 1,747 faculty (including 294 probationary/contract faculty and 1,453 adjunct faculty), 9 confidential employees, and 67 administrators to meet the institution’s operational and support needs. The College ensures it has a sufficient number of staff with appropriate qualifications to effectively support its educational, technological, physical, and administrative operations, as identified in the organizational charts maintained by Human Resources ([III.A.9.2](#)).

The annual Program and Resource Planning Process (PRPP) described in Standards I.A and I.B is utilized to identify non-faculty staffing needs for College programs ([III.A.9.3](#)). Requests for additional non-faculty staffing positions made through the PRPP are prioritized by component area, reviewed by President’s Cabinet and submitted to the Planning and Budget Council (formerly Institutional Planning Council) to confirm alignment with the College’s mission and Strategic Plan goals ([III.A.9.4](#)). The Faculty Staffing Committee, a President’s Advisory

Committee, ranks faculty positions annually and forwards their recommendation to the Superintendent/President ([III.A.9.5](#)). All requests are given consideration based on the College's mission, budgetary circumstance, and need as presented by the requesting administrator ([III.A.9.6](#)).

Santa Rosa Junior College's Long Range Plan to Fiscal Stability (LRP), described in Standard III.D, calls for reductions in non-instructional staffing from fiscal years 2018/19 through 2023/24, based on the strategic decision to downsize the institution to match its reduced student population and enrollment. That process has been facilitated by an Early Retirement Incentive (ERI) program and careful consideration by the President's Cabinet of those positions approved for hire and the extent to which existing staff may be reassigned to fill positions vacated due to retirements or resignations. The College has made significant process toward achievement of the LRP ([III.A.9.7](#)).

Analysis and Evaluation

Educational, technological, physical, and administrative components of the College are sufficiently staffed to support administrative operations.

10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)

Evidence of Meeting the Standard

As described in Standards III.A.3 and III.A.5, Santa Rosa Junior College follows Board policies and procedures to hire and retain a sufficient number of highly qualified administrators to provide continuity, as well as effective administrative leadership and services, to support the College's mission and purposes ([III.A.10.1](#)).

The College maintains current job descriptions for each administrative position ([III.A.10.2](#)) and the job descriptions are utilized to draft job announcements ([III.A.10.3](#)). Position openings are posted to the College website and cross-posted to multiple job boards, including those intended to solicit interest from a diverse pool of qualified applicants ([III.A.10.4](#)).

The College has invested in and supports professional development for administrators to grow and to retain existing administrators, including regular trainings during Management Team meetings, Professional Development Activity (PDA) workshops, conference/academy attendance, SRJC's Leadership Academy, and other trainings targeted to expand administrator skills sets in such areas as diversity, equity, inclusion, and anti-racism ([III.A.10.5](#)). More recently, administrators and classified professionals have been invited to participate with faculty members in Communities of Practice (CoPs) developed by the Academic Senate ([III.A.10.6](#)).

Analysis and Evaluation

Administrators are qualified to provide effective leadership, and their professional development is designed to progress individual and collective leadership abilities and retain administrators to ensure consistency at the College.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Santa Rosa Junior College systemically establishes and adheres to personnel policies and procedures that are available for information and review in the Sonoma County Junior College District Board Policy Manual ([III.A.11.1](#)). Personnel-specific policies and procedures contained in Section 4, Human Resources, are regularly reviewed and subsequently revised to comply with changes or amendments to Education Code, state and federal law, and the Fair Labor and Standards Act. The College recently subscribed to the Community College League of California's (CCLC) policy and procedure subscription service and is engaged in a multi-year process of converting all current Board policies and administrative procedures to these legally-vetted templates. Personnel-related policies and administrative procedures will be located in Chapter 7 ([III.A.11.2](#), [III.A.11.3](#)). In addition, collective bargaining agreements that outline working conditions for faculty and classified professionals are also available on the College's website ([III.A.11.4](#), [III.A.11.5](#), [III.A.11.6](#)). The Vice President of Human Resources is responsible for the review and maintenance of applicable policies and procedures to ensure compliance with federal, state, and local laws, as well as any applicable collective bargaining agreements and approved Memoranda of Understanding (MOUs) ([III.A.11.7](#), [III.A.11.8](#)).

College Council, a shared governance body, is charged with coordinating the development and ongoing review of new and existing policies and administrative procedures. College Council ensures that all policies and procedures are vetted with the College's constituent groups prior to implementation ([III.A.11.9](#)).

College policies and procedures are available to students, employees and the general public. In 2015, the College transitioned to BoardDocs, an online meeting management software that centralized key Board-related meeting documents. This transition has increased access to updated policies and procedures ([III.A.11.8](#)). Further, College policies and procedures are introduced to new regular employees and part-time faculty during the new employee orientation process, and new employees acknowledge receipt of the policies and procedures via the onboarding process ([III.A.11.10](#)). The Vice President of Human Resources sends out annual notices to all employees to highlight personnel policies related to unlawful discrimination, sexual harassment, non-discrimination, drug-free workplace requirements, and complaint and grievance processes ([III.A.11.11](#)). Human Resources works with College administrators to guide application of related policies and procedures and to ensure fair, equitable, and consistent treatment of all employees.

Analysis and Evaluation

Santa Rosa Junior College policies and procedures are published on the College website via BoardDocs and are readily accessible to students, employees, and the public. These policies and procedures are regularly reviewed and revised, as necessary, to comply with federal, state, and local laws and administered consistently and fairly. Concerns and complaints regarding unfair treatment in employment and personnel matters are promptly and consistently addressed in accordance with College policy and applicable collective bargaining agreements.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

Santa Rosa Junior College uses a comprehensive approach for developing and maintaining policies and procedures to support a diverse workforce, which in turn supports the vision and mission of the College. This approach begins with the Board-approved vision that, “*SRJC aspires to be an inclusive, diverse and sustainable learning community that engages the whole person.*” The College’s vision, mission, and values and Strategic Plan establish a strong foundation on which the programs, practices, and services of the College are based ([III.A.12.1](#), [III.A.12.2](#), [III.A.12.3](#), [III.A.12.4](#), [III.A.12.5](#)).

To ensure that the hiring and employment processes and practices promote and reflect the College’s commitment to equity and diversity, the Board of Trustees recently approved the College’s 2020-2023 Equal Employment Opportunity (EEO) Plan ([III.A.12.6](#)). This plan provides the College with various methods by which equal employment opportunity is ensured in hiring and employment practices. The EEO plan was created by the Equal Employment Opportunity Advisory committee (EEOAC), which includes representatives from all constituent groups. The plan serves as roadmap for the College’s commitment to employing and retaining a diverse workforce. The EEO plan also includes the process for employees to address issues of unfair treatment and the College annually notifies employees of the College’s commitment and processes for redress. This is also addressed in Board Policy and Procedure 4.14a/P - Employee Conduct ([III.A.12.7](#)). As a part of the new hire onboarding process, all new employees receive the College’s Equal Employment Opportunity statement and a new hire orientation, which includes an overview of the College’s “Embracing a Culture of Inclusion” training ([III.A.12.8](#)).

Employee demographic data are reviewed regularly by way of a multifaceted approach that cumulates with a report during public meetings of the Board of Trustees. In 2020, this update was expanded to include a Board Listening Session that included a report on hiring and retention. An overall review of College programs to support equal employment opportunities in hiring and promotion is conducted annually with the EEO Fund Multiple Method Allocation Report and Certification Form, and this provides another review of the College’s effectiveness

in ensuring policy and practice are working together, consistent with the vision and mission of the College ([III.A.12.9](#), [III.A.12.10](#), [III.A.12.11](#), [III.A.12.12](#)).

In response to a need to provide ongoing College-wide programming to support an increasingly diverse faculty and staff who are prepared to support the success of an increasingly diverse student population, a community of colleagues launched the “Embracing a Culture of Inclusion” (ECI) program in 2016 ([III.A.12.8](#)). Over the past five years, this program has expanded its offerings and the ECI Leadership group regularly works to review the needs for professional development programs focused on diversity, equity, inclusion and anti-racism to support the changing needs of the College workforce. In partnership with the Professional Development Committee, Office of Student Equity, the EEOAC, Employee Affinity Groups and the ECI Leadership teams, workshops and trainings are offered to the college community ([III.A.12.13](#), [III.A.12.14](#), [III.A.12.15](#)).

SRJC administered a Diversity and Inclusion Climate Survey to all employees and students in fall 2018. This was the first such survey to assess the diversity and inclusion at the College and provided insight into areas for improvement. Results of the Climate Survey were shared with the college community and were discussed at College-wide “Solution Forums.” The depth and breadth of responses to the survey has allowed the College to improve training and professional development opportunities for all employees focused on community-building to promote an inclusive work environment ([III.A.12.16](#)).

The institution plans for the recruitment of diverse personnel in accordance with its mission. To emphasize the College’s commitment to equity in hiring and employment, SRJC hired a Manager of Employment Equity in Human Resources in 2016. This position was created to ensure that the College maintains its focus on equity and improving the recruitment of diverse personnel.

Analysis and Evaluation

Santa Rosa Junior College is committed to diversity and equity in employment. Board policies and procedures are in place to ensure equitable recruitment and hiring processes, nondiscrimination and prevention of harassment. The College’s EEO Plan provides the framework for ensuring that hiring pools are diverse and that the hiring process is inclusive. Ongoing training and feedback opportunities have aided in moving the College forward in creating an inclusive, diverse college community. While much progress has been made in this area, the College continues to challenge itself to evaluate and to improve hiring and employment practices to support a diverse workforce.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

Santa Rosa Junior College’s framework for professional ethics is grounded in the following values statement: *“We value academic excellence that includes academic freedom balanced with academic responsibility, integrity, and ethical behavior.”* This statement sets the standard

under which the Board and all employees are guided and held accountable to uphold a standard of professional ethics ([III.A.13.1](#), [III.A.13.2](#), [III.A.13.3](#), [III.A.13.4](#), [III.A.13.5](#)).

The College maintains a code of ethics for the Board and all employee groups through policy and collective bargaining agreements. Board Policy 0.22 - Code of Ethics for Board of Trustees ([III.A.13.2](#)) guides conduct and ethical behavior for the Board and delineates a process for violations, while Board Policy 0.25 - Conflict of Interest Code designates which administrative positions, in addition to the Board of Trustees, must file statements of economic interest ([III.A.13.6](#)). Management Team ethical standards are codified in Board Policy and Procedure 2.2/P – Management Team Guidelines and Procedures ([III.A.13.3](#)). The Academic Senate Ethics Code is acknowledged in Board Policy 2.6.2 – Academic Senate Professional Ethics Code ([III.A.13.4](#)) and made available to faculty members and the College community on the Academic Senate website ([III.A.13.7](#)). Consequences for ethics violations are established by constituent groups in appropriate collective bargaining agreements. The Service Employees International Union (SEIU)/District collective bargaining agreement, Article 21 – Disciplinary Action governs classified professionals ([III.A.13.8](#)), and the All Faculty Association (AFA)/District collective bargaining agreement, Article 23 – Misconduct Investigations and Progressive Discipline delineates the process for contract and part-time faculty members ([III.A.13.9](#)). Board policies and procedures 4.14a/P – Employee Conduct, 4.19/P – Disciplinary Procedures for Classified Managers and Confidential Employees, and 2.2/P – Management Team Guidelines and Procedures govern the consequences of employee conflict and ethics violations and provide the procedure by which those matters are addressed ([III.A.13.10](#), [III.A.13.11](#), [III.A.13.3](#)).

All employees are required to complete mandatory training on Prevention of Sexual Harassment and Discrimination every two years ([III.A.13.12](#)), and other Board policies and procedures provide for a workplace free from discrimination, sexual harassment, violence, exploitation, intimidation, and nepotism ([III.A.13.13](#), [III.A.13.14](#), [III.A.13.15](#), [III.A.13.16](#), [III.A.13.17](#)).

Analysis and Evaluation

A professional code of ethics is expressed by the College’s mission and values statements, established in board policy and communicated widely through training and other means. Consequences of ethics violations are made clear and enforced when issues arise.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

Santa Rosa Junior College’s mission statement asserts in part that: “*We promote personal and professional growth and cultivate joy at work and in lifelong learning,*” and is conveyed through professional development activities and programs ([III.A.14.1](#)).

Professional development is made available to all College employees by way of twice yearly Professional Development Activity (PDA) days; orientations for new employees; and professional development workshops made available for all employee groups ([III.A.14.2](#); [III.A.14.3](#); [III.A.14.4](#); [III.A.13.5](#); [III.A.14.6](#)).

The creation and facilitation of professional development opportunities are coordinated by the Professional Development Committee, a shared governance group made up of classified staff, faculty, and managers with tri-chair leadership representing management, faculty, and classified professionals and supported by a dedicated staff in Human Resources, in collaboration with two faculty professional development coordinators on special assignment who partner with the Academic Senate and Vice President of Academic Affairs (VPAA) on the development of faculty learning programs. ([III.A.14.2](#), [III.A.14.3](#), [III.A.14.7](#)).

To identify professional development needs of faculty, classified staff and managers, an all-college needs assessment survey is conducted every 3-4 years to identify strengths, weaknesses, and future needs for professional development of all employee groups. The most recent survey was administered in Fall 2020, and results were shared with the college community in spring 2021 and utilized by the Professional Development Committee to design future programming ([III.A.14.8](#), [III.A.14.9](#), [III.A.14.10](#), [III.A.14.11](#), [III.A.14.12](#)). Workshop evaluations are obtained from participants, and the results are shared with the Professional Development Committee and with workshop presenters to be used for continuous improvement and planning ([III.A.13.13](#), [III.A.14.14](#), [III.A.11.7](#)). The College offers a wide variety of professional development opportunities to respond to evolving pedagogy, technology and student learning needs:

- A year-long New Faculty Learning Program for probationary faculty with community building experiences including monthly meetings and social events. ([III.A.14.15](#))
- Mentorship offered to first year tenure track faculty by experienced faculty outside of their discipline. ([III.A.14.16](#); [III.A.14.17](#))
- Annual adjunct faculty orientations for new hires, recorded and made available as necessary for continuing adjuncts. ([III.A.14.18](#))
- Black Indigenous People of Color (BIPOC) faculty and staff offerings of anti-racist and equity trainings. ([III.A.14.19](#))
- Distance education training for faculty in response to the COVID-19 crisis. Including comprehensive CANVAS trainings provided by Distance Education specialists, including accessibility specialists. ([III.A.14.20](#))
- A year-long Leadership Academy designed to promote leadership amongst all constituency groups with a completion of collaborative projects that enhance the District. ([III.A.14.21](#))

Analysis and Evaluation

Professional development at Santa Rosa Junior College is ongoing and is designed to address the needs of all College constituents.

15. 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.

Evidence of Meeting the Standard

Santa Rosa Junior College maintains the security and confidentiality of all personnel records and provides access for employees in accordance with California Education Code (§87031) and California Labor Code (§1198.5). The College's Human Resources Component is the primary custodian of personnel records. All official personnel records are maintained in filing cabinets equipped with locks in a secured file room adjacent to Human Resources, and the Human Resources staff enter the building with a restricted access keycard. The building is monitored by District Police outside of normal business hours. Employees may access their records by contacting Human Resources. The procedures for maintenance of personnel records and access to those records is further outlined for faculty and classified professionals in the respective collective bargaining agreements for those groups ([III.A.15.1](#), [III.A.15.2](#), [III.A.15.3](#)).

Analysis and Evaluation

Santa Rosa Junior College has clear provisions for maintaining personnel records in a secure and confidential manner, and provides employees access to their personnel file in accordance with California Education Code and California Labor Code.

Conclusions on Standard III.A. Human Resources

Santa Rosa Junior College achieves its mission and continuously improves academic quality and institutional effectiveness through efforts led by the College's Human Resources component. District policies and procedures, program evaluation and planning processes, the expertise of Human Resources staff and management, and the integrity of screening and interviewing committees, administrators and a diverse college community to ensure that highly qualified faculty and staff are hired and supported in their employment at the College.

Qualified administrators, faculty, and staff are employed to sustain institutional effectiveness and academic rigor and quality.

A collaborative approach is utilized to develop and to maintain policies and procedures to support a diverse workforce and to ensure a commitment to equitable recruitment and hiring processes, nondiscrimination, and prevention of harassment.

Orientation, mentoring and professional development programs are provided to integrate and to support faculty and staff as key members of the college community. Ongoing professional development and feedback opportunities have supported the College in creating an inclusive and diverse college community.

Ethical standards are incorporated in the College's mission and values statements, which set the standard under which all employees are guided. The College continuously reviews policies,

procedures, plans, practices, programs, and priorities to implement institutional changes that support its diverse personnel.

Evidence List

<u>III.A.1.1</u>	SRJC Strategic Plan –Vision, Mission and Values
<u>III.A.1.2</u>	SRJC Board Policy Manual
<u>III.A.1.3</u>	Board Policy 4.3.9P - Classified Hiring
<u>III.A.1.4</u>	Board Policy 4.3.2P - Faculty Hiring: Regular and Adjunct
<u>III.A.1.5</u>	Board Policy 4.3.10P - Management Team Hiring
<u>III.A.1.6</u>	SRJC Human Resources Webpage - Current Employment Opportunities
<u>III.A.1.7</u>	SRJC Job Descriptions
<u>III.A.1.8</u>	SEIU/District Contract: Article 19 - Classification/Reclassification
<u>III.A.1.9</u>	Board Policy 2.2P - Management Team Guidelines and Procedures
<u>III.A.1.10</u>	AFA/District Contract: Article 17 - Job Descriptions
<u>III.A.1.11</u>	Classified Equivalency Application
<u>III.A.1.12</u>	Management Equivalency Application
<u>III.A.1.13</u>	Faculty Equivalency Application
<u>III.A.1.14</u>	SRJC Human Resources Webpage - How to Apply/ Foreign Degree Holders”)
<u>III.A.1.15</u>	Committee Monitor Training Program
<u>III.A.2.1</u>	Minimum Qualifications for Faculty and Administrators in California Community Colleges 2020 Handbook
<u>III.A.2.2</u>	Faculty Equivalency Application
<u>III.A.2.3</u>	Board Policy 4.3.2bP - Equivalency of Faculty Qualifications
<u>III.A.2.4</u>	AFA/District Contract: Article 27 – Salary Placement (Section 27.01.D.2)
<u>III.A.2.5</u>	AFA/District Contract: Article 17 - Job Descriptions
<u>III.A.3.1</u>	Board Policy 4.3.10P - Management Team Hiring
<u>III.A.3.2</u>	Board Policy 4.3.11P - Equivalency of Minimum Qualifications for Educational and Classified Administrators
<u>III.A.3.3</u>	Classified Equivalency Application
<u>III.A.3.4</u>	Management Equivalency Application
<u>III.A.3.5</u>	SRJC Human Resources Webpage – Current Employment Opportunities
<u>III.A.3.6</u>	SRJC Classified Job Descriptions
<u>III.A.3.7</u>	SRJC Management Job Descriptions
<u>III.A.3.8</u>	AFA/District Contract: Article 17 - Job Descriptions
<u>III.A.4.1</u>	California Code of Regulations, Title 5: 53406
<u>III.A.4.2</u>	SRJC Human Resources Webpage – How to Apply & Qualify
<u>III.A.4.3</u>	AFA/District Contract: Article 27 - Salary Placement
<u>III.A.4.4</u>	National Association of Credential Evaluation Services Website
<u>III.A.5.1</u>	Board Policy 2.2P - Management Team Guidelines and Procedures
<u>III.A.5.2</u>	Board Policy 4.10 – Performance Evaluation
<u>III.A.5.3</u>	SEIU/District Contract: Article 4 - Evaluation and Personnel Files
<u>III.A.5.4</u>	AFA/District Contract: Article 14A - Regular Faculty Evaluations
<u>III.A.5.5</u>	AFA/District Contract: Article 14B - Adjunct Faculty Evaluations

<u>III.A.5.6</u>	AFA/District Contract: Article 30 - Tenure Review
<u>III.A.5.7</u>	Regular Faculty Evaluation Timeline 2021-22
<u>III.A.5.8</u>	Adjunct Faculty Evaluation Timeline 2021-22
<u>III.A.5.9</u>	Tenure Review Timeline 2021-22
<u>III.A.5.10</u>	Evaluation Completion Rates
<u>III.A.5.11</u>	Adjunct Faculty Evaluation Example
<u>III.A.5.12</u>	Regular Faculty Evaluation Example
<u>III.A.5.13</u>	Tenure Review Evaluation Example
<u>III.A.5.14</u>	Classified Probationary Evaluation Report
<u>III.A.5.15</u>	Management Team Performance Appraisal
<u>III.A.5.16</u>	SEIU/District Contract: Article 21 - Disciplinary Action
<u>III.A.5.17</u>	SEIU/District Contract: Appendix C.6 - Performance Improvement Plan
<u>III.A.7.1</u>	Faculty Staffing Committee Webpage
<u>III.A.7.2</u>	AFA/District Contract: Article 16 – Hourly Assignments
<u>III.A.7.3</u>	California Ed Code Section 84362(d)
<u>III.A.7.4</u>	SRJC Analysis of Compliance with 50% Law
<u>III.A.7.5</u>	California Ed Code Section 87482.6
<u>III.A.7.6</u>	CCCCO Full-Time Faculty Obligation Webpage
<u>III.A.8.1</u>	Board Policy 4.3.2P – Faculty Hiring: Regular and Adjunct
<u>III.A.8.2</u>	AFA/District Contract: Article 16 – Hourly Assignments
<u>III.A.8.3</u>	AFA/District Contract: Article 14B - Adjunct Faculty Evaluations
<u>III.A.8.4</u>	Board Policy 4.3.5 - Orientation
<u>III.A.8.5</u>	Board Policy 4.4.4 - Faculty Professional Development Activity Days (PDA)
<u>III.A.8.6</u>	Adjunct Orientation Evaluations
<u>III.A.8.7</u>	Agenda New Faculty Orientation 2020
<u>III.A.8.8</u>	Faulty Professional Development Survey
<u>III.A.8.9</u>	SRJC Professional Development Committee Webpage
<u>III.A.8.10</u>	SRJC Professional Development Webpage- Menu of Activities
<u>III.A.8.11</u>	Academic Senate Webpage (Academic Senate Elections Committee)
<u>III.A.8.12</u>	AFA/District Contract: Article 17 – Special Assignments MOU, dated May 11, 2020
<u>III.A.8.13</u>	All Faculty Association (AFA) District Committees List
<u>III.A.8.14</u>	All Faculty Association (AFA) Web Page (Of Interest To Adjunct Faculty)
<u>III.A.8.15</u>	All Faculty Association (AFA) Committee Representatives 2019-20
<u>III.A.8.16</u>	All Faculty Association (AFA) Committee Representatives 2020-21
<u>III.A.9.1</u>	SIS 2020-21 Fiscal Year Student Headcount
<u>III.A.9.2</u>	Human Resources Webpage- District Organizational Charts
<u>III.A.9.3</u>	SRJC Institutional Planning Webpage
<u>III.A.9.4</u>	Planning and Budget Committee Webpage
<u>III.A.9.5</u>	Faculty Staffing Committee Webpage
<u>III.A.9.6</u>	PRPP Staffing Priorities 2019-20
<u>III.A.9.7</u>	2021-22 Budget Report for SRJC
<u>III.A.10.1</u>	SRJC Board Policy 1.1 - Vision, Mission Statement, Values
<u>III.A.10.2</u>	Human Resources Webpage – Management Team Job Descriptions

<u>III.A.10.3</u>	Human Resources Webpage – Current Employment Opportunities
<u>III.A.10.4</u>	SRJC Recruitment Advertising Sources 2020
<u>III.A.10.5</u>	Professional Development Webpage
<u>III.A.10.6</u>	Email from Academic Senate Re Communities of Practice (CoP)
<u>III.A.11.1</u>	SRJC Board Policy Manual
<u>III.A.11.2</u>	CCLC Policy and Procedures Service Overview
<u>III.A.11.3</u>	CCLC List of Chapter 7 HR APs & BPs
<u>III.A.11.4</u>	AFA/District Contract -2019 - 2022
<u>III.A.11.5</u>	CFT/District Contract - 2019 - 2022
<u>III.A.11.6</u>	SEIU/District Contract - 2019 - 2021
<u>III.A.11.7</u>	Board Policy 4.1 Statement of Purpose
<u>III.A.11.8</u>	Board Policy 2.1P Procedures for Developing and Revising District Policies and Procedures
<u>III.A.11.9</u>	Board Policy 2.5P - Governance and the Committee System
<u>III.A.11.10</u>	New Employee Policy Acknowledgement
<u>III.A.11.11</u>	Annual Compliance Notifications and Complaint and Grievance Processes Email
<u>III.A.12.1</u>	Board Policy 1.1 - Vision, Mission Statement, Values
<u>III.A.12.2</u>	Board Policy 2.5P - Governance and Committee System
<u>III.A.12.3</u>	Board Policy 4.3.2 - Faculty Hiring: Regular and Adjunct
<u>III.A.12.4</u>	Board Policy 8.2.1 - Non-Discrimination
<u>III.A.12.5</u>	District Strategic Plan
<u>III.A.12.6</u>	District Equal Employment Opportunity Plan
<u>III.A.12.7</u>	Board Policy 4.14ap - Employee Conduct
<u>III.A.12.8</u>	Embracing a Culture of Inclusion Program Webpage
<u>III.A.12.9</u>	Board Report on Hiring and Retention Practices to Support Diversity, Equity and Inclusion
<u>III.A.12.10</u>	SRJC Fact Book: Employee Demographics
<u>III.A.12.11</u>	EEO Fund Multiple Method Allocation Certification Form (2020-21)
<u>III.A.12.12</u>	CCCCO MIS Datamart: Fall 2020
<u>III.A.12.13</u>	SRJC Equity Trainings Summary
<u>III.A.12.14</u>	New Faculty Professional Learning Orientation Agenda
<u>III.A.12.15</u>	Embracing a Culture of Inclusion + Employee Affinity Group Workshop Announcement
<u>III.A.12.16</u>	Diversity and Inclusion Climate Survey Results
<u>III.A.13.1</u>	Board Policy 1.1 - Vision, Mission Statement, Values
<u>III.A.13.2</u>	Board Policy 0.22 - Code of Ethics for Board of Trustees
<u>III.A.13.3</u>	Board Procedure 2.2P - Management Team Guidelines and Procedures
<u>III.A.13.4</u>	Board Policy 2.6.2 - Academic Senate Professional Ethics Code
<u>III.A.13.5</u>	Board Policy 8.2.8 - Student Conduct and Discipline Due Process
<u>III.A.13.6</u>	Board Policy 0.25 - Conflict of Interest Code
<u>III.A.13.7</u>	Academic Senate Webpage
<u>III.A.13.8</u>	SEIU/District Contract: Article 21 - Disciplinary Action
<u>III.A.13.9</u>	AFA/District Contract: Article 23 - Misconduct Investigations and Progressive Discipline
<u>III.A.13.10</u>	Board Procedure 4.19P - Disciplinary Procedures for Classified

	Managers and Confidential Employees
<u>III.A.13.11</u>	Board Procedure 4.14aP - Employee Conduct
<u>III.A.13.12</u>	AFA/District MOU: Sexual Harassment Prevention Training
<u>III.A.13.13</u>	Board Policy 2.7 – Unlawful Discrimination and Sexual Harassment
<u>III.A.13.14</u>	Board Procedure 2.7P – Unlawful Discrimination and Sexual Harassment
<u>III.A.13.15</u>	Board Policy 2.15 – Prevention of and Response to Sexual Assault, Sexual Harassment, Domestic Violence, Dating Violence and Stalking
<u>III.A.13.16</u>	Board Procedure 2.15P – Prevention of and Response to Sexual Assault, Sexual Harassment, Domestic Violence, Dating Violence and Stalking
<u>III.A.13.17</u>	Board Policy 4.3.4 – Nepotism
<u>III.A.14.1</u>	Board Policy 1.1 - Vision, Mission Statement, Values
<u>III.A.14.2</u>	SRJC Professional Development Plan: 2018/19 – 2020/21
<u>III.A.14.3</u>	SRJC Professional Development Webpage
<u>III.A.14.4</u>	CCCCO 2019/20 Flexible Calendar Activity Report
<u>III.A.14.5</u>	CCCCO 2017/18 Flexible Calendar Activity Report
<u>III.A.14.6</u>	Spring 2020 PDA Report
<u>III.A.14.7</u>	Professional Development Committee WebPage
<u>III.A.14.8</u>	Professional Development Comprehensive Needs Assessment: Fall 2020
<u>III.A.14.9</u>	Professional Development Comprehensive Needs Assessment Results: Fall 2020 (Managers)
<u>III.A.14.10</u>	Professional Development Comprehensive Needs Assessment Results: Fall 2020 (Contract Faculty)
<u>III.A.14.11</u>	Professional Development Comprehensive Needs Assessment Results: Fall 2020 (Adjunct Faculty)
<u>III.A.14.12</u>	Professional Development Comprehensive Needs Assessment Results: Fall 2020 (Classified Professionals)
<u>III.A.14.13</u>	Professional Development PRPP
<u>III.A.14.14</u>	PDA Evaluation Forms
<u>III.A.14.15</u>	New Faculty First Year Learning Experience: 2020
<u>III.A.14.16</u>	SRJC Mentor/Mentee Guidelines and Expectations
<u>III.A.14.17</u>	New Faculty Cohort Mentor/Mentee List 2020/21
<u>III.A.14.18</u>	New Faculty Orientation Agenda: Fall 2021
<u>III.A.14.19</u>	BIPOC Anti-Racist and Equity Trainings
<u>III.A.14.20</u>	SRJC Distance Education Webpage (Trainings and Tutorials)
<u>III.A.14.21</u>	SRJC Leadership Academy: Executive Summary
<u>III.A.15.1</u>	AFA/District Contract: Article 20 - Personnel Files
<u>III.A.15.2</u>	CFT/District Contract: Article 12 – Personnel Files
<u>III.A.15.3</u>	SEIU/District Contract: Article 4 - Personnel Files

B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

The Santa Rosa Junior College offers courses, programs, and learning support services at five primary sites, including the Santa Rosa Campus, Petaluma Campus, Public Safety Training Center, Shone Farm, and the currently leased Southwest Santa Rosa Center and multiple offsite locations ([III.B.1.1](#)). Facilities are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. All locations are evaluated on a regular basis to assess the condition of facilities, primarily through daily on-site inspections and employee reports to ensure safe and sufficient physical resources are available for all courses, programs, and learning support services provided by the College ([III.B.1.1](#)). As part of the Facilities Master Plan, the College projects how much space it will need for all purposes in the future, as outlined in the Facilities Master Plan Bridge Document ([III.B.1.2](#)) and maintains up-to-date space inventory in FUSION for tracking the sufficiency of spaces ([III.B.1.3](#)).

Safety is a key focus at Santa Rosa Junior College and consideration when designing or renovating spaces and in day to day operations. Processes are in place to prevent and address incidents that occur and the College has a robust Emergency Operations Plan and Emergency Preparedness and Response Guide ([III.B.1.4](#)).

There are regular “safety strolls” conducted at all sites. These strolls include the participation of students and other members of the College community and are designed to identify potential safety concerns, including poor lighting or trip and fall hazards.

An online form is available to everyone in the college community to report safety hazards ([III.B.1.5](#)). Additionally, staff members can place a maintenance work order using the ServiceDeskPlus work order system (SD+) ([III.B.1.6](#)), which are prioritized to ensure safety issues are promptly corrected.

Keenan & Associates, the District’s Property & Liability self-insurance administrator, performs regular comprehensive Property & Liability Assessment Audits for the District. The audit report provides a prioritized list of areas where repairs should be made. The District uses this report to address immediate hazards, prioritize maintenance jobs and to develop plans for long term projects. The District also contracts with Keenan to participate in an Owner Controlled Insurance Provider (OCIP) which performs regular hazard and risk assessments on major construction projects.

The safety of employees and students are addressed through regularly scheduled safety trainings on topics such as CPR/First Aid, Fire Extinguishers, Emergency Preparedness, Safe Driving Techniques, and more.

When the safety of students or staff is at stake due to on-campus incidents, the Behavioral Consultation Assessment Response Education (B:CARE) team responds to students who are in crisis or to student behavioral issues that are concerning ([III.B.1.7](#)). The B:CARE team can address health and safety issues through the Title IX system when students do not feel comfortable involving the police.

The Santa Rosa Junior College District Police Department is a full-service, certified police agency within the State of California. SRJC's District Police is staffed by sworn peace officers 24 hours a day, 7 days a week, every day of the year and play a key role in enacting the College's policies and procedures related to safety and security, as listed in the Clery Report ([III.B.1.8](#)). In conjunction with SRJC's District Police, the College has adopted Regroup and other internal systems for providing timely warnings and emergency notifications ([III.B.1.9](#)). The District Police report the last three years of crime data, and the College tracks and identifies crime trends to ensure a safe environment ([III.B.1.8](#)).

The College's District Access Committee (DAC) identifies and recommends the removal of any architectural or equipment barriers to accessibility and conducts regular assessment of access to District facilities. The College is currently working diligently to improve the ADA accessibility of all buildings, and all Measure H Bond projects, including renovations and new construction, address and mitigate ADA accessibility concerns within the project. The health and safety of all members of the campus community is also addressed through the ergonomic assessments performed by Human Resources to ensure employees have proper workplace furniture and equipment. In addition, Automatic External Defibrillators (AEDs) are strategically located throughout all sites owned by the District, carried in all police patrol vehicles, and included in all new buildings that are constructed ([III.B.1.10](#)).

An additional step that had been taken to enhance the security of all buildings on all College sites was the Security System Upgrade Standards approved by the Board of Trustees on May 12, 2020. These Security System Upgrade Standards are implemented on a districtwide basis as part of the Measure H bond program ([III.B.1.11](#)). All security upgrades are forecasted to be complete by Summer 2022.

The College also maintains a Hazard Communication Plan that ensures hazardous materials are handled appropriately and trains staff in safety standards and expectations ([III.B.1.5](#)). The Finance and Administrative Services unit and the District Safety and Health Committee support the mission of the Sonoma County Junior College District by promoting health, safety, and environmental protection throughout the District, with the objective of maintaining a safe learning and working environment. The District has recently created a new Director of Purchasing and Risk Management position that is charged with oversight over Risk Management and ensuring District-wide coordination for safety related issues.

Analysis and Evaluation

Facilities at Santa Rosa Junior College are constructed and maintained to assure access, safety, security, and a healthful learning and working environment. The College ensures the physical safety of all members of the College community through regular assessments, and, when needed,

repairs to all buildings on campus. Current upgrades are underway to ensure the access to and safety of inhabitants in existing and newly constructed buildings. Currently, the College's facilities are sufficient to accomplish its stated Mission.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

The Facilities Master Plan conveys the College's current and future resource needs and is interwoven with the College's Strategic Plan and the College's Educational Master Plan ([III.B.2.1](#)). This planning process began in 2015 with the creation of the 2030 Plan Steering Committee, a committee comprised of eight sub-committees tasked with developing the College's standards and is the culmination of the participation of the entire college community and constituency groups. Physical resource planning is aligned with the educational master plan as outlined in the Educational Master Plan Linkages section of the Facilities Master Plan Bridge Document ([III.B.2.2](#)).

Each department, program, or unit within the College has an annual opportunity to list its facilities and equipment needs through the Program and Resource Planning Process (PRPP). After the PRPP process has been concluded as described in previous standards, the Finance and Administrative Services unit leadership, including Fac/Ops use the information from the PRPP when tracking and prioritizing facilities maintenance needs. Major equipment purchases are prioritized through the annual Instructional Equipment request process within the PRPP. The College president, vice presidents, and other members of the President's Cabinet discuss and finalize priorities for physical resources, based on level of need in relation to Strategic Plan goals. IPC reviews the prioritized information and affirms alignment with the College's vision, mission and goals, and objectives. This role has transitioned to the newly formed Planning and Budget Council in fall 2021.

With the passage of Santa Rosa Junior College Measure H Bond in 2014, an abundance of new construction, renovation, maintenance, and safety and accessibility improvement projects are underway ([III.B.2.3](#)). Currently under construction on the Santa Rosa Campus are replacements of the STEM building and the Quinn Central Plant and the renovation of existing athletic fields. At the Petaluma Campus, a new science wing and student life facilities have been completed. At Shone Farm, a new greenhouse and produce processing facility and other instructional spaces are under construction. New instructional space is beginning construction at the Public Safety Training Center using bond and state capital outlay funds and the College is currently purchasing space in the Southwest Santa Rosa community to provide more access to students and create a permanent location for previously leased facilities ([III.B.2.4](#)).

The College has several processes in place to ensure existing facilities are maintained and safe. Fac/Ops ensures the maintenance and safe operation of the College's physical and environmental properties, as well as grounds maintenance. Fac/Ops develops preventative and

scheduled maintenance projects and activities to maintain a functional learning and working environment and is also responsible for maintaining the college fleet vehicles.

Within Fac/Ops, Maintenance Services is responsible for maintaining all systems at all College sites, including heating, ventilation and air conditioning, plumbing, electrical, structural and carpentry services, security locking systems, and swimming pools. Fac/Ops is also responsible for painting services, general maintenance, institutional safety, and maintenance of the District's fleet of vehicles ([III.B.2.5](#)). Preventive maintenance is performed on a regular schedule. The College's Fac/Ops does a tremendous amount of work in-house compared to similar schools because of the quality of skilled staff who provide excellent and immediate maintenance support for the College when issues arise. Lead by the Fac/Ops manager, the Fac/Ops team has locksmiths, plumbers, HVAC technicians, generalists, fleet mechanics, electricians, a HAZMAT specialist, grounds staff and coordinator, a waste diversion specialist, and a facilities coordinator.

As facilities needs arise, new maintenance requests can be placed by any staff member using the SD+. Minor facilities requests are pulled from the annual PRPPs and prioritized and completed by Fac/Ops. In that prioritization process Fac/Ops leadership considers a variety of factors in making maintenance decisions, including impact on safety and accessibility, long-term cost to repair vs. replace, and any relevant history of related maintenance requests.

The College identifies maintenance/renovation projects and submits major scheduled maintenance projects to the state ([III.B.2.6](#); [III.B.2.7](#)).

There are structures in place to ensure all College sites are upgraded as needed. The overarching governance structure starts with the Board Facilities Committee that meets monthly to get updates on projects and discuss project related issues ([III.B.2.8](#)). In addition, there is a District Facilities Planning Committee that receives regular information and provides input on capital outlay and facilities planning ([III.B.2.9](#)). Finally, there is a Project Coordination meeting held on a weekly basis to coordinate ongoing capital and maintenance projects ([III.B.2.10](#)). Key members within these meetings include personnel from Facilities Operations (Fac/Ops), Capital Projects, District Police, Purchasing, IT, Media Services, and Student Life.

Analysis and Evaluation

Santa Rosa Junior College plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, or other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services to achieve its mission.

- 3. 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.**

Evidence of Meeting the Standard

Santa Rosa Junior College has systems in place to assess and ensure the feasibility and effectiveness of physical resources, including facilities and equipment, on a regular and ongoing basis.

The last long-term evaluation of facilities occurred in 2014 with the creation of the Facilities Master Plan and will occur again in 2025. Information related to the assessment of the condition of facilities is tracked within the computer program Fusion, and the results of the last assessment is available in the Facilities Master Plan ([III.B.3.1](#); [III.B.3.2](#)).

Facilities are assessed more informally on a regular and ongoing basis and are led by the Manager of Facilities and Grounds, who conducts frequent assessments of campus facilities and grounds, lighting, and other issues. The condition of each building, including structure, aesthetics, accessibility, safety, HVAC, electrical, plumbing, and other issues that have been identified in maintenance requests, are assessed weekly at all sites. The Fac/Ops leadership team uses the results of these assessments and those from external vendors to prioritize general maintenance and safety projects and are used to plan future projects ([III.B.3.3](#), [III.B.3.4](#)).

The campus community can alert Fac/Ops of maintenance or safety concerns through submitting a work order through SD+. Fac/Ops leadership assesses the condition of each building by monitoring the quantity and frequency of SD+ maintenance requests. When a large number of requests are received for a single building, it is flagged for a more in-depth assessment.

Reprioritization of maintenance projects happens on a continuous basis and is discussed at the weekly Project Coordination meeting. Major projects identified in the Facilities Master Plan are vetted through the President's Cabinet to ensure timing of the project and that they are still aligned with long-range planning. These prioritizations are reflected in the 5-year construction plan ([III.B.3.5](#)).

Analysis and Evaluation

Processes for evaluating the College's physical resources occur on a regular basis to ensure all facilities support programs and services provided support institutional programs and services.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

In November 2014, the voters of Sonoma County voted to approve Measure H, a \$410 million bond measure to address the College's long-term facilities needs ([III.B.4.1](#)). As preparations to execute the Measure H bond program began, it was important to begin the process of creating a new Facilities Master Plan that included new information and findings and the District developed the 2016 Facilities Master Plan which includes a visionary 2030 plan for each site ([III.B.4.2](#)).

Cost savings and efficiencies factored into the design of each new and renovated facilities projects, and are aligned with the District's Sustainability Goals ([III.B.4.3](#)). New and innovative equipment such as geothermal fields, photovoltaic systems, and a new central plant

currently under construction will all play a critical role in helping the District meet its aggressive sustainability goals. A reclaimed water tank will pump and catch fifty thousand gallons of water a day for irrigation use, toilet flushing, and process cooling, and serve as emergency fire water with a fire hose connection and emergency water supply for resilience.

The Submetering project allows the College to track electrical power on each individual building and troubleshoot and correct any high usage incidents. Capital Projects is commissioning all equipment installed, with inspections to ensure that it is functioning properly for its intended purpose. These initial inspections are followed up with additional inspections one year later. Older buildings are also undergoing retro-commissioning. All staff is properly trained on how to operate and maintain new equipment.

Analysis and Evaluation

SRJC is in the midst of extensive remodeling and new construction. The 2016 Facilities Master Plan created a 2030 vision which has guided the projects. Energy and sustainability measures are a critical piece of ensuring that the District realize savings while meeting the total cost of ownership for new facilities and equipment. All planning processes include assessments of associated long term total cost of ownership. All staff is properly trained on how to operate and maintain the new equipment in order to provide appropriate stewardship of new and renovated facilities and help extend the life expectancy of the buildings.

Conclusions on Standard III.B. Physical Resources

The facilities, equipment, and other physical resources at all Santa Rosa Junior College sites are planned, constructed, utilized, maintained, and regularly evaluated to ensure that they support the programs, services, and mission of the College. SRJC engages in extensive regular maintenance and evaluation practices for tracking and implementing needed upgrades and repairs to its physical resources. Major construction and upgrade projects are planned in alignment with the Educational and Facilities Master Plans, and many significant improvements that greatly enhance the College's ability to achieve its mission have been completed or are underway. Finance and Administrative Services units, including District Police and Facilities Operations work together to provide a safe, secure, healthful, and accessible environment in which to learn, work, and thrive.

Evidence List

<u>III.B.1.1</u>	Facilities Master Plan
<u>III.B.1.2</u>	Facilities Master Plan Bridge Document
<u>III.B.1.3</u>	Fusion Space Inventory
<u>III.B.1.4</u>	Emergency Preparedness Response Guide
<u>III.B.1.5</u>	Safety Reporting Forms and Hazard Communication Plan
<u>III.B.1.6</u>	ServiceDesk Plus Screenshots
<u>III.B.1.7</u>	B:CARE Team information including reporting link
<u>III.B.1.8</u>	Clery Report
<u>III.B.1.9</u>	Regroup emergency alert signup form,

<u>III.B.1.10</u>	Automated External Defibrillator Program,
<u>III.B.1.11</u>	Security System Standards and Guidelines Report
<u>III.B.2.1</u>	Facilities Master Plan,
<u>III.B.2.2</u>	Facilities Master Plan Bridge Document
<u>III.B.2.3</u>	Measure H Bond Report,
<u>III.B.2.4</u>	Five-Year Construction Plan
<u>III.B.2.5</u>	Facilities-Operations PRPP
<u>III.B.2.6</u>	Master Project List
<u>III.B.2.7</u>	List of Scheduled Maintenance projects
<u>III.B.2.8</u>	Board Facilities Committee minutes
<u>III.B.2.9</u>	District Facilities Planning Committee minutes
<u>III.B.2.10</u>	Project Coordination Committee minutes
<u>III.B.3.1</u>	Facilities Condition Assessment
<u>III.B.3.2</u>	Facilities Master Plan
<u>III.B.3.3</u>	List of Scheduled Maintenance projects
<u>III.B.3.4</u>	Garland Roofing Condition Assessment
<u>III.B.3.5</u>	Five-Year Construction Plan
<u>III.B.4.1</u>	Measure H Voter Information
<u>III.B.4.2</u>	Facilities Master Plan
<u>III.B.4.3</u>	Sustainability Master Plan

C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

The College has processes in place to assess technological needs and to allocate resources. To evaluate technology effectiveness, the Information Technology (IT) Department conducts surveys that inventory the technology needs of all user groups. The results of the surveys are analyzed and forwarded to the College's Institutional Technology Group (ITG) as data for decision making within the Strategic Master Plan for Technology (Tech Master Plan), which will next be updated in 2022. The Tech Master Plan projects critical needs and technology trends for the upcoming five years and serves to ensure the College's technology requirements are identified and met ([III.C.1.1](#), [III.C.1.2](#)).

All technology equipment requests go through a review and approval process by ITG, a shared governance committee, to ensure requests are fulfilled according to College priorities, budgeting, and goals. The College has invested millions to improve IT facilities and hardware ([III.C.1.3](#), [III.C.1.4](#)).

Santa Rosa Junior College utilizes multiple systems to meet the technology needs of the College.

- In November 2009 Santa Rosa Junior College created the Student Information System (SIS), a homegrown system ([III.C.1.5](#), [III.C.1.6](#)). This new system provided students with more access and online services, as well as improved automation. Additionally, this new system lent itself to integration with third-party software, thus enhancing functionality. It has become apparent that continuing with a “Home-grown” SIS with a significant number of third-party products bolted onto it is increasingly untenable so in December, 2020, the District re-launched a project to replace the SIS with a commercial, fully integrated Enterprise Resource Planner (ERP) software suite ([III.C.1.7](#)). To date, the College has selected a Consultant to help select the most appropriate product, followed by a multi-year implementation plan and released the Request for Proposals. The demonstration and selection process over the Spring of 2022. In 2008 the College developed the Program and Resource Planning Process application. This application is reviewed, updated, and improved on an annual basis and is accessed via VMWare Horizon application server ([III.C.1.8](#), [III.C.1.9](#)).
- In 2010, the College implemented the Escape (Frontline Technologies) integrated financial and human resources management system.
- In November 2020, the College selected TopDesk to replace its previous work order system. The system was rolled out in 2021 to provide additional support services to end users ([III.C.1.10](#), [III.C.1.11](#)).
- In 2021, to provide an additional layer of critical security, the College began the migration to PortalGuard as its Single Sign-On system (SSO). In addition to SSO, PortalGuard provides a robust Self-Service Password Reset function ([III.C.1.12](#)).
- In 2018, the College purchased VMWare Horizon application servers to replace Citrix for user remote access. This infrastructure found additional life by providing remote access for students to onsite lab computers, allowing additional academic options to students. ([III.C.1.13](#), [III.C.1.14](#), [III.C.1.15](#), [III.C.1.16](#)).
- In 2015, the College implemented PowerFacts (College Board) financial aid management system which is integrated with the SIS system for student records, financial aid eligibility, and student financial aid disbursement through Bank Mobile ([III.C.1.17](#)).

The District also provides a wealth of technology resources and services to faculty, staff, and students to ensure that teaching and learning needs are met at a consistent and appropriate level.

The Media Services Department offers technical support to the College’s academic programs by providing technical services, help with campus wide events and productions, and technical support with a range of media software and projects. Media Services systems are designed with faculty and end-user input in mind, and feedback is solicited from the College community on a regular and ongoing basis to improve implementation of existing and new resources and services.

Media Services provides technology and events support through phone calls, online via Zoom, and in-person during hours instructional classes are offered on campus, through trained technicians installing and maintaining all audiovisual equipment, with the goal of rapid response service to minimize technology interruptions to instruction ([III.C.1.18](#)).

Media Services also support a wide array of learning technologies including Bring Your Own Device (BYOD) ([III.C.1.19](#)) for wireless collaboration and group presentations, and for traditional classroom presentation systems. Media Services also checks out equipment for staff and faculty presentations ([III.C.1.20](#)).

The Distance Education (DE) website provides faculty information regarding technological resources for teaching. Within this site, faculty are offered resources regarding how to utilize technology to connect with students, a faculty newsletter, how to ensure that their course materials are accessibility compliant, how to get technical and instructional design support and information on how to use the Center for Excellence in Teaching and Learning (CETL) lab and studio ([III.C.1.21](#)).

DE also provides online accessibility consultation and training, in-person classroom training, support to help review course material and provide feedback, and remediation assistance. To address potential course barriers to students, DE proactivity supports accessibility development plans in concert with faculty ([III.C.1.22](#)).

SRJC's Online College Project is an opportunity for faculty to create and to update online courses ([III.C.1.23](#)). This opportunity is open to both full and adjunct faculty, although this project has limited funding and therefore priority consideration is given to Science, Math, General Education, and Career Technical Education. A priority is also placed on courses with the highest demand that are part of a proposed or existing online major or certificate.

The Instructional Computing Department acquires, deploys and maintains approximately 3500 instructional computing devices, including iPads, laptops, desktops, and peripheral devices across the College's instructional sites. Approximately 400 computer workstations are available within classrooms for instructor use in the classroom, while another 1,500 student accessible desktop computers are available within the 40 computer lab locations across the College. Approximately 400 student computer access workstations are available to students in both the Doyle and Mahoney Libraries, which also offer printing services through the College's student printing application.

Instructional Computing maintains a "Virtual Lab" infrastructure, running VMWare Horizon software on Dell VX-Rail servers, which currently provides remote access for approximately 600 students and their instructors in the Engineering and Applied Technology program.

The College offers services through the Library and Writing and Tutorial Centers in online formats to ensure access to all students. Library resources are available on both campuses and online. Skilled librarians partner with faculty and students through web-based tutorials and library specific courses to provide instruction in the resources available. The College's libraries offer courses in person and online in research techniques and information literacy skills ([III.C.1.24](#)). Writing and Tutorial Centers are available on the Santa Rosa and Petaluma campuses. With COVID-19, online sessions are available via Zoom by appointment, and the College has partnered with Net-Tutor to provide e-tutoring sessions, which allow students to upload documents and receive feedback ([III.C.1.25](#)).

There are several computer labs available on each campus to provide students with access to technological resources. Many computer labs are general in nature while others are subject specific. The Math Computer lab, for example, is specific to learning math. Currently all on-campus labs are closed due to the Covid-19 closure, but, to ensure students have access to technology for remote learning, laptops and hotspots have been provided to students to utilize for classes while the campuses are closed ([III.C.1.26](#)).

Analysis and Evaluation

Santa Rosa Junior College utilizes appropriate and adequate technological programs, services, and support mechanisms to ensure the College's management and operational functions, academic programs, teaching and learning, and support services are appropriately and adequately maintained.

In the last several years, the College has made several significant system upgrades to improve security, effectiveness, and regulatory compliance and is undergoing a major upgrade to the SIS and connected systems in Spring 2022. The College regularly reviews its systems for ways to improve, within budgetary constraints.

2. **The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

Technology, as well as technological needs, are constantly evolving. The creation, necessitation, and implementation of new software means new hardware requirements and hardware wears out over time and needs to be replaced. Technology needs related to teaching and learning also change on a regular basis, and the current global pandemic illustrates the need for flexibility and speed regarding addressing critical technological changes. All of these adaptations are addressed on a consistent basis through the College's technology evaluation and implementation infrastructure, which cover immediate needs and long-term projects.

Technology requests are submitted through the PRPP process and users indicate how that supports the College's mission. Those requests then go through a review and approval process by ITG to ensure requests are fulfilled according to College priorities, budgeting, and goals. The College has invested millions to improve IT facilities and hardware, and hardware is replaced regularly ([III.C.2.1](#), [III.C.2.2](#)). IC devices are replaced on a five-to-seven-year schedule, depending on performance needs of the particular instructional program.

As described in [III.C.1](#), the College's Tech Master Plan defines critical needs and technology trends for upcoming five years and represents a road map of where the College needs to go with IT implementation ([III.C.2.3](#)).

Media Services is three years into a five-year classroom refresh cycle that consists of upgrading the technology in every college space, transitioning to a fourth generation Audio Visual system

that supports high definition (HD), and in many cases, 4k content, with completion planned by the end of 2022. These new technologies are designed to address evolutions in teaching and learning needs ([III.C.2.4](#)).

Analysis and Evaluation

Santa Rosa Junior College has processes in place to continuously plan for, update, and replace technology to ensure the College's infrastructure, quality, and capacity are adequate to support the College's Mission, operations, programs, and services. Needs are assessed through the PRPP, surveys, evolutions in technology, and prioritized by committee and governing structures in place.

3. **The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

The College's business continuity risk profile has been greatly enhanced with a wide variety of infrastructure improvements made possible by major capital investments over the last six years. For example, the deployment of mirrored, virtualized server and storage solutions at the Santa Rosa and Petaluma campuses provide a high level of fault tolerance for many types of failure that could occur at either campus. The College's two storage arrays are configured as replica partners, with one residing in Santa Rosa and one in Petaluma.

The College uses multiple programs and systems to ensure the security of all data within the College. These include:

- An enterprise-class Cisco network to move data around, into, and out of the network. The hardware infrastructure is updated on a regular basis.
- Cenic redundant Internet circuits, which allow the District multiple, redundant pathways to the network.
- VEEAM Enterprise back-up software for all production environment virtual servers.
- Quest to provide a third remote location for up to 75TB of VEEAM back-ups, and Amazon Glacier for deep storage of archival data that is not expected to ever need recovery.
- Barracuda Essentials, which includes both Spam and Malware filtering in addition to cloud back-ups of all College O365, SharePoint and OneDrive data.
- PortalGuard Multifactor Authentication, which protects the District from access from compromised user accounts

Another recent enhancement to the College's Business Continuity model is an improved WAN bandwidth and topology. Until very recently, the College WAN was a "hub and spoke" model with all data coming into the Santa Rosa campus on a 1 Gb circuit provided by CENIC. The College recently improved its bandwidth with upgrades of the San Francisco to Santa Rosa circuit and the Santa Rosa to Petaluma circuit, from 1 Gb to 10 Gb. The College also added a

new 10 Gb CENIC connection from Petaluma to Oakland, effectively creating a 10Gb District WAN ring, from San Francisco, to Santa Rosa, to Petaluma, to Oakland, with CENIC maintaining a 100Gb connection to their SF and Oakland data centers.

The College also now has CENIC owned and managed routers at the Santa Rosa and Petaluma campuses. CENIC continuously monitors both connections and automatically reroutes all College data traffic to Petaluma if the Santa Rosa connection goes down. The addition of a new high-speed Internet connection at the Petaluma Campus required a new firewall design to allow College-wide fail-over for circuit failures. The College chose Palo Alto Networks Firewalls and security services, with a High Availability (HA) pair of firewalls at the Santa Rosa Campus and a third at the Petaluma campus that automatically routes traffic to the Petaluma firewall if the Santa Rosa circuits go down.

The Palo Alto Firewalls/VPN aggregators have redundancy for greater reliability. There is an active/standby pair of Palo Alto Firewalls in the Santa Rosa Data Center, along with an additional firewall located at the College's Petaluma campus. These firewalls provide Enterprise-class ingress/egress security, using application-level firewall rules to manage what traffic gets in and out of the network and provide web filtering and anti-malware functionality. A set of firewall rules dictate and control allowed traffic in and out of the District's infrastructure. The Palo Alto firewalls also act as the College's Virtual Private Network (VPN) concentrators. By creating an end-to-end encrypted tunnel between the remote workstation and VPN concentrators, users can securely access the College's network ([III.C.3.1](#), [III.C.3.2](#), [III.C.3.3](#)).

Remote access to the College's assets from outside the enterprise network is done via the VPN aggregator and the VMWare Horizon application servers, which are virtual hosts, installed on Dell VxRails hardware. There is a server farm dedicated to providing application access from remote locations that provides robust redundant connections to internal applications ([III.C.3.4](#)). Since the Pandemic occurred, the College has enabled student access to classroom lab environments via the VMWare Horizon VxRails infrastructure. This allows students in select classes to use Horizon to remotely log into on-campus lab workstations, which are powerful and run class-specific instructional software ([III.C.3.5](#)).

To mitigate internal and external threats, it is necessary to regularly apply patches to Operating Systems and Applications on servers and workstations. The IT Department scans its devices for vulnerabilities to determine where patching priorities lie and performs patch updates on a monthly basis ([III.C.3.6](#)). Additionally, the College employs Barracuda's "Essentials" package, which scans incoming and outgoing emails for inappropriate content, spam, phishing attempts, etc. Incoming emails that Barracuda finds suspicious are put in Quarantine for further user review ([III.C.3.7](#)).

In the event of an emergency or need to notify all college constituents quickly, there are multiple means of communication in place at Santa Rosa Junior College:

- Informacast is an emergency mass notification system that sends critical messages to on-premises devices. Informacast integrates with the College's integrated communications

and network systems to send messages to phones and speakers throughout the College. These can be mass notifications to the entire District or granular messages to individual campuses or buildings ([III.C.3.8](#)).

- Cisco Emergency Responder is an emergency communication system that enhances the existing emergency 911 functionality offered by traditional phone systems by ensuring that emergency calls are routed to the appropriate Public Safety Answering Point (PSAP) and that the PSAP can identify the caller's location and return the call if necessary. When a 911 call is placed, this information is also relayed to the SRJC District Police Department ([III.C.3.9](#)).
- The College uses Regroup for both emergency and non-emergency text and email notifications. Regroup allows employees, students, and members of the public to receive alerts via text message or email in the event of an emergency or urgent situation. In addition, Regroup is utilized as one of the College's processes for sending bulk student communications ([III.C.3.10](#)).

Awareness of potential data threats are mitigated through increasing awareness and Deepfreeze programs on computer stations. Improving user awareness of what to look for and how to recognize and alert IT to possible phishing attacks is vital to protecting information at the College. To that end, the IT Department provides a short video training at employee onboarding sessions, and the Chief Security Officer sends out regular all-hands Security Newsletters ([III.C.3.11](#), [III.C.3.12](#), [III.C.3.13](#)). Also, instructor computer work stations are configured with DeepFreeze. This application provides password protection, protects multiple hard drives and partitions, and prevents configuration drift and accidental system misconfiguration. These safeguards help maintain software compliance across all workstations and protect workstations from unauthorized changes with a simple restart.

Analysis and Evaluation

Santa Rosa Junior College uses a wide variety of methods, processes, and technologies to ensure a reliable, safe, and secure environment for all of the College's technology resources. Ensuring the security of all College data is a priority and is ensured by various tools that regularly monitor the activity and health of all College systems, allowing the IT Department to quickly become aware of configuration changes, system incursions, and threats to the College's network and servers. Technologies are in place monitor, communicate, detect, and protect from a range of threats. Systems are in place to monitor and alert in cases of emergency and when large-scale communications are needed.

4. **The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

The College provides instruction and support for employees in the use of technology through multiple methods, including regular training at Professional Development Activity (PDA) days, access to training materials, and DE and MS support.

The College offers regular technology training opportunities at each PDA to ensure effective use of technology and systems and IT provides online materials to assist students and employees ([III.C.4.1](#), [III.C.4.2](#), [III.C.4.3](#), [III.C.4.4](#)).

In addition, DE assists faculty in the development and implementation of online and hybrid courses, supports the use of the College's course management system for all classes and offers workshops, drop-in sessions, and one-on-one appointments to help faculty in areas like online pedagogy, the use of online instructional tools, multimedia creation and delivery, captioning and copyright ([III.C.4.5](#), [III.C.4.6](#), [III.C.4.7](#), [III.C.4.8](#)).

In Spring 2016, the College migrated to the CANVAS Learning Management System for hosting SRJC's online classes and web-based materials created for face-to-face classes. DE provided faculty support for creating and maintaining accessibility compliant web-based instructional materials during the CANVAS migration process through "CANVAS Ninja" workshops, one-on-one consultations, and extensive training offerings ([III.C.4.9](#)).

Media Services assists faculty and staff with instruction regarding use of the Zoom remote video conferencing system. In 2020, the pandemic forced the College to work remotely, which led to a skyrocketing use of Zoom as a meeting tool. Media Services provided training to faculty and staff by providing Zoom-based online regularly scheduled training sessions, recorded tutorials and other training methods ([III.C.4.10](#), [III.C.4.11](#), [III.C.4.12](#)).

Both DE and Media Services continue to assist faculty each semester with some of the newer CANVAS features, external apps and Zoom related technologies by providing training, information, and resources for SRJC faculty and students who participate in web-based teaching and learning.

Analysis and Evaluation

The College's IT, DE and Media Services Departments provide training, information, and resources for employees and students.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

Santa Rosa Junior College has Board Policies and Administrative Procedures to guide appropriate technology use in the teaching and learning processes ([III.C.5.1](#), [III.C.5.2](#)). Board Policy and Procedure 2.13/P – Computer and Communications Technology Use outline the District's approach to acceptable computer usage, email usage, and other data- and computer-related activities. Include references to policies here, and, if possible, how they are utilized within the College.

Additionally, various departments have internal processes that guide discipline-specific appropriate use of technology for teaching and learning. These additional policies, procedures

enhance and support Board Policies and Procedures ([III.C.5.3](#), [III.C.5.4](#), [III.C.5.5](#)).

Analysis and Evaluation

Santa Rosa Junior College has Board Policies and Administrative Procedures that address the appropriate use of technology for teaching and learning.

Conclusions on Standard III.C. Technology Resources

The College has a robust set of policies, procedures and hardware and software tools to provide technological services to users. The IT, Media Services, and DE departments collaborate and combine to provide professional support for teaching and learning, as well as support for staff and faculty to perform their work. The College also has procedures in place to continuously review systems for needed updates and improvements. The College meets the Standard.

Evidence List

III.C.1.1	SRJC Strategic Master Plan for Technology
III.C.1.2	Institutional Technology Group Home Page
III.C.1.3	Annual Cisco SMARTnet Contract Renewals – November 12, 2019
III.C.1.4	Award of Contract for the Data Center Refresh – July 14, 2020
III.C.1.5	SIS User Manual
III.C.1.6	SIS System Overview Diagram
III.C.1.7	Third Party Systems Connected to SIS
III.C.1.8	SRJC Institutional Planning Website
III.C.1.9	SRJC Integrated Planning Model
III.C.1.10	TopDesk Self-service Portal
III.C.1.11	ServiceDesk Plus Portal
III.C.1.12	PortalGuard Login Page
III.C.1.13	Firewall Access
III.C.1.14	Virtual Private Network GlobalProtect Remote Access
III.C.1.15	VMWare Horizon Client Access
III.C.1.16	VMWare Horizon Support
III.C.1.17	Financial Aid Login Access
III.C.1.18	SRJC Media Services Technology Support
III.C.1.19	SRJC Media Services Solstice
III.C.1.20	SRJC IT Loaner Equipment Program
III.C.1.21	Distance Education – Connect with Students Remotely
III.C.1.22	Distance Education – Online Accessibility Best Practices
III.C.1.23	Distance Education – Online College Project
III.C.1.24	Santa Rosa Junior College Libraries
III.C.1.25	Santa Rosa Junior College IT Computer Labs
III.C.1.26	Santa Rosa Junior College English Department Writing Center
III.C.2.1	Institutional Technology Group Home Page
III.C.2.2	ITG 2018 SRJC Technology Bond Spending / Activity Update

<u>III.C.2.3</u>	Strategic Master Plan for Technology
<u>III.C.2.4</u>	SRJC Media Services Technology Support
<u>III.C.3.1</u>	Virtual Private Network GlobalProtect Remote Access
<u>III.C.3.2</u>	Virtual Private Network GlobalProtect Remote Access
<u>III.C.3.3</u>	GlobalProtect VPN Encrypted Configuration
<u>III.C.3.4</u>	VMWare Horizon Client Access
<u>III.C.3.5</u>	Lab Remote Access via Horizon Application Servers
<u>III.C.3.6</u>	Login for Tenable Vulnerability Scanner
<u>III.C.3.7</u>	Barracuda user login and settings
<u>III.C.3.8</u>	Informacast Login
<u>III.C.3.9</u>	Cisco Emergency Responder Login
<u>III.C.3.10</u>	Regroup Login
<u>III.C.3.11</u>	Sample of Monthly Security Newsletter
<u>III.C.3.12</u>	Phishing as Most Common Attack Vector
<u>III.C.3.13</u>	California Community Colleges Vision Resource Center
<u>III.C.4.1</u>	Santa Rosa Junior College Professional Development
<u>III.C.4.2</u>	Online training website – lynda.com replacement (Login required)
<u>III.C.4.3</u>	Professional Development Menu of Activities
<u>III.C.4.4</u>	IT Online Support for Faculty and Staff
<u>III.C.4.5</u>	SRJC Distance Education - About
<u>III.C.4.6</u>	SRJC Distance Education Main Webpage
<u>III.C.4.7</u>	Guide for Evaluating Online Instruction at Santa Rosa Junior College
<u>III.C.4.8</u>	Distance Education Help for Faculty Website
<u>III.C.4.9</u>	College Skills Department Course CSKLS334 Canvas Webpage
<u>III.C.4.10</u>	SRJC Media Services Zoom Support
<u>III.C.4.11</u>	SRJC Media Services Zoom Tutorials
<u>III.C.4.12</u>	SRJC Media Services Webinar Request
<u>III.C.5.1</u>	Board Policy 2.13 Computer and Communications Technology Use
<u>III.C.5.2</u>	Board Procedure 2.13P Computer and Communications Technology Use
<u>III.C.5.3</u>	MYSRJCAPP Terms of Service
<u>III.C.5.4</u>	DE Use of SRJC’s Canvas System for Non-instructional Purposes
<u>III.C.5.5</u>	Public Relations – Telecommuting FAQs for Classified Professionals

D. Financial Resources

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

Santa Rosa Junior College ensures there are sufficient resources allocated to support student

learning and to improve institutional effectiveness while maintaining financial stability through the Program Review and Planning Process (PRPP). The College's budget is based on realistic assumptions that reflect current funding expectations from the state ([III.D.1.1](#)). The College regularly seeks grant resources to help fund new and ongoing initiatives and to promote innovation. For example, the College was awarded a five-year federal Title V Hispanic-Serving Institution (HSI) award in October of 2020 in the amount of \$2.82 million to strengthen and to enhance the academic pipeline of Hispanic low-income students from early engagement to engaged alumni. The College also benefits from significant community support through its Foundation and through the 2014 approval of Measure H, a \$410 million general obligation bond.

To improve institutional effectiveness, the College distributes resources through the PRPP and ensures that resources are allocated in a manner that allows for innovation and achievement of goals stated in the Strategic Plan. One example of improving institutional effectiveness is by strengthening linkages between planning and budgeting with the creation of the Planning and Budget Council (PBC).

The College is experiencing declining enrollment, which has been exacerbated by wildfires in Sonoma County and by the COVID-19 pandemic. As a result of the 2017 Tubbs firestorm, the College is operating under a California Community College Chancellor's Office (CCCCO) emergency conditions waiver (fire waiver) that holds apportionment funding for the College at the pre-Tubbs fire level through 2022-23 ([III.D.1.2](#)). In addition, the hold harmless provisions in the Student Centered Funding Formula (SCFF) will protect the funding level through 2024-25, and with the three-year smoothing of credit FTES in the SCFF, the full loss of FTES revenue from the enrollment decline will not occur until, at the earliest, 2027-28. In 2017-18 and earlier, the College often used one-time funds or made significant transfers to the General Fund to balance its budget or to stay above the required minimum fund balance. The College recognized that this was not sustainable, and after much review and data analysis, the College made the strategic decision to downsize the institution to match its smaller student population and to create the Long Range Plan to Fiscal Stability (LRP). The LRP calls for significant reductions between fiscal years 2018-19 and 2023-24, with the most significant reduction levels occurring in non-instructional staffing. Because of the fire waiver, the College was able to choose a longer term phased-in approach to provide sufficient time for planning, program assessments, and implementation of changes. After a special session of the Board of Trustees (BOT) on November 20, 2018, the College implemented the LRP as presented ([III.D.1.3](#)). The identified guiding principles for the LRP included creating a sustainable budget, long term planning based on data and demographics, and increasing the College's fund balance. Since that time, the College has followed the LRP as outlined, with minor adjustments as needed. For example, in response to COVID-caused financial challenges, in the 2020-21 adopted budget process, after receiving approval for extension of the fire waiver, the College realigned the plan to six years to ensure it would be able to continue to implement appropriately ([III.D.1.4](#)). On February 1, 2021, the College was notified by ACCJC that it had been placed on enhanced fiscal monitoring status by the Commission and was required to draft a Special Fiscal Report ([III.D.1.5](#)). The Special Fiscal Report was submitted to the Commission on April 13, 2021, and on June 28, 2021, the College was notified that the Report had been accepted. In addition, the Commission acted to require a Special Fiscal Monitoring Site Visit, conducted in conjunction

with the scheduled Spring 2022 comprehensive review, to continue monitoring the remaining deficiencies noted in the February 1, 2021 Action Letter ([III.D.1.6](#), [III.D.1.7](#)). The College has been working collaboratively with the Commission since 2018 and has kept the Commission updated on the continued implementation of the plan. To date, the ongoing progress includes:

- The planned reductions for 2018-19, 2019-20 and 2020-21 have been achieved, eliminating \$15.4 million ongoing from the unrestricted general fund budget ([III.D.1.8](#)).
- The College has restored the ongoing contribution to its retiree benefits fund for its Other Post-Employment Benefits (OPEB) responsibilities.
- In 2017-18, there were one-time transfers of nearly \$5 million to remain at the necessary fund balance. In 2019-20 and beyond, there were no budgeted or processed one-time transfers into the general fund.
- The College has increased its 2020-21 unrestricted ending fund balance from 5.5% of unrestricted general fund expenditures to 12.8% ([III.D.1.9](#)).
- The College recently participated in an Institutional Effectiveness Partnership Initiative Partnership Resource Teams (PRT) visit, having requested the areas of focus to be on shared governance and strategic enrollment management. The outcomes related to strategic enrollment management will align the College's schedule of classes with the needs of its students and will address the identified deficiency of declining enrollment.

The College's PRPP, described in Standard I and III.D.2, provides a means for setting priorities for funding institutional improvements and for ensuring funds are prioritized toward student learning and institutional effectiveness. The College's highest priorities are its students and the successful attainment of their educational goals. As evidenced by the integration of the Budget and Planning committees into one Planning and Budget Council (PBC), described in III.D.2, considerable effort has been given to strengthening financial planning processes to ensure the College's ability to fulfill academic, technological, facilities, and staffing needs. Resources needed to enhance programs and services are identified and assessed through these processes, which lead to allocations/reallocations of available resources. The Strategic Plan further informs financial planning and resource allocation. The efficient allocation of revenues within the framework of these priorities ensures that financial resources are sufficient to sustain and to enhance learning programs and services and that the College is able to improve and innovate.

SRJC's finances are managed with integrity in a manner that ensures financial stability. The College determines how resources will be distributed through the annual planning and budget processes, which includes broad campus-wide representation through the PBC ([III.D.1.10](#)). During the course of the year, detailed information on budgets and expenditures are available to departments to ensure accuracy and to support ongoing budget management. The College undergoes an extensive external audit annually and has a Citizen's Bond Oversight Committee to ensure the appropriateness of bond-related expenditures at the College. Budget development is based on Board Policy and established processes ([III.D.1.11](#)). The Budget and Planning Framework (PBF) calls for the use of financially responsible budgeting practices ([III.D.1.12](#)). Budget transparency is ensured through regular budget updates to the Board Finance Committee and to the BOT, through regular presentations and discussion with the PBC and other constituency groups, and through regular communications to the college community. The College's score on the Fiscal Health Risk Analysis by Fiscal Crisis and Management Assistance Team (FCMAT) puts the College at low risk for insolvency ([III.D.1.13](#)).

Analysis and Evaluation

The College has sufficient resources to support student learning and institutional improvement. These resources are distributed in a way that supports the development, maintenance, allocation, and enhancement of programs and services. The College manages its financial affairs with integrity and in a manner that ensures financial stability. Information about financial resources is shared throughout the College. The College has sound and transparent policies and procedures in place to ensure fiscal transparency and integrity. While the College is addressing ongoing and future fiscal concerns with the LRP, it has sufficient revenues to support educational improvement and innovation, and its finances are managed with integrity in a manner that ensures financial stability and are sufficient to ensure financial solvency.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

SRJC's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning through the PRPP and the PBC.

The College's Mission Statement ([III.D.2.1](#)) is used as the basis of its Strategic Plan, goals, objectives, and initiatives, which in turn guide departments and programs as they develop their respective plans through the PRPP ([III.D.2.2](#), [III.D.2.3](#)). The College places primary focus on student success and support but is mindful of its financial integrity, as stated in one of its core values: "*We value sustainability that includes fiscal solvency and stability*" ([III.D.2.2](#)). As evidenced in the College's Integrated Planning Model ([III.D.2.4](#)), the budget planning process is a part of the annual planning process driven by the long range planning of the College.

The College uses the PRPP to assess the overall effectiveness of each program in relation to required resources. It is an ongoing process of evaluation and alignment that begins with an assessment of the current state of the program and identifies the improvements and resource needed to achieve its goals. Each program uses data as part of its annual review and incorporates this data into its qualitative report. These assessments of the effective use of financial resources include budget and cost data, ratios, and, for academic programs, student data. Program units make plans and goals for the future and provide the information necessary to identify programmatic, staffing, and capital equipment and facility needs. All unit plans identify how the request aligns with the mission and which goals and objectives would be supported by the request. While financial projections are being made at the President's Cabinet level, the data for developing institutional plans and for identifying funding priorities is 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 ([III.D.2.5](#)). Along the way, dialogue occurs in Academic Affairs, Student Services, Finance and Administrative Services (FAS), and other units performing program reviews until the compiled

priorities reach the President's Cabinet for review, prioritization, and final recommendation to the Institutional Planning Council (IPC)/Planning and Budget Council (PBC), which has the responsibility to review, to ensure they align with the College's mission, vision, goals, and initiatives, and to approve. Information from the PRPP, in conjunction with the Strategic Plan and with external state and local information, is used to formulate other institutional planning, such as the College's Facilities Master Plan ([III.D.2.6](#)).

A companion objective in Goal D of the Strategic Plan is "maintaining responsible fiscal practices and financial stability" of the College. The College's PBF provides financially sound parameters by which the College prepares its financial plan in support of its mission and goals and ties back to the Strategic Plan and mission. ([III.D.2.7](#)).

Prior to the 2020-21 fiscal year, the Budget Advisory Committee (BAC) was the constituency group responsible for the College's financial planning and budget processes, and the IPC was the College's central coordinating body responsible for the integration of planning activities and the pursuit of institutional effectiveness.

Both the BAC and the IPC were paused in Fall 2020 while the College created an integrated Planning and Budget Council (PBC) to more closely align the planning and budget processes in the College. The PBC is tri-chaired by the Vice President, Finance and Administrative Services (VPFAS), the Senior Director of Institutional Effectiveness, Research and Planning, and the Academic Senate President. Members of the PBC include representatives of all constituency groups. The role of the PBC combines and expands the roles of the previous IPC and BAC and serves as the consultation committee for College-wide planning and budgeting. The PBC also assures that planning and budgeting are evaluated and integrated while driven by the mission and the Strategic Plan ([III.D.2.2](#)). The PBC is responsible for coordinating and overseeing all institutional planning activities, including the implementation of the PRPP, and all budget activities, including reviewing budget assumptions and prioritizing resource requests. This council is where the most significant elements of financial and planning dialogue and consultation occur, and where institutional commitment and integrity are applied to resource allocation that is fiscally responsible, responsive to student and community needs, and aligned with the Strategic Plan. This ensures a fully integrated planning and budgeting process ([III.D.2.8](#)).

The College has policies and procedures to ensure sound financial practices. Section 5 of the Board Policy Manual, Finance, lists all policies and procedures relating to the College's financial management. Policies also describe the role of the Board of Trustees (BOT) and College Superintendent/President, the process for budget development, and how specific areas, such as surplus property, gifts, external contracts, and audits, are handled.

Policy 5.3, Budget Development and Administration, outlines the requirements that budgets will be developed with a consultative process and the establishment of the budget calendar ([III.D.2.9](#)). To comply, all programs complete the PRPP annually, where they assess the previous year's accomplishments, describe alignment with the mission, develop plans for improvement, and request, as needed, the additional resources required to achieve those plans. Policy 5.9 and subsequent policies and procedures of Policy Manual Section 5 outline the

general requirements of systems of accountability ([III.D.2.10](#)). The VPFAS, Director of Finance (DoF), 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 College prepares multi-year financial projections and various scenarios for projecting the results of hiring, negotiations, and other long-term commitments.

The College distributes financial information in a timely fashion to ensure that all interested parties in the College are informed. Financial information is readily available through Escape, the College's financial management software program. Financial information is also regularly communicated and discussed in the PBC and various committee meetings, and regular updates are provided to the BOT and the college community. All budgets, audits, budget presentations, and budget updates are posted on the District website ([III.D.2.11](#)).

Analysis and Evaluation

The College's mission and goals are the foundation for financial planning which is integrated with and supports all institutional planning. Adherence to policies and procedures ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution to all interested parties through multiple mechanisms in a timely manner.

- 3. 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.**

Evidence of Meeting the Standard

SRJC clearly defines and follows guidelines regarding financial planning and budget development, which includes opportunity for all constituency groups to participate through the PBC, the budget development process, the PRPP, and through committee and BOT meetings. The financial planning and budget development processes are outlined in three documents: the PRPP, the PBF, and the budget calendar.

The PRPP connects the budget development process to the institutional planning process and the Strategic Plan. As described in Standard I and III.D.2, each program or department develops its PRPP, which includes budget implications and how requests will help meet the mission and initiatives of the college. These are reviewed and prioritized by each respective program, division, and component, and then go to President's Cabinet for review, prioritization, and compilation. The PBC then reviews and approves the combined list for incorporation into the budget as funds are available. Following cabinet review and PBC approval, the list of prioritized objectives, including budgets, is posted on the planning website ([III.D.3.1](#), [III.D.3.2](#)). This process ensures that the allocation of financial resources is integrated with planned institutional priorities and that fiscal decision-making is transparent and collaborative.

The PBF contains overarching guidelines for the development of the budget and affirms the

financially responsible parameters that also align to the Strategic Plan goal of fiscal sustainability. The College annually reassesses its PBF through the PBC and submits to the BOT for approval if there are changes ([III.D.3.3](#)).

The annual budget development process timeline is outlined in the College's Budget Calendar ([III.D.3.4](#)). The Budget Calendar is reviewed and approved annually by the PBC and includes the budget development process, from the Governor's budget and PRPP in January to the adoption of the budget by the BOT in September of each year.

The College utilizes its financial management software, Escape, as a tool to plan, to develop, and to manage the budget. Historical budget information is readily accessible to managers and staff to analyze as they develop their budget. At the beginning of each budget development period, the Accounting Office distributes instructions and budget worksheets and provides one-on-one support in the development of these budgets ([III.D.3.5](#)). Once all departmental budgets have been submitted, FAS reviews and incorporates the budget assumptions for non-department budgets and creates the budget to submit to the BOT for approval.

As described in III.D.2, constituent participation also occurs through the PBC. The PBC includes representatives of all constituency groups and provides the opportunity for wide participation in the budget development and planning processes. In addition to its role previously described, the PBC ensures that consultation and input from all levels have been brought together and carried into the planning and budget processes.

In addition to the PBC, financial and budget information is regularly presented to various committees on campus for input and feedback. In the past, the Budget Advisory Committee (BAC) has provided open forums, office hours, and Budget 101 presentations to the college community ([III.D.3.6](#)). The BOT and Board Finance Committee receive regular financial updates, and the public comment period at the meetings of the BOT is another opportunity for constituencies to provide comments to the BOT prior to approval of the proposed budget. These occur when the tentative budget is presented at an open meeting of the BOT in June and the adopted budget is presented to the BOT in September ([III.D.3.7](#), [III.D.3.8](#)).

Analysis and Evaluation

The College has defined and closely follows its clear guidelines and processes for financial planning and budget development, allowing for input from, and participation by, all constituents in financial planning and budget development. The budget development process ensures that all constituencies have appropriate opportunities to participate. Furthermore, College constituencies are well represented on participatory governance committees, including the PBC. All institutional plans, including the Strategic Plan, are created through committees and workgroups with representation and input from every constituent group. The campus community also has the opportunity to provide input through the PBC, which holds open meetings, public forums, and BOT meetings.

Fiscal Responsibility and Stability

4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard

The College establishes a realistic assessment of financial resource availability on an annual basis and on longer term projections through the budget model ([III.D.4.1](#)). Following the College's Budget Calendar ([III.D.4.2](#)) and PRPP Planning Calendar ([III.D.4.3](#)), the budget development process begins with the release of the Governor's annual budget in January for the following budget year and continues to be refined through the May revise to the final adopted budget in September. Budget assumptions include information about current and projected FTES, funding estimates proposed in the state budget, changes in pension contribution rates, contractual commitments, legal and regulatory requirements, collective bargaining agreements, other revenue changes, anticipated cost increases, current portions of debt obligations, new or revised staffing needs, PRPP augmentations, and any other factors that will shape the fiscal resources in the coming year. These factors are then incorporated into the budget model. They are discussed at PBC ([III.D.4.4](#)) and used to create the Tentative and Adopted Budgets ([III.D.4.5](#)).

Budget projections are monitored against actual expenses, and adjustments are made as necessary. The BOT, applicable committees, and the college community are updated on a regular basis about key issues related to the College's budget status, including any changed conditions caused by internal or external factors. The Accounting Office and budget managers track expenses and revenue through the year in real time using Escape, the College's financial management software program, to ensure that fiscal information is reliable to support proper management of funds and to ensure transparency. The College's ongoing budget performance is documented through the submission of annual and quarterly 311 reports, which are reviewed by the BOT and the PBC ([III.D.4.6](#), [III.D.4.7](#)).

The College's PRPP include assessments of prior year results and outcomes as part of the evaluative process of the current year and serve to inform goals and initiatives for future years. The adopted budgets include a comparison of prior year budget and expenditures ([III.D.4.8](#)). The development of new budgets includes a regular review of past expenditures, and department budgets are based on prior year allocations. Budget managers are given the opportunity to indicate areas of need and to reallocate funds within their department as the budget is developed ([III.D.4.9](#)). Proposals for additional resources are made by programs and departments through the annual PRPP.

Resident and nonresident full time equivalent students (FTES) is a major revenue generator for the College, so maintaining and growing FTES levels is a core resource in the development of financial resources. Since the 2017 Tubbs fire, the College has experienced declining enrollment, which has been exacerbated by the COVID-19 pandemic. To develop strategies to offset these declines, the College had a Partnership Review Team (PRT) visit the college in 2020-21, with enrollment management identified as a key focus area. The college is developing a new strategic enrollment management plan and has identified strategic areas to develop for

expansion, such as dual enrollment, older adult programs, and the prison program. While operating under the LRP, this is effectively accomplished by reallocating resources from one area to another. The LRP modeling was based on achieving 17,500 FTES, more than 2,000 fewer FTES than current funding levels. Prior to the COVID pandemic and after reductions to the instructional program, the College had 17,200 FTES. While there have been additional COVID related declines in enrollment, the results from the enrollment management plan and strategic growth areas are aimed to provide some rebound in enrollment. If unsuccessful, discussions in the highest governance bodies are underway on how to support students and return our FTES to pre-pandemic levels that align with the budget modeling. If this does not occur, the College recognizes the need to implement a revision to the LRP to include further reductions to realign with the size of our student population.

Cost reduction through efficiency is another way to make financial resources available. As part of the LRP, there have been, and will continue to be for the remainder of the plan implementation, significant reductions in all areas of the College. This has required the College to find ways to streamline processes and to be more effective with fewer resources.

For financing large capital projects, such as buildings and technology, the College has been supported by the community. In 2002, voters approved the \$251.7 million Measure A general obligation bond, which allowed the College to rehabilitate and to renovate campus buildings; to 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. In November 2014, the \$410 million Measure H bond was approved by the voters, giving the College the resources needed to build classrooms and a STEM building, as well as to upgrade facilities and technology.

Objective G in the College's Strategic Plan calls for pursuing "alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students" ([III.D.4.10](#)).

The College also partners with numerous organizations to develop resources and to meet the needs of the students. Examples include partnerships with emergency personnel agencies and hospitals for Public Safety and Health Sciences programs, the Piner Early College Magnet Program, the Pepperwood Preserve, and the Study Abroad Program. These partnerships not only benefit programs and students but also generate FTES, provide services or sites, and cultivate good community relationships.

In 2017, to meet the needs of students who were challenged in finding affordable housing, the College began to assess the feasibility of onsite housing. The College chose a public private partnership structure where the College contracts with a developer to build the project and a non-profit to own and to manage the building under a long term lease. The 352 bed student housing project is currently anticipated to open in Fall 2023. The College will receive any remaining cash flow from the project annually to support its operations.

The College has Instructional Service Agreements (ISAs) with community agencies such as Goodwill, Petaluma People Services, and North Bay Industries to provide instructional

programs in noncredit areas ([III.D.4.11](#)). The College collects noncredit FTES based on attendance. The ISAs are renewed annually and subject to review by the College's independent auditors.

The College has long supported a number of grant-funded programs and has consistently encouraged applications for new funding in support of programs that align with the College Strategic Plan and mission. In coordination with the Accounting Office, the Dean of Instruction and Strategic Program Development, and the Senior Director of Institutional Effectiveness, Research and Planning are responsible for the grant application and oversight processes. The College currently oversees over 100 grants and categorical programs.

The College also partners with the Doyle Trust through the SRJC Foundation. To establish this unique program, Exchange Bank co-founder Frank P. Doyle created a trust that provides SRJC students with a scholarship to assist with their cost of education. This trust is funded through dividends from Exchange Bank and has provided millions of dollars to the College's students since its inception in 1948.

SRJC's Community Education offers not-for-credit classes designed for business and professional development, personal interest, and lifelong learning. Fees charged for classes cover direct expenses of the classes with additional revenues supporting the programs of the College.

Analysis and Evaluation

Institutional planning is realistic in its assessments of financial resources availability and incorporates financial assessments into the expenditure planning process. The College carefully manages resources and maintains flexibility to adapt to changing economic conditions, while being fiscally conservative about the achievement of increased revenues. The College has enhanced resources that support institutional planning by developing appropriate resources through strategic enrollment planning and development, partnerships, grants, and bond funding. Financial planning is integrated with the planning process as described in III.D.3. Past budgets and financial results are part of the budget development process and are used to plan for the future. The annual external audit affirms that expenditures are being spent as required.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

SRJC's financial management software (Escape), Board policies and procedures, transparent communications to the college community, and clean audit opinions serve as evidence of the institution's financial integrity and responsible use of financial resources.

To assure the financial integrity of the institution and responsible use of resources, the College

has internal control mechanisms to govern the preparation of financial documents and to ensure information is available for sound financial decision-making. The College uses the Escape financial management system to record financial transactions. Inputs are made at the department level and approved through FAS, following appropriate approvals of College management. There are adequate controls within the system that include passwords and control of authorized users. College expenditures are processed using a requisition process in Escape. Purchase requests with insufficient funding in the indicated account will not be approved without overriding approval from the Accounting Office, DoF, or VPFAS. Purchase requests in excess of \$5 thousand are approved by the Director, Purchasing and Risk Management (DP&RM). Appropriate personnel can retrieve their own reports, view account balances, and view transactions in real time, which helps provide proper budget management and control. If requested by the budget manager or if evaluations identify a concern, the VPFAS, DoF, and/or the accountant meet with budget managers to review the upcoming budget and/or the prior year expenditures.

Section 5 of the College's Board policies and procedures are dedicated to finance and provide the basis for many internal controls. These include policies relating to accounting, purchasing, debt issuances, budgets, and audits ([III.D.5.1](#)).

As described in III.D.2, the PBC plays a leadership role in communicating relevant budget information to constituent groups. PBC's representative membership also provide the means for communication across College constituencies regarding budget issues. Timely and accurate financial information is disseminated to the college community in a variety of ways, including in person to the college community; budget forums given by the VPFAS and BAC; BAC office hours and Budget 101 presentations; at meetings of the BOT; at shared governance meetings, on the Budget Updates page on the District Website; on the BAC/PBC webpage; and through emails to the college community ([III.D.5.2](#), [III.D.5.3](#), [III.D.5.4](#)). In addition to the budget updates, the BOT receives quarterly financial and budget reports (311Q), and approves changes to the general fund adopted budget. The annual 311 reports are presented to and discussed with the PBC ([III.D.5.5](#)).

Each year, the college receives a comprehensive audit of its financial statements by an external audit firm. This includes assessments on internal and financial controls, as well as a reconciliation of the Annual Financial and Budget Report (CCFS-311) with the financial statements. The auditors consistently identify no deficiencies in internal control that are considered to be a material weakness and consistently find that the College complied, in all material respects, with the types of compliance requirements that could have a direct and material effect on the financial statements or programs ([III.D.5.6](#)). Finally, the College has not received any reconciliation items from reconciliation of the CCFS-311 to the financial statements, which assures that the 311 reports are accurate. Financial audits are reviewed by the BOT and posted on the District audit webpage ([III.D.5.7](#)).

After the annual audit, the VPFAS completes the California Community College Sound Fiscal Management Self-Assessment Checklist ([III.D.5.8](#)) and the FCMAT Fiscal Health Risk Analysis tool ([III.D.5.9](#)). These help the College identify potential financial risks and internal control structure weaknesses or management practices in need of improvement.

The FAS unit annually reviews its financial management and internal controls to assess whether any updates or changes are necessary. These reviews could also be triggered by changes within the College or from external areas or requirements. Necessary updates are developed and implemented immediately. The VPFAS and DoF conduct ongoing internal assessments over risk areas during the fiscal year to ensure that the College is managing its resources in compliance with various state and federal guidelines and the College's internal policies and procedures.

Analysis and Evaluation

The College has appropriate internal control mechanisms in place to ensure financial integrity. The College regularly evaluates its processes, including its financial management processes, and the results of evaluations are used to improve financial management systems. Also, the College uses appropriate tools to maintain budgetary accuracy and controls and to conduct financial planning. All budget managers and appropriate staff have access to the Escape system and are able to view their financial information. Financial communications are widely disseminated in a timely manner. The College prepares accurate financial documents that support sound financial management. Annual audits demonstrate the integrity of financial management practices, and the College consistently receives unmodified opinions that indicate no internal control deficiencies or weaknesses.

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

SRJC follows generally accepted accounting principles and ensures that financial allocations support student learning programs and services. The College's integrated planning process informs the budget development process to ensure the budget is based on institutional planning in support of student learning. The Tentative and the Adopted budgets present a plan of financial operations for a given fiscal year, and each consists of estimated revenues and expenditures based upon budget assumptions that reflect College needs and goals ([III.D.6.1](#)). The Adopted Budget is presented to the BOT with a recommendation for adoption following a presentation on the financial conditions of the previous and current fiscal years ([III.D.6.2](#), [III.D.6.3](#)). The thoroughness of the budget development process provides an accurate reflection of what is necessary to achieve the College's goals for student learning programs and services.

The College maintains budgetary accuracy and financial integrity through the use of Escape financial management software. All transactions route through the appropriate approval process prior to processing. The system flags any expenditure and encumbrance above approved budgets. To ensure the College budget is an accurate reflection of institutional spending, up-to-date detail or summary financial information is accessible to managers.

As required, an independent CPA firm performs an annual audit on all financial records of the

College to ensure the financial documents reflect the appropriate uses of financial resources in compliance with established governmental rules, regulations, policies, and accounting practices. The auditors present their findings to the Board Finance Committee ([III.D.6.4](#)). The annual audits are presented to the BOT, and bond related audits are presented to the Citizen's Bond Oversight Committee. The audit is also reviewed with the PBC and posted on the District Audit website ([III.D.6.5](#)). If findings are identified, they are communicated to the appropriate parties, and a corrective action plan is immediately developed and implemented. The annual audits consistently receive an unmodified opinion.

Analysis and Evaluation

The College allocates its resources in ways that best serve student learning programs and services. The close linkage between program review and the budget development process ensures that resources are directed appropriately to support learning programs and services and that they align with the College's Strategic Plan. The College's financial documents are thoroughly reviewed and discussed through a variety of committees and processes, including the PBC, as well as the Board Finance Committee, prior to presentation for approval at the BOT meeting. Throughout the year financial reports such as the 311Q are presented in open meetings of the BOT. This process results in credible and accurate information to the College community and ensures the budget meets the needs of the College in providing resources to support student learning programs and services. Annual external audits have shown that the College's financial documents have a high degree of accuracy and credibility, demonstrate appropriate allocation and use of financial resources, and ensure the integrity of the financial management process. The audit reports have been consistently positive and note no material weaknesses or significant deficiencies.

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Per SRJC Board Policy 5.9.7 (Financial Audits), the College engages with an external accounting firm to perform an annual audit ([III.D.7.1](#)). The scope of the annual fiscal audit includes all funds, internal controls over financial reporting, and compliance ([III.D.7.2](#), [III.D.7.3](#)). The auditors discuss any concerns and audit findings prior to the issuance of the independent auditor's report each fiscal year. Any audit findings are reviewed in detail with the appropriate areas to develop a comprehensive response, including a plan of action, to be included in the auditor's report. The independent auditor reviews and assesses the prior year's audit findings for confirmation of implementation of the corrective action plan by the College. The College has consistently received unmodified audit opinions; however, over the past five years the College has received two minor audit findings ([III.D.7.2](#)). For the year ending June 30, 2018, the College received a state compliance audit finding on the Apprenticeship Related and Supplemental Instruction (RSI) Funds. A corrective action plan was implemented, and the auditors found no issues the following year. For the year ending June 30, 2020, the College again received a state compliance audit finding on the Apprenticeship Related and Supplemental Instruction (RSI) Funds for a different issue. A corrective action plan was

implemented, and the auditors found no issues the following year. The financial audits are discussed in the Board Finance Committee, PBC (BAC) and are presented for discussion and approval at a public meeting of the BOT ([III.D.7.4](#), [III.D.7.5](#), [III.D.7.6](#)). Additionally, the annual financial and performance audits for the Measure H bonds are presented to the Citizen's Bond Oversight Committee ([III.D.7.7](#)).

Analysis and Evaluation

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately. The audit reports are easily accessible and posted on the College website.

- 8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

Evidence of Meeting the Standard

SRJC has established procedures to assure that financial management is in accordance with adequate internal controls, budget management, proper financial reporting, and pursuant to the California Community College Budget and Accounting Manual. Internal controls are consistently reviewed to ensure adequate oversight of resources and to assess for validity and effectiveness, especially as process or staffing changes occur. In addition, the College engages an independent certified public accounting firm to perform an annual financial audit, which includes an audit of its financial and internal control systems. The auditors evaluate systems for validity and effectiveness, and they report on any material weakness in internal controls, if found. The College's audits have consistently received unmodified opinions. In addition, for the past five years, the auditors found no material weakness or significant deficiencies in internal controls ([III.D.8.1](#)).

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 VPFAS 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 reviewed by the Accounting Office and approved by the VPFAS prior to submittal.

Analysis and Evaluation

Financial and internal control systems are regularly evaluated and assessed for validity and effectiveness. As a result of the review by the external auditors, no deficiencies in internal control that would be considered material weaknesses or significant deficiencies have been identified in the annual audits for the last five years.

- 9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

Evidence of Meeting the Standard

SRJC's level of unrestricted fiscal reserves is adequate to meet financial emergencies and unforeseen occurrences. The PBF requires the College to maintain at least a 5-percent reserve within the ending fund balance, which the College has consistently met ([III.D.9.1](#)). The College's score on the Fiscal Health Risk Analysis by Fiscal Crisis and Management Assistance Team (FCMAT) puts the College at low risk for insolvency ([III.D.9.2](#)).

The College has sufficient cash funds to meet its needs on an annual basis. However, as with most educational agencies, the College may experience month-to-month cash flow challenges while awaiting receipt of property tax revenue from the County of Sonoma. Prior to receipts of property tax revenues, the College is allowed to run a negative cash balance in its general fund at the Sonoma County Treasury during the fiscal year without having to borrow money externally. Interest cost is present regardless, but this method results in overall lower interest to the College from the County Investment Pool. For 2020-21, the deferrals of apportionment funds from the state required SRJC to secure short-term borrowing in the form of a tax revenue anticipation note (TRAN) through the Foundation for California Community Colleges. The TRAN was issued at \$18.1 million in March 2021 and repaid in December 2021 after prior year apportionment payments were received ([III.D.9.3](#)).

Liability risk and the College's responsibility to protect its assets from losses that would place it in economic jeopardy are managed through insurance, through mitigation of the causes of potential liability-causing conditions, and are supported by Board Policies ([III.D.9.4](#)). The College purchases property and liability insurance from the State Wide Association of Community Colleges (SWACC), a joint powers authority administered by Keenan and Associates, and workers' compensation coverage through another joint powers authority, the Protected Insurance Program for Schools (PIPS) ([III.D.9.5](#)). In an effort to reduce risk and resulting expenditures, the College proactively pursues risk reduction programs, such as regular safety training, hazard identification and removal, and supervisor and employee behavioral skill training ([III.D.9.6](#)). The College has recently created a Director of Purchasing and Risk Management position that is charged with oversight over risk management and coordinates a district wide approach. The College also maintains a Safety and Health Committee, which reviews risks on campus ([III.D.9.7](#)). Sound training in safe practices, combined with consistent monitoring for unsafe conditions, helps to the College manage risk.

The College's level of reserves provides sufficient cash flow to meet financial obligations and unforeseen emergency needs at the college. The College 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, so problems can be discovered when they are small and more easily and quickly corrected. The College has remained poised to pivot as circumstances arise until able to complete the LRP implementation and sustain an increased level of reserves to provide more protection as stated in the LRP Guiding Principles ([III.D.9.8](#)). In 2020-21, the College was able to raise its reserve levels from 5.5% of unrestricted general fund expenses to 12.8%. This was primarily in response to savings from the LRP, as the College was primarily offering remote instruction due to the global pandemic at this time, and from federal revenue backfill for lost revenue from the Higher

Education Emergency Relief Funds ([III.D.9.9](#)). The VPFA and DoF review the College's financial status regularly, and revenue and expenditure patterns are closely monitored. Additionally, as described in III.D.4, there is extensive sensitivity analysis and budget modeling occurring throughout the year ([III.D.9.10](#)).

Analysis and Evaluation

The College maintains adequate reserves, consistently above the Chancellor's Office recommended minimum reserve of five percent of the General Fund operating budget. While the College does experience cash flow challenges during the months typical for community colleges, methods are in place to meet these challenges without external borrowing. Sound financial management practices, such as the focus on insurance requirements and risk management strategies, are designed to minimize risk to the College, to provide coverage for any catastrophic event, and to allow effective responses to financial conditions.

10. 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.

Evidence of Meeting the Standard

Under the leadership and direction of the VPFA, the College practices effective oversight of all finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. These are based on the Section 5 of the College's Board Policy Manual ([III.D.10.1](#))

There are multiple levels of financial oversight of College expenditures, ranging from specific College departments to the State of California. Departments initiate the majority of expenditures, which are then approved by the department head and the supervising administrator, before being forwarded to FAS for processing, where they are also reviewed for compliance. All warrants are processed through the Accounting Department and/or the Sonoma County Office of Education (SCO). A reconciliation between SCO and the College and all bank accounts are prepared monthly.

The College's budget is a significant control mechanism for expenditures. Expenditures and revenues are compared to the budget regularly to ensure that spending is on track for the fiscal year and to monitor areas for overspending. Each month a budget revision report is presented to the BOT for approval ([III.D.10.2](#)).

Another major control of the budget is the College's financial software, Escape. College revenues and expenses are managed through a financial accounting system that enables the College to ensure that its funds are used in accordance with funding source requirements or legislative directives. Systems are in place to provide checks and balances within the Escape integrated financial management information system. The controls in the Escape module are developed and implemented by the Accounting Office and ensure College compliance, departmental approvals, funding availability, capital acquisition tracking, and audit

requirements. Internal controls are assessed regularly by the VPFAS and DoF, and internal assessments routinely occur for oversight and compliance.

An independent certified public accountant performs the annual audit of all finances, including general funds, budgets, special revenue funds, bond funds, financial aid, grants, and contracts to ensure that the College is maintaining high standards of internal controls and fiscal oversight. The certified public accountant also works to ensure the College is in compliance with local, state, and federal laws and regulations, as well as generally accepted accounting and auditing principles. ([III.D.10.3](#))

To effectively control bond expenditures and meet Proposition 39 Bond requirements, the College developed an effective capital construction accounting process that adequately responds to the demands of the bond program construction. With the passing of the bond, a Citizens' Bond Oversight Committee was established in accordance with applicable laws and regulations. In accordance with Board Policy 0.29, committee members are appointed by the BOT ([III.D.10.4](#)). External financial and performance audits are performed annually to ensure that the funds are being spent in accordance with requirements, and the results are reported to the Citizen's Bond Oversight Committee ([III.D.10.5](#), [III.D.10.6](#)).

The College participates in various types of financial aid programs and practices effective oversight of each program. Federal funds are required to be spent within three days of receipt of funds, so the College typically elects to claim funds on a reimbursement basis or within a day of disbursement if preliminary funds are available. The Financial Aid Office (FAO) determines eligibility and enters the awards into the PowerFaids system, which is used to administer and reconcile financial aid and scholarships provided to students. Once reviewed by the FAO, the Accounting Office disburses the funds to students through Bank Mobile and draws funds down from the U.S. Department of Education. This process ensures separation of duties necessary for effective internal controls. To ensure the integrity of financial aid records, Accounting staff conduct independent monthly reconciliations of financial aid accounts each month. Both the FAO and the Accounting Office monitor financial aid funds and disbursements on a regular basis. The annual audit performed by an external auditor ensures that the College's processes are effective and that the College is in compliance with federal regulations. There have been no findings with respect to the College's administration of Title IV or financial aid ([III.D.10.3](#)).

The College's Strategic Plan includes an objective to diversify its funding base through grants that support its mission ([III.D.10.7](#)). Each grant has a designated program manager who is responsible for adhering to District, state, and federal audit practices. Additionally, there is a Restricted Program Accountant in the Accounting Office that supports the programs. Select programs are audited by the external auditors to ensure they are not only being spent in agreement with the terms of the grant but that they are also following generally accepted accounting principles and applicable laws. Each month, any grant applications, acceptance, or other activity are submitted to the BOT for approval ([III.D.10.8](#)).

All contracts are reviewed and executed by the VPFAS or DP&RM to ensure compliance with all laws and College policies and procedures. The Purchasing Department reviews and

processes all contracts for the College. Contracts are presented to the BOT each month for review and ratification. Purchasing processes are conducted pursuant to Board Policy 5.8 ([III.D.10.1](#)). Additional information related to purchasing and contracts can be found in Standard III.D.16.

The SRJC Foundation and the Shone Farm Foundation are both 501(c) (3) nonprofit corporations and an Auxiliary Organization of the College. The College has a Master Agreement with each that outlines the Foundation's administrative functions and activities on behalf of the College ([III.D.10.9](#), [III.D.10.10](#)). The role of the SRJC Foundation is to advance educational opportunities at Santa Rosa Junior College by raising and stewarding funds to support students, instructional programs, and special projects. The role of the Shone Farm Foundation is to hold the federal and state wine licenses for the Viticulture Program's wine production and to fundraise support for the operation of the farm. In accordance with Board Policy 5.6 and 5.6P, the Foundation processes all gifts, bequests, and donations ([III.D.10.11](#)). Each Foundation is governed by a separate Board of Directors. The College Superintendent/President serves as Board secretary and the VPFAS serves as the Treasurer to provide financial oversight. The SRJC Foundation has an established investment policy with oversight provided by the College's Foundation Investment Committee who works closely with external investment advisors. The financial records of the Foundations are maintained by the Accounting Office and are monitored by the same oversight processes used throughout the College. The SRJC Foundation is audited annually by external auditors and complies with all applicable oversight agency regulations ([III.D.10.12](#)).

Per Board Policy 5.7, investments are maintained for the College through the Sonoma County Treasury Office in accordance with their governing regulations and are audited annually by the independent external auditors ([III.D.10.13](#), [III.D.10.3](#)).

The College inventories, tracks, and depreciates all fixed assets in the Escape software per Board Policy 5.9.5a ([III.D.10.14](#)). Inventory assessment by physical count of all building contents is conducted every other year. The Accounting Office reviews assets annually to ensure that assets are being added appropriately. The fixed asset system additions, deletions, and depreciations are also audited annually by the external auditors ([III.D.10.3](#)).

Analysis and Evaluation

The College exercises effective oversight and control over all financial activities, including financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets. The College consistently assesses its processes and uses the results of those assessments to revise and to improve them. The College uses an integrated financial management information system to allow for ongoing management of specific expenditures and budgets. Internal control is assessed by the VPFAS, DoF and the Accounting Office, and internal assessments routinely take place to ensure compliance with generally accepted accounting principles and auditing guidelines. Contracts comply with all applicable laws and regulations. The annual independent external audit affirms the appropriate control of expenditures, fixed asset tracking, financial aid and scholarship oversight, and adherence of grant expenditures to program stipulations. The College has

received unmodified opinions on its financial statements for over ten years.

Liabilities

- 11. The level of financial resources provides a reasonable expectation of both short- term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

Evidence of Meeting the Standard

SRJC provides a sufficient level of financial resources to meet short- and long-term solvency and has a process to conduct planning and to develop priorities in alignment with the College's mission and strategic plan. The College's PBF guides the budget process with budgetary parameters designed to maintain financial stability ([III.D.11.1](#)).

Financial stability is also achieved by ensuring that short-range plans are integrated with the long-range plans of the College. The PRPP carries the short-range plans of individual units to the committees and administrators responsible for their evaluation and for 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 and integrated into the budget model and assumptions.

As part of the budget development process, FAS updates its budget model with the most current information that has been gathered through the College's planning and budget processes. The budget model includes general assumptions for Unrestricted General Fund income and expenses, including enrollment growth or decline, state apportionment and lottery funding, instructional costs, employee salary and benefits, utilities, insurance, ERI and OPEB contributions, and other factors. By showing how those features interact and develop over time, it allows sensitivity analyses to be performed. These assumptions are then integrated into the creation of the budget ([III.D.11.2](#)).

The management of liabilities, including insurance, risk management, debt management, and the OPEB, is another aspect of sound financial management. Insurance and risk management are discussed in Standard III.D.9. The College allocates resources in the annual budget to pay for pension costs and OPEB obligations ([III.D.11.3](#)). The College budgets for payments of long-term liabilities and obligations, including debt, health benefits, insurance costs, and building-maintenance costs.

The College's long-term liabilities are bonds payable, compensated absences, other post-employment benefits, and the Early Retirement Incentive ([III.D.11.4](#), [III.D.11.5](#), [III.D.11.6](#), [III.D.11.7](#)). More information can be found below in III.D.12 and III.D.13.

In 2019, S&P Global Ratings raised its long-term rating to AA from AA- on the College's series 2014B GO bonds. The raised rating reflects the market's view of the College's stable

financial position. The rating action also reflects management's ability to execute its long-term strategy under the Long-Range Plan ([III.D.11.8](#)). The Moody's Credit Opinion rated the College as Aa2 stable, citing the College's sound financial positions with solid reserves and liquidity and low debt burden ([III.D.11.9](#)). In August, 2021, Moody's conducted an updated credit analysis and reaffirmed the College's ratings, citing that the College's tax base will continue to experience solid growth and that its financial position will remain sufficient given management's commitment to maintaining reserves within existing levels. ([III.D.11.10](#), [III.D.11.11](#)).

The 2019-20 External Audit includes the long-term debt obligations of the College ([III.D.11.12](#)). The College's score on the Fiscal Health Risk Analysis by Fiscal Crisis and Management Assistance Team (FCMAT) puts the College at low risk for insolvency ([III.D.11.13](#)).

Analysis and Evaluation

The College prepares for both long and short-term solvency and considers long term consequences in making short-term decisions. Budget modeling allows the College to perform sensitivity analysis for future fiscal planning. The College's financial management practices are sound, and at the same time they are designed to assist and to support the College in actively pursuing its mission. The College meets its GASB OPEB requirements while maintaining flexibility, and the College maintains appropriate insurance coverage and policies and practices that promote safety and limit liability exposure.

- 12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences, and other employee related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.**

Evidence of Meeting the Standard

SRJC plans for and allocates appropriate resources for the payment of its liabilities and future obligations, including OPEB, compensated absences, and an Early Retirement Incentive ([III.D.12.1](#), [III.D.12.2](#)).

The College offers eligible employees an early retirement option that creates OPEB liabilities ([III.D.12.3](#), [III.D.12.4](#)). Regular actuarial reporting is completed as required by Governmental Accounting Standard Board (GASB), with the most recent report completed for the reporting period July 1, 2019, to June 30, 2020. The College contracts with an actuarial firm every two years to analyze the retiree health benefits and to determine the Annual Required Contribution (ARC) and the outstanding liability, with the last study dated September 9, 2020 ([III.D.12.5](#)). The unfunded liability of the College as of June 30, 2019, was \$32.2 million. As of June 30, 2019, the College had an annual OPEB expense of \$2.3 million. The College currently funds the OPEB costs on a pay-as-you-go basis, with a contribution in 2020-21 of approximately \$2.25 million ([III.D.12.6](#)). This amount is assessed annually in the budget development process and incorporated into the budget assumptions ([III.D.12.2](#)). While the College has not created an

irrevocable trust, there is a separate fund dedicated to retiree benefit costs with a fund balance of \$1.5 million as of June 30, 2021. While it is overall more prudent to create an irrevocable trust for the College's OPEB, there is no requirement in GASB 75 to do so. Under the College's current financial circumstances, it is more prudent to remain with the pay as you go method until it is more financially stable. It is anticipated that eventually an irrevocable trust will be created; however, this will not occur until after the LRP has been fully implemented and a sufficient fund balance has been created and sustained.

As of June 30, 2020, the College had a liability of \$5.1 million in compensated absences. These include unused vacation and compensatory time (CTO) accrued, which are eligible for payout upon separation from the College. The compensated absence liability is reported on institution-wide financial statements. Employees are not paid sick leave balances at termination of employment; instead, unused sick leave is added to the creditable service period for calculation of retirement benefits for eligible employees when they retire. The College has recorded the full amount needed to fund the \$2.7 million current portion of the liability and records the remainder as a long-term liability on its financial statements. All normal usages of accrued time are regularly funded through current department budgets.

In 2018-19, the College offered an early retirement incentive to incentivize employees to separate from the institution as it began its College wide reorganization process in the LRP. There were 98 employees who took advantage of the incentive, for a total cost of \$7.9 million. The College pays this obligation annually over five years, with the final payment planned for 2023-24, which is easily allocated for from the savings from the plan.

Analysis and Evaluation

The College plans for and allocates appropriate resources for the payment of liabilities and future obligations, including OPEB, compensated absences and the early retirement incentive. The actuarial plan to determine OPEB liability is prepared pursuant to GASB requirements and the results are incorporated into the financial statements. The financial statements also contain all required notes associated with the long term debt ([III.D.12.6](#)).

- 13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

Evidence of Meeting the Standard

SRJC currently has incurred debt instruments for the 2002 Measure A and 2014 Measure H General Obligation Bonds ([III.D.13.1](#)). The principal and interest payments are paid from tax allocations from property owners in Sonoma County and are not the responsibility of the College. The outstanding balances of June 30, 2020, for the various series in these bond measures can be found in the long-term liability notes in the audit. As noted in the 2019-20 audit report, there is \$64.6 million in the bond debt service funds to be used for principal and interest payments and balances of \$388.4 million in bonds outstanding with maturity dates ranging from 2024 to 2041 ([III.D.13.2](#)). The Sonoma County Auditor and Controller's office

administers bond debt, including the collection of payments from taxpayers and the repayment of the debt. The College reviews bond debt and consults with outside financial managers to ensure the financing is efficient. Policy 5.13 Debt Issuance and Management guides the College in its debt management ([III.D.13.3](#)). Over the years, the College has repeatedly taken advantage of decreased interest rates and refunded portions of the bond series to lower the required assessment of property owners in the county.

Analysis and Evaluation

The College regularly assesses locally incurred debt and appropriately allocates resources to address the debt. The College's only long-term debt are the two General Obligation Bond Measures that are paid from property tax assessments and have no adverse impacts on the financial stability of the College. There are currently no long-term debt instrument expenses to the general fund.

- 14. 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.**

Evidence of Meeting the Standard

SRJC has procedures in place to ensure that financial resources, including its general obligation bond funds, foundations, and grants, are used in a manner to further its mission and goals, with integrity and in a manner consistent with the intended purpose of the funding source.

Pursuant to the requirements of Proposition 39, general obligation bond oversight is provided by the SRJC Citizens' Bond Oversight Committee (CBOC), members of which are appointed by the BOT to oversee Measure A and Measure H. The committee meets regularly to review quarterly financial reports, the annual audit of Measure H, and to receive construction and other updates from staff ([III.D.14.1](#)). The CBOC is required to send the local community at least one report annually describing its activities and findings, which is made available on the College's bond website ([III.D.14.2](#)). Both a financial audit and a performance audit are conducted annually. A financial audit is performed to ensure that financial statements are free from material misstatement, and a performance audit is conducted to ensure that bond expenditures have been made in accordance with the bond project list approved by the voters ([III.D.14.3](#)).

Restricted grants and categorical programs are established for the purpose of providing specialized services that align with the mission of the College. The College applies for grant funding as appropriate to support its mission and goals. Prior to application for a grant, the President's Cabinet is given a description of how the grant will support the short- and long-term institutional goals and how it will affect the College financially. If approved by the President's Cabinet, the application is brought to the BOT for approval to apply ([III.D.14.4](#)). Each grant is assigned a program manager who ensures that program expenses and actions comply with the intended purpose of the funding. An Accountant in the Accounting Office supports the program managers with these responsibilities. Revenues and expenses are handled

in accordance with District policies and procedures and with Federal and State requirements. All quarterly and annual reports are reviewed by the Accounting Office and then routed to the VPFAAS for a final review and approval before submission to the appropriate agency. Grants and categorical programs are audited annually by the external auditor ([III.D.14.5](#)).

The SRJC Foundation and the SRJC Shone Farm Foundation raise funds on behalf of the College as independent auxiliary organizations. The foundations are described in III.D.10. The Executive Director and the College's DoF and/or VPFAAS review and approve all expenses prior to payment. To ensure ongoing integrity, the SRJC Foundation is audited annually by an independent auditor, and the results of the audit are reviewed by the Foundation's Board ([III.D.14.6](#), [III.D.14.7](#)).

Analysis and Evaluation

As evidenced by the external audit, the College has policies, procedures, and sufficient personnel in place to ensure all financial resources, including short- and long-term debt instruments, auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

- 15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

Evidence of Meeting the Standard

SRJC actively monitors and manages student loan default rates to ensure Federal compliance with Title IV requirements. All borrowers are required to fill out a Loan Request Form ([III.D.15.1](#)). In addition, new borrowers are required to complete a web-based entrance counseling loan workshop. FAO staff are available to help students who have questions about student loan default issues, to offer several workshops throughout the year, and to offer coaching to review and to develop a responsible borrowing plan. These services help students better understand the advantages, disadvantages, and responsibilities of borrowing ([III.D.15.2](#)). In addition, the FAO has several financial education resources available for students, including student loan videos such as Cash Course: Your Real Life Money Guide, California Dream Act, I Can Afford College, NerdWallet's FAFSA Guide, and Jump \$tart. If a student's planned indebtedness is excessive, the College offers additional loan counseling to assist them with financial management and to help avoid the risk of default or denial of the loan. Graduates or students who withdraw must complete exit counseling at studentloans.gov ([III.D.15.3](#)). The FAO uses the National Student Loan Data System, PowerFAIDS, StudentForms, and the US Department of Education's Common Origination and Disbursement web site to track, to monitor, and to contact students entering repayment and to offer resources such as loan repayment advice, repayment plan options, forbearances, deferments, and loan forgiveness. The Director of Student Financial Services monitors the status of delinquent borrowers and the projected cohort default rates. The College's cohort default rate falls within federal guidelines, and well below the Title IV threshold for concern. The chart below shows the student loan

default rates for the past five-year reporting cycle available from the National Student Loan Data System ([III.D.15.4](#)).

SRJC Loan Default Rates

<u>Cohort Year</u>	<u>Default Rate</u>	<u>Cohort Count</u>	<u>Default Count</u>
2017	10.7%	288	31
2016	8.5%	292	25
2015	13.7%	393	54
2014	15.6%	391	61
2013	12.1%	443	54

Federal revenue streams in the College include financial aid and various grants ([III.D.15.5](#)). The federal financial aid programs include the Pell grant, Federal Work-Study, Supplemental Educational Opportunity Grant, Direct Loans and the National Service Trust program. In 2019-20 and 2020-21, the College also received funds from the Higher Education Emergency Relief Funds (HEERF) to support students during the COVID-19 pandemic. All federal revenue is tracked separately in the general ledger and spent according to the requirements. Federal funds are typically drawn down on a reimbursement basis to ensure compliance requirements are met.

Grants are discussed in III.D.10 and III.D.14.

The College accounts for its assets using appropriate asset tracking and inventory procedures. All federal assets are tagged and tracked as required by funding agencies even if they do not meet capitalization thresholds ([III.D.15.6](#)). All equipment is assigned a property control number upon receipt, and its location is recorded in the College's electronic financial management system.

As part of the annual audit, external auditors review major federal programs. The audit focuses on compliance with federal regulations including revenue streams and cash management. During the fiscal years of 2010-11 through 2019-20, the external auditors' opinions regarding federal awards have been unmodified, identifying no material weaknesses or significant deficiencies ([III.D.15.7](#)).

Analysis and Evaluation

The College monitors and assesses its federal aid processes and ensures compliance with federal regulations. The Cohort Default Rate has been consistently below the mandated threshold for the past five years, and the FAO has procedures in place to help students be responsible borrowers. Appropriate audits are conducted to ensure revenue accounts and assets have been identified, monitored, and managed in accordance with federal requirements.

Contractual Agreements

- 16. 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

SRJC has established policies and procedures in place to ensure that agreements with external entities support the mission, goals, and effective operations of the College and are developed and implemented in compliance with Education Code, Public Contracts Code, Civil Code, and other regulations and laws. Contractual agreements are initiated and reviewed by the Purchasing Department and the originating department to ensure that contracts are consistent with the mission and goals of the College, meet local requirements, and are in compliance with board policies and procedures. Contracts are then submitted to the BOT for approval ([III.D.16.1](#)). Each manager who initiates a contract is responsible for the oversight and performance of the contract.

Board Policy Manual Section 5 includes policies and related procedures that govern all contracts ([III.D.16.2](#)). All contracts are reviewed and signed by the VPFAS or DP&RM, who verify that the contract is consistent with the mission and goals of the College, that required provisions are included in the contract, that the contract complies with all policies, procedures and state and federal regulations, and ensures the funding for the contract is appropriate and available. The College also engages legal services firms to ensure compliance, as needed. In all contracts, the College includes language for the appropriate legal response for failure of contractors to render service and appropriate indemnification and termination clauses.

When entering into contractual agreements with external entities, the College uses standardized contracts and forms to ensure consistency with the institutional mission and goals, consistency with proper internal controls, consistency with the College's interests and policies, and consistency in maintaining the integrity of the institution ([III.D.16.3](#), [III.D.16.4](#)). The standard contracts allow the College to change or to terminate agreements that do not meet its standards of quality. The Purchasing Department ensures that agreements comply with policies, procedures, regulations, and restrictions. Procedures and requirements for contractual agreements with external entities are posted to the Purchasing Department's website to enable an effective and efficient process ([III.D.16.5](#)).

Contracts that are funded with federal or grant sources follow the process specified in the award language of the grant and are monitored to ensure the College is meeting federal guidelines. Guidelines for Federal Edgar Grants are posted on the purchasing website ([IIID.16.6](#)).

Current contracts include agreements such as the Follett Bookstore contract, the agreement with Servitas for Student Housing, Instructional Service Agreements, and the lease with the Wright School District for the Southwest Center ([III.D.16.7](#), [III.D.16.8](#), [III.D.16.9](#), [III.D.16.10](#)).

Analysis and Evaluation

The College has appropriate policies and procedures in place to maintain the integrity of the

institution and quality of programs and to ensure that all contractual agreements with external entities are consistent with the mission and goals of the College. The VPFAS and DP&RM have oversight of the contracting process. The VPFAS and the Purchasing Department work closely with the College'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 BOT ratifies all contracts after review and approval of the Purchasing Department and VPFAS/DP&RM. The College has not received any audit findings or recommendations regarding contracts, nor has the College been part of any litigation or court process to enforce any contract.

Conclusions on Standard III.D. Financial Resources

Santa Rosa Junior College has a history of sound financial management and oversight. The budget and PRPP processes ensure the College is managed in a fiscally conservative manner to meet its mission and to ensure the needs of student programs are met. Fiscal management and appropriate accounting processes are followed using generally accepted accounting standards.

The financial management procedures are governed by appropriate board policies and procedures which are reviewed and revised to meet the College's needs and to provide a system of checks and balances to ensure proper accounting practices. The College has sufficient funds to support programs and services and to improve institutional effectiveness. There are multiple opportunities for active participation and feedback in the budget development and financial planning processes. Accurate and timely information regarding financial decisions are disseminated to the institution. The College plans for and meets past and future financial obligations. The College has policies, procedures, and systems in place to ensure that fiscal resources are sufficient to support and to sustain instruction, services, and operations.

The College maintains an adequate reserve and plans for the financial future using budget modeling to anticipate long-term commitments. Contractual obligations align with policies and procedures and are reviewed and approved by the BOT. The College monitors and manages student loan default rates. Audits are the formal means of evaluation and demonstrate the College complies with all federal, state, and local guidelines, including Title IV, as well as financial and internal controls to confirm the College's fiscal soundness. The College has faced its fiscal challenges head on by implementing the LRP to fiscal stability. The College has also made recent improvements to its governance structure to increase transparency, effectiveness, and alignment in annual planning and budgeting processes.

Improvement Plan(s)

None

Evidence List

<u>III.D.1.1</u>	SRJC Adopted Budget Assumptions 2021/22
<u>III.D.1.2</u>	CCCCO Emergency Conditions Waiver Approval
<u>III.D.1.3</u>	November 2018 Listening Session/ Long Range Plan Presentation
<u>III.D.1.4</u>	September 2020 Adopted Budget Presentation
<u>III.D.1.5</u>	ACCJC Enhanced Fiscal Monitoring Notification
<u>III.D.1.6</u>	SRJC Special Fiscal Report to ACCJC April 2021
<u>III.D.1.7</u>	ACCJC Action Letter June 2021
<u>III.D.1.8</u>	Board Item Elimination of Positions Post ERI
<u>III.D.1.9</u>	Adopted Budget 2021/22
<u>III.D.1.10</u>	Planning and Budget Council Charge and Roster
<u>III.D.1.11</u>	SRJC Audits Reports and Education Protection Act Information
<u>III.D.1.12</u>	SRJC Budget and Planning Framework
<u>III.D.1.13</u>	FCMAT Fiscal Health Risk Analysis Assessment 2019/20
<u>III.D.2.1</u>	SRJC Mission, Vision and Values
<u>III.D.2.2</u>	SRJC Strategic Plan
<u>III.D.2.3</u>	PRPP
<u>III.D.2.4</u>	SRJC Integrated Planning Model
<u>III.D.2.5</u>	Budget Calendar
<u>III.D.2.6</u>	SRJC Facilities Master Plan
<u>III.D.2.7</u>	SRJC Budget and Planning Framework
<u>III.D.2.8</u>	Charge and Roster of the Planning and Budget Council
<u>III.D.2.9</u>	SCJCD Board Policy 5.3 Budget Development and Administration
<u>III.D.2.10</u>	SCJCD Board Policy 5.9
<u>III.D.2.11</u>	SRJC Budget Updates Website
<u>III.D.3.1</u>	2019/20 PRPP Prioritizations
<u>III.D.3.2</u>	PRPP Timeline + Process
<u>III.D.3.3</u>	SRJC Budget and Planning Framework
<u>III.D.3.4</u>	SRJC 2020/21 Budget Calendar
<u>III.D.3.5</u>	Sample Budget Notification/Worksheet
<u>III.D.3.6</u>	Budget Advisory Committee Budget 101 Presentation
<u>III.D.3.7</u>	September 2021 Adopted Budget Presentation
<u>III.D.3.8</u>	2021/22 Adopted Board Agenda Item
<u>III.D.4.1</u>	SRJC Budget Model
<u>III.D.4.2</u>	SRJC 2020/21 Budget Calendar
<u>III.D.4.3</u>	PRPP Planning Outcomes
<u>III.D.4.4</u>	Budget Advisory Committee – Minutes from Assumptions Review
<u>III.D.4.5</u>	SRJC Adopted Budget Assumptions 2020/21
<u>III.D.4.6</u>	Board Item 311Q Report
<u>III.D.4.7</u>	Budget Advisory Committee Minutes 311 Review
<u>III.D.4.8</u>	Adopted Budget 2020/21
<u>III.D.4.9</u>	Budget Worksheets Sample
<u>III.D.4.10</u>	Strategic Plan Objectives
<u>III.D.4.11</u>	Sample ISA Contract
<u>III.D.5.1</u>	SCJCD Board Policy 5.1 Role of Board: Financial

<u>III.D.5.2</u>	September 2021 Adopted Budget Presentation
<u>III.D.5.3</u>	Email Update to all staff: 2021 Budget Update & BAC Office Hour July 15,2020
<u>III.D.5.4</u>	SRJC Budget Updates Website
<u>III.D.5.5</u>	Budget Advisory Committee Minutes 311 Review
<u>III.D.5.6</u>	2020/21 District Audit Report
<u>III.D.5.7</u>	SRJC Audits Reports and Education Protection Act Information
<u>III.D.5.8</u>	FCMAT Fiscal Health Risk Analysis Assessment 2019/20
<u>III.D.5.9</u>	CCCCO Sound Fiscal Management Self-Assessment Checklist
<u>III.D.6.1</u>	Adopted Budget 2021/22
<u>III.D.6.2</u>	Adopted Budget Board Item 2021/22
<u>III.D.6.3</u>	Adopted Budget September 2021 Presentation
<u>III.D.6.4</u>	Board Finance Committee Agenda
<u>III.D.6.5</u>	Current Audited Financial Statements
<u>III.D.7.1</u>	SCJCD Board Policy and Procedure 5.9.7/P Annual Audits
<u>III.D.7.2</u>	SRJC Audits Reports and Education Protection Act Information
<u>III.D.7.3</u>	SRJC General Obligation Bonds Audit Reports
<u>III.D.7.4</u>	Board Finance Committee Minutes December 2019
<u>III.D.7.5</u>	BAC Minutes from 1-28-2020 - 2018/19 College and Bond Audits
<u>III.D.7.6</u>	Board Agenda Audit Reports, June 30, 2020
<u>III.D.7.7</u>	Citizen's Board Oversight Committee Agenda
<u>III.D.8.1</u>	SRJC Audits Reports and Education Protection Act Information
<u>III.D.9.1</u>	SRJC Budget and Planning Framework
<u>III.D.9.2</u>	FCMAT Fiscal Health Risk Analysis Assessment 2019/20
<u>III.D.9.3</u>	Board Item – Tax Revenue Anticipation Notes
<u>III.D.9.4</u>	SCJCD Board Policy 6.8.2/P Injury and Illness Prevention Program
<u>III.D.9.5</u>	SWACC Memorandum of Coverage
<u>III.D.9.6</u>	Hazard Communication Plan
<u>III.D.9.7</u>	SRJC District Safety and Health Committee Website
<u>III.D.9.8</u>	November 2018 Listening Session/ Long Range Plan Presentation
<u>III.D.9.9</u>	2020/21 311 Report
<u>III.D.9.10</u>	SRJC Budget Model
<u>III.D.10.1</u>	SCJCD Board Policy 5.1 Role of Board: Financial
<u>III.D.10.2</u>	Board Item Budget Changes
<u>III.D.10.3</u>	2020/21 District Audit Report
<u>III.D.10.4</u>	SCJCD Board Policy 0.29 CBOC
<u>III.D.10.5</u>	2020/21 Bond Audit Report
<u>III.D.10.6</u>	2020/21 Bond Performance Report
<u>III.D.10.7</u>	Strategic Plan Objectives
<u>III.D.10.8</u>	Board Item Grants
<u>III.D.10.9</u>	SRJC Foundation Master Agreement
<u>III.D.10.10</u>	Shone Farm Foundation Master Agreement
<u>III.D.10.11</u>	Board Policy and Procedures 5.6/5.6P, Gifts, Requests, and Devises
<u>III.D.10.12</u>	2019/20 SRJC Foundation Audit Report
<u>III.D.10.13</u>	SCJCD Board Policy 5.7 Investments
<u>III.D.10.14</u>	SCJCD Board Policy Assets 5.9.5a

<u>III.D.11.1</u>	SRJC Budget and Planning Framework
<u>III.D.11.2</u>	2021/22 Adopted Budget
<u>III.D.11.3</u>	SRJC Adopted Budget Assumptions 2021/22
<u>III.D.11.4</u>	Schedule of Long-Term Liabilities
<u>III.D.11.5</u>	SEIU Contract and Negotiations
<u>III.D.11.6</u>	All Faculty Association/District Contract
<u>III.D.11.7</u>	California Federation of Teachers, Unit B Contract
<u>III.D.11.8</u>	Standard & Poor's Global Rating
<u>III.D.11.9</u>	Moody's Credit Opinion
<u>III.D.11.10</u>	Moody's Credit Opinion Update August 2021
<u>III.D.11.11</u>	Moody's Rating Action August 2021
<u>III.D.11.12</u>	2020/21 District Audit Report
<u>III.D.11.13</u>	FCMAT Fiscal Health Risk Analysis Assessment 2019/20
<u>III.D.12.1</u>	Schedule of Long-Term Liabilities
<u>III.D.12.2</u>	SRJC Adopted Budget Assumptions 2021/22
<u>III.D.12.3</u>	Article 24 AFA contract
<u>III.D.12.4</u>	SEIU contract
<u>III.D.12.5</u>	OPEB Actuarial Study
<u>III.D.12.6</u>	2020/21 District Audit Report
<u>III.D.13.1</u>	Schedule of Long-Term Liabilities
<u>III.D.13.2</u>	2019/20 District Audit Report
<u>III.D.13.3</u>	SCJCD Board Policy Debt 5.13
<u>III.D.14.1</u>	Measure H: Citizen's Bond Oversight Committee
<u>III.D.14.2</u>	Annual Report CBOC
<u>III.D.14.3</u>	2020/21 Bond Audit Report
<u>III.D.14.4</u>	Board Item - Grants
<u>III.D.14.5</u>	2020/21 District Audit Report
<u>III.D.14.6</u>	2019/20 SRJC Foundation Audit Report
<u>III.D.14.7</u>	Foundation Board Minutes for Audit Report
<u>III.D.15.1</u>	2020/21 Loan Request Form
<u>III.D.15.2</u>	Financial Aid Loan Responsible Borrowing
<u>III.D.15.3</u>	Loan Exit Counseling
<u>III.D.15.4</u>	SRJC Loan Default Rates
<u>III.D.15.5</u>	Schedule of Expenditures of Federal Awards
<u>III.D.15.6</u>	SCJCD Board Policy 5.9.5a Capital Assets
<u>III.D.15.7</u>	SRJC Audits Reports and Education Protection Act Information
<u>III.D.16.1</u>	Board Item Contracts Report
<u>III.D.16.2</u>	SCJCD Board Policy Section 5.8 Purchasing
<u>III.D.16.3</u>	Agreement for Professional Services
<u>III.D.16.4</u>	Independent Contractor Checklist
<u>III.D.16.5</u>	Purchasing Contracts Procedure
<u>III.D.16.6</u>	Purchasing Requirements for Federal Edgar Grants
<u>III.D.16.7</u>	Follett Contract
<u>III.D.16.8</u>	Servitas PDA Contract
<u>III.D.16.9</u>	Sample ISA Contract
<u>III.D.16.10</u>	Wright School District Lease

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for 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 planning and implementation.**

Evidence of Meeting the Standard

Santa Rosa Junior has an organized participatory governance structure that encourages administrators, faculty, staff and students to actively share in planning and decision-making. Board Policy 2.5 – Governance and the Committee System, codifies participatory governance in the District as “the collective responsibility of the Board of Trustees and four constituent groups: faculty, administration, classified staff and students,” and goes on to describe the ways in which each group participates in the governance of the district, including state regulations, collective bargaining agreements. ([IV.A.1.1](#)).

Board Procedure 2.5P – Governance and the Committee System serves as the College’s governance guide, describing the various types of committees and councils, and laying out the areas in which the Board has agreed with the Academic Senate to rely primarily on the advice of judgement of the Academic Senate. Those areas are: curriculum, degree and certificate requirement, grading policies, standards or policies regarding student preparation and success, and faculty roles in involvement in accreditation processes. The Board has agreed to reach mutual written agreement with the Academic Senate in the following areas: educational program development, faculty roles in District governance, policies for faculty development activities, process for program review, processes for institutional planning and budget development, and any other academic or professional matter designed through mutual agrees ([IV.A.1.2](#)).

Board Procedure 2.5/P – Governance and the Committee System further describes ad hoc committees, otherwise known as study groups, task forces that focus on a given task and disband

with the work is completed. Also described are college wide forums, which in more recent years have included town hall events, PDA fireside chats with the President and executive team, and Board listening or study sessions. Opportunities such as these are announced well in advance to allow for participation of all interested parties. As an example, SRJC's 2014-19 Strategic Plan was developed with the active involvement of over 400 administrators, faculty, classified professionals and students, trustees and community partners who signed on to work groups, participated in community listening sessions, and contributed to developing the College's mission, vision, values and strategic goals and objectives ([IV.A.1.3](#)).

Finally, Board Procedure 2.5/P – Governance and the Committee System, articulates the ways in which committees and councils are to function, including the responsibilities of chairs or co-chairs, members, ex officio members, and how the work of committees will be communicated to the college community via agendas and meeting minutes. College Council is the District governance body that coordinates and supervises the committee system, and the role and function and membership are described in Board Procedure 2.5/P. The Committee homepage provides a list of all councils, standing committees, President's Advisory committees, and other governance bodies, and access to each committee webpage showing the committee function, noting whether or not it is an Academic Senate consultation committee, and providing the committee roster with name and employee type, meeting schedule, committee structure, committee chair and how the chair is selected, following by committee agendas, minutes, and other documents ([IV.A.1.4](#), [IV.A.1.5](#), [IV.A.1.6](#)). The committee webpage also provides access to other governance bodies, include senates and unions, as well as access to information on the Board of Trustees and Board of Trustees Committees, and the Citizen's Bond Oversight Committee ([I.A.1.7](#), [IV.A.1.8](#)).

Analysis and Evaluation

Santa Rosa Junior College has a clear participatory governance structure that encourages administrators, faculty, staff and student to actively share in planning and decision-making as described in Board policy and procedure. By way of the governance structure, committee members engage in and take initiative for improving the practices, programs and services in which they are involved. The College uses systematic participative processes to assure effective planning and implementation.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

By way of Board Policy and Procedure 2.5/P – Governance and the Committee System, Santa Rosa Junior College has established and implements policy and procedures authorizing administrator, faculty and staff participation the decision-making processes ([IV.A.2.1](#)). Board

Policy 2.5 – Governance and the Committee System defines nine specific areas in which students should participate whenever policies, procedures and recommendations are being made. These included: grading policies, code of student conduct, academic disciplinary policies, curriculum development, courses or program which should be initiated or discontinued, processes for institutional planning and budget development, standards and policies regarding student preparation and success, student services planning and development and student fees within the authority of the District to adopt ([IV.A.2.1](#)).

College Council is the highest policy recommending body in the College. College Council involves and utilizes the opinions of all constituent groups and includes faculty, classified, staff, administrators, and students. Its primary functions are identified in Board Procedure 2.5P – Governance and the Committee System ([IV.A.2.1](#)) and included on the Council’s Committee homepage ([IV.A.2.2](#)). Given the Council’s position in the governance structure, two of its responsibilities are the review and supervision of all College committee systems and it is the final review body for all policy recommendations.

While the incentive to participate in shared governance for administrators is built into their job descriptions, and for faculty is established in the Academic Senate Bylaws, California Education Code Title 5 regulations, and built into the faculty collective bargaining agreement ([IV.A.2.3](#); [IV.A.2.4](#); [IV.A.2.5](#)), there is no such requirement or expectation on behalf of students or classified professionals. As a way of increasing participation both with students and classified staff, there are now mechanisms in place to compensate students and classified professionals for their participation. The SGA provides funding to students to sit on committees through their SGA funds (see Student Participation below) and the SEIU provides an hourly rate or Flex time to encourage participation with shared governance ([IV.A.2.6](#)).

The Student Government Assembly (SGA) is the student governing body at SRJC as supported by Board Policy 8.5.1 – Student Government ([IV.A.2.7](#)). Students are represented on College Council, many of the Standing and President's Advisory Committees, and in workgroups for District projects like Guided Pathways. As of March 2021, there are 77 standing committee seats for students and additional opportunities to participate arise during the year. To encourage greater student participation in shared governance, the SGA established a *Public Service Fellowship Program* in 2015 to compensate students for their time spent serving on committees and in Student Government ([IV.A.2.8](#)).

Analysis and Evaluation

Santa Rosa Junior College has clearly defined Board policies and procedures that have been adopted and are regularly reviewed. This formal structure allows for the input and participation of all constituent groups, including students. Student participation and consideration of their views is articulated in Board policy in those matters in which students have a direct and reasonable interest.

- 3. Administrators and faculty, through policy and procedures, 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.

Evidence of Meeting the Standard

As described below, Santa Rosa Junior College has policies and procedures in place that identify and describe the roles that faculty and administrators have in relation to institutional policies, planning, and the budget.

Faculty are represented and provided a voice in institutional governance through the Academic Senate, the faculty unions, and membership in various committees and councils.

All academic matters that fall under “10+1” are referred to the Academic Senate while matters related to working conditions are directed towards the faculty unions. The roles of the Academic Senate and the faculty unions are outlined in Board Policies and Procedures 2.1/P – Development and Adoption of District Policies and Administrative Procedures, and Board Policy and Procedure 2.5/P – Governance and the Committee System ([IV.A.3.1](#); [IV.A.3.2](#); [IV.A.3.3](#); [IV.A.3.4](#)) as well as within the collectively bargained contracts ([IV.A.3.5](#) and [IV.A.3.6](#)). Faculty are represented on all District committees and most committees have significant faculty representation; those that are designated Academic Senate consulting committees include a faculty co-chair.

A major responsibility of the Academic Senate 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 and are defined in Board Policy 2.6 – Academic Senate ([IV.A.3.7](#)), by Title 5 Regulations ([IV.A.3.8](#)) and in the Academic Senate Constitution and Bylaws ([IV.A.3.9](#) and [IV.A.3.10](#)). The Senate Constitution and Bylaws, as well as its membership, meeting agendas and minutes are posted on the Senate webpage ([IV.A.3.11](#)).

Leadership of the Academic Senate is involved in all of the major institutional advisory committees. The Academic Senate president served as co-chair on the Institutional Planning Council and Budget Advisory Committee and is now a tri-chair of the Planning and Budget Council and directly service on College Council and PCC. In addition, the Academic Senate president provides a regular report to the Board of Trustees (BOT) at their monthly meetings ([IV.A.3.12](#)) and addresses the college community during Professional Development Day Activities each semester ([IV.A.3.13](#)).

Faculty at SRJC are represented by one of two faculty unions in matters related to collective bargaining. The All Faculty Association (AFA) represents all full time and adjunct faculty designated in Unit A while faculty in the Older Adults Program, Unit B, are represented by the SRJC California Federation of Teachers, Local 1946 (CFT). The Constitution and Bylaws for AFA are posted on their webpage ([IV.A.3.14](#)). Faculty representatives appointed by AFA serve on many of the District’s committees. The AFA president also serves on the major governing committees including College Council, President’s Consultation Council, Planning and Budget Council (previously the Institutional Planning Council and Budget Advisory Committee) and provides a monthly report to the Board of Trustees ([IV.A.3.12](#)). The committee roster of all

standing committees and councils includes faculty members and the Academic Senate President co-chairs those that deal with professional and academic matters as described in Board Procedure 2.5/P – Governance and the Committee System (I.A.3.4).

Roles for administrators are delineated in Board Bylaws Section 0.0 and Board Policy and Procedure 2.2/P – Management Team: General Responsibilities ([IV.A.3.15](#); [IV.A.3.16](#); [IV.A.3.17](#)). Representatives from management serve on nearly every Council and Standing Committee, often serving as an administrative co-chair. There are three main management-focused groups including the Management Team Liaison Group, Academic Affairs Council, and Student Services Council, which are described below:

Although not considered a shared governance committee, the Management Liaison Team represents the members of the Management Team including Educational Administrators, Classified Administrators, Classified Supervisors, Non-exempt Classified Supervisors, and Classified Confidential Employees. The purpose of the Liaison Team is to provide representatives of designated groups of the Management Team the opportunity to discuss, research, develop and reach consensus on issues of mutual interest to the Liaison Team members and the District with recommendations being made to the Superintendent/President. In addition, the Liaison Team provides a monthly report to the Board of Trustees.

Academic Affairs Council (AAC) is composed of the academic deans who report to the Vice President of Academic Affairs and meets on a regular basis. AAC provides a forum for academic administrators to meet, confer, and collaborate. This Council is also not considered a shared governance committee. Department Chairs Council, consisting of faculty-elected chairs, meet once monthly to discuss matters related to departmental leadership, and in collaboration with the Vice President of Academic Affairs, meet once a month with instructional and student services deans, directors and managers in the Department Chairs/Instructional Managers (DCC/IM).

Student Services Council (SSC) is composed of managers and directors within Student Services that work in Student Services. In addition, faculty department chairs under Student Services are also included. Like AAC and the Liaison Team, this Council is not considered a shared governance committee.

Analysis and Evaluation

Santa Rosa Junior College has Board-approved policies and procedures in place that define the roles of faculty and administrators. There are multiple opportunities for constituent groups to participate in institutional governance and have a voice in the formation of policies, planning, and the budget process at SRJC. In addition, improvements to these processes are continually being made.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

Santa Rosa Junior College has Board adopted policies and procedures and well-defined structures in place which are identified below, enable faculty members and academic administrators to collaborate regarding curriculum and student learning programs and services.

The process for revising existing courses and developing new courses are identified in Board Policies and Procedures 3.1/P – General Education and 3.12P – Curriculum Development ([IV.A.4.1](#); [IV.A.4.2](#); [IV.A.4.3](#); [IV.A.4.4](#)). While protocols for developing majors and certificates are defined in Board Policies and Procedures 3.2.1/P – Development of Majors and 3.2.2/P – Approval of Certificates and Majors ([IV.4.5](#); [IV.4.6](#); [IV.4.7](#); [IV.4.8](#)).

As defined by Title 5 and guidelines from the Academic Senate for California Community Colleges, development of new courses and revisions of existing courses, majors, and programs are initiated by faculty ([IV.A.4.9](#)).

There are several entities at SRJC that support the curriculum process. Within Academic Affairs, the Curriculum Office manages the curriculum process and supports the Curriculum Review Committee (CRC) ([IV.A.4.10](#)). The Articulation Office handles the formal process of articulating courses between SRJC and four-year colleges ([IV.A.4.11](#)). There are also comprehensive training and assessment resources available to faculty for both in-person and distance education courses in alignment with course curriculum ([IV.A.4.12](#)).

The Curriculum Review Committee (CRC), a standing College committee with consultation to the Academic Senate, is at the forefront of all curriculum decisions, coordinating curriculum development and review ([IV.A.4.13](#)). Membership is comprised of faculty, an articulation officer, academic administrators by position and nomination, and representatives from the Assessment Office and Distance Education. The CRC co-chair is a faculty member appointed by the Academic Senate President.

To provide additional discipline or related-discipline input, streamline the process and improve the quality of course outlines that are submitted to the CRC, each academic cluster has a Cluster Tech Review Committee (Cluster Tech). These Cluster Tech committees are composed of the area dean, the cluster's faculty representative to CRC and other faculty from within the Cluster ([IV.A.4.14](#)).

The process for revising or developing new courses begins at the department level. Faculty develop or revise courses within their departments and route them through their department chair to the appropriate Cluster Tech committee. Once approved at Cluster Tech, courses are forwarded and reviewed and approved/denied by the CRC. Courses including a distance education component are required to submit a Distance Education proposal for approval by CRC ([IV.A.4.15](#)). Courses and programs approved by CRC are then forwarded to the Board of Trustees for final review and approval.

The process for developing new majors and certificates includes two preliminary steps to those for courses described above. Before submitting to Cluster Tech, faculty submit a new major/certificate proposal to the Academic Affairs Council (AAC) and then an application to

the Majors/Certificate Review Committee ([IV.A.4.16](#)). Once approved, majors/certificates move through the curriculum process as described above. In addition, Board Policy and Procedure 3.6/P – Program Review, Evaluation, Revitalization and Discontinuance establishes guidelines for regular program review and evaluation, and discontinuance ([IV.A.4.17](#), [IV.A.4.18](#)).

Once finalized at the college level, courses and programs are submitted to other entities as required, including the Bay Area Community College Consortium (BACCC), the UC/CSU system for articulation, the statewide C-ID system and the State Chancellor’s Office.

Board Policy and Procedure 8.6/P and Procedure – Student Success and Support Program identify student learning programs and services that are provided to students ([IV.A.4.19](#) and [IV.A.4.20](#)). By policy, these programs and services include orientation and assessment; counseling, advising, and other student education planning; and follow-up services. The Counseling Department is responsible for orientation, counseling, advising and other education planning services for students ([IV.A.4.21](#)). They provide general counseling to students but also offer specialized counseling for students participating in learning communities and other special programs such as EOPS, CalWorks, Athletics, Veteran’s, EMOJA, or HSI Lanzamiento ([IV.A.4.22](#)). They also run the Transfer Center and provide students with assistance with the transfer process ([IV.A.4.23](#)). While assessment services are provided through the *Student Success and Assessment Services* program ([IV.A.24](#)).

Analysis and Evaluation

Santa Rosa Junior College’s faculty are assigned responsibility for the College curriculum in Board-approved policy and procedures. The Curriculum Review Committee is the clearinghouse of all curriculum and program related activity and is co-chaired by faculty appointed by the Academic Senate. There are also multiple structures in place to ensure that faculty and academic administrators have regular, ongoing oversight of and input into other student learning programs and services as well.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

Valuing a diversity of perspectives among all relevant stakeholders is at the core of SRJC’s official shared governance process. Shared governance relies upon the substantive participation of all campus stakeholders including faculty, classified professionals, administrators, and students and appropriate roles for all constituent groups are outlined in Board Policies and Procedures ([IV.A.5.1](#) and [IV.A.5.2](#)). Key governance committees from each constituency include:

- Academic Senate ([IV.A.5.3](#))
- Classified Senate ([IV.A.5.4](#))

- Management Team ([IV.A.5.5](#))
- Student Government Association ([IV.A.5.6](#))

Other committees that include participation from most or all constituencies include, but are not limited to:

- College Council ([IV.A.5.7](#))
- President's Consultation Council ([IV.A.5.8](#))
- Planning and Budget Council ([IV.A.5.9](#))
- Educational Planning & Coordinating Council ([IV.A.5.10](#))
- SRJC Standing Committees ([IV.A.5.11](#))
- President's Advisory Committees ([IV.A.5.12](#))

The SRJC shared governance system is designed to ensure that all decision making includes stakeholders with the relevant expertise and responsibility. Faculty, administrators, classified staff, and students serving on college wide committees are granted the same rights and voting privileges. The shared governance process dictates that decision-making is vetted in a number of ways while collective bargaining is managed through the faculty and classified staff unions, which solicit recommendations from their respective constituency groups. When these committees make recommendations that impact policy, they are vetted through College Council before being recommended to the Board of Trustees for approval.

Analysis and Evaluation

Santa Rosa Junior College's decision-making processes and shared governance systems are clearly defined in policies and procedures and it is evident that the College is making progress in improving on the systems that are already in place through collaboration with constituent groups.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

Santa Rosa Junior College has numerous policies and procedures that outline the process for decision making at the College ([IV.A.6.1](#); [IV.A.6.2](#); [IV.A.6.3](#); [IV.A.6.4](#); [IV.A.6.5](#)), including the role of the Board of Trustees, the development of policies and procedures that guide administrative action, the overall structure of SRJC's shared governance system, and the key role of the Academic Senate ([IV.A.6.6](#)). These policies are available publicly online.

While the Board of Trustees has the ultimate responsibility for approving major District decisions, recommendations are made to the Board through a process of collegial consultation within the greater shared governance process. SRJC's Committee website is the repository of all committee meeting agendas, minutes and is accessible to the college community.

For example, in response to a structural budget deficit, SRJC enacted an early retirement

incentive with the intention of reorganizing the organization to allow for elimination of some positions, resulting in budgetary savings. The proposed reorganizations were developed within constituent areas and were then shared with all constituent groups for input. The entire College was kept informed of the process through college wide communications ([IV.A.6.7](#)) and was given the opportunity to see the final proposals and give feedback at multiple town hall meetings at multiple campuses ([IV.A.6.8](#)). The final reorganizations were then presented to the Board for approval ([IV.A.6.9](#)), as were the proposed position eliminations ([IV.A.6.10](#)).

Analysis and Evaluation

Santa Rosa Junior College's decision-making processes are established by Board policies and procedures and are documented through committee agendas and meeting minutes. Decisions are widely communicated to the college community through a variety of channels.

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

Evidence of Meeting the Standard

Santa Rosa Junior College'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 and are described below.

College Council is the highest policy-recommending body in the College ([IV.A.7.1](#)). 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.

In keeping with the College's policies, the College Council facilitates an annual self-evaluation for all committees. 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.7.2](#)). College Council is in the process of updating the Best Practices document as is evidenced by College Council meeting agendas in 2018 and 2019 ([IV.A.7.3](#); [IV.A.7.4](#)).

The Institutional Planning Council (IPC) was historically the central coordinating body for planning activities at SRJC and the Budget Advisory Committee (BAC) was the responsible for coordinating financial resources. The IPC initiated and led the collaborative process of creating, modifying, and reviewing the College's Vision and Mission Statement and annually reviewed, affirmed, and monitored accomplishment of College Initiatives as outlined in the SCJCD Institutional Planning and Accreditation Cycle. However, following a 2017

Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) visit and feedback from College leaders who had served on ACCJC peer review teams, a recommendation was made that the planning and budget planning efforts should be integrated ([IV.A.7.5](#)). This has been achieved through the creation of the Planning and Budget Council which was created in Fall 2021 and incorporates the previous roles IPC and BAC together into a more integrated approach to institutional planning and resource allocation ([IV.A.7.6](#)).

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 two retreats each academic year to plan, set goals for the year ([IV.A.7.7](#)), and prioritize both short- and long-term items to accomplish. The Senate reviews the accomplishments of the preceding year and in this fashion evaluates effectiveness. There are 26 elected representatives who represent 13 different areas of the faculty electorate; these Senators inform faculty members of annual goals and provide regular meeting reports to the faculty members in their areas. The faculty give feedback to the Senate in numerous ways: meeting or emailing with one or more senators; making public comments at and attending Senate meetings; and meeting with the Senate's Executive Committee. The Senate emails the entire College community to announce all Senate meetings, to invite all to attend, and to encourage faculty members with concerns to contact their area Senators. These email announcements include a link to Senate agendas and other meeting materials ([IV.A.7.8](#)), including meeting minutes, so that the College is easily kept apprised of all Senate business and decisions. The Senate also works with the student body president, who gives reports at Senate meetings several times a year and provides input on matters relevant to student learning and experience. One example of an improvement based on faculty request is for the Senate to engage in and prioritize DEI work, which led to the Senate's support of Black Studies and Ethnic Studies Task Force recommendation ([IV.A.7.9](#)) regarding the creation of an Ethnic Studies Department.

The Board of Trustees 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: Board policy 0.31 – Board Self Evaluation ([IV.A.7.10](#))
- 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: Board Policy 0.20 – Periodic Review and Evaluation of the Superintendent/President ([IV.A.7.11](#))
- 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. Board policy 0.20 – Periodic Review and Evaluation ([IV.A.7.12](#))

The Board uses its annual self-evaluation process to develop its annual goals and communicates these to the college community through its minutes.

In 2018, the College President and Academic Senate, with the support of the President's Consultation Council, formed a Shared Governance Work Group ([IV.A.7.13](#)), whose charge it was to evaluate SRJC's shared governance structure in order to make recommendations to the college for improvements. This group sought input from the college community through a variety of means, including a survey ([IV.A.7.14](#)). A number of recommendations of this work group have been incorporated into the current 2021 IEPI PRT plan for further consideration and evaluation ([IV.A.7.15](#)). Subsequent to the SGWG recommendations, the President sought input from an Institutional Effectiveness Partnership Initiative (IEPI) Partnership Resource Team (PRT) through the Chancellor's Office to address the areas of shared governance and collegiality. These PRT visits led to the submission of an Institutional Innovation and Effectiveness Plan in March 2021 that was prepared with full constituent group representation. The recommendations of the SGWG were used to inform the IEPI PRT plan for further consideration and evaluation. The IEPI plan sets out three objectives that are identified below and includes actions steps and measures of progress for each objective:

1. Create a foundation of shared understanding by clearly defining and communicating the purview of college constituencies and how institutional decisions are made and how committees interact and support decision-making.
2. Redesign SRJC's system of shared governance that clearly define the charge/priorities of each committee and streamline the shared governance system, reduce the number of college committees.
3. Create the conditions for mutual respect and dialogue among college constituencies.

College Council has been charged with implementation of the plan and is making progress with this initiative ([IV.A.7.16](#), [IV.A.7.17](#)).

The President's Consultation Council (PCC) is a good example of the way in which SRJC adapts its shared governance structure to better serve the needs of the College. In 2018, in an effort to facilitate greater communication with constituent groups, the College president announced he would be reconstituting his President's Staff meetings to include more representation from constituent group leadership ([IV.A.7.18](#); [IV.A.7.19](#)). Prior to the establishment of PCC, the President met monthly with the President's Staff, which consisted of the Vice Presidents, several upper management and leadership from various constituent groups. In an effort to facilitate greater communication with constituent groups, the President expanded representation within his President's Staff meetings to include additional members from constituent group leadership, as well as renaming and reimagining the purpose of this group in order to better facilitate open consultation between constituent group leadership and the administration. The newly formed President's Consultation Council (PCC) includes representatives from all key constituent groups, including Academic Senate, AFA, Department Chair Council, SEIU, Classified Senate, Student Government, Management Liaison Group, Board of Trustees, and Cabinet ([IV.A.1.20](#)). This group also helps facilitate communication to their respective constituent groups and notes from

the meeting are made public on the SRJC website ([IV.A.1.21](#)). This council has since become a key resource for the president and vice presidents to receive feedback and input on major decisions that impact the college. PCC provides input, feedback and counsel to the president and vice presidents prior to any major decisions being made. Examples of topics in which the president has been able to receive input from PCC include:

- Returning to campus after wildfires
- Reorganization
- Remote work as a result of the COVID-19 pandemic
- Racial justice initiatives
- Budget reductions
- Shared governance ([IV.A.7.22](#), [IV.A.7.23](#))
- Campus safety
- SRJC's response to Chancellor's Office initiatives

Analysis and Evaluation

Santa Rosa Junior College's Leadership roles and the institution's governance and decision-making policies, procedures, 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.

Conclusions on Standard IV.A. Decision Making Roles and Processes

Santa Rosa Junior College has policies and procedures in place and uses the contributions of leadership throughout the organization to promote student success; support our varied student learning programs and services; sustain academic quality, integrity, fiscal stability; and encourage continuous improvement of the institution. The roles of faculty, staff, administrators, and students are defined by Board policies and procedures and each constituency works together for the good of the institution. SRJC continually strives to improve on these established policies and procedures and recognizes that there is need for further improvement.

Improvement Plan

With the submission of an Institutional Innovation and Effectiveness Plan in March 2021 that was associated with the Partnership Resource Team visits from 2020, SRJC is committed to streamlining and improving its shared governance processes. The Plan establishes action steps, measures of progress and target dates for meeting each objective and will serve as a guiding document for moving forward with the goal of continually improving our processes.

Evidence

IV.A.1.1	Board Policy 2.5 – Governance and the Committee System
IV.A.1.2	Board Procedure 2.5/P – Governance and the Committee System
IV.A.1.3	2014-19 Strategic Plan Summary
IV.A.1.4	Committee Homepage

<u>IV.A.1.5</u>	Standing Committees
<u>IV.A.1.6</u>	Councils
<u>IV.A.1.7</u>	Other Governance Bodies
<u>IV.A.1.8</u>	Board of Trustees homepage
<u>IV.A.2.1</u>	Board Policy and Procedure 2.5/P – Governance and the Committee System
<u>IV.A.2.2</u>	College Council webpage
<u>IV.A.2.3</u>	Academic Senate Bylaws
<u>IV.A.2.4</u>	Revisions to Existing Title 5 Regulations on Academic Senates
<u>IV.A.2.5</u>	AFA Contract, Article 17, Sections 17.01 & 17.02
<u>IV.A.2.6</u>	SEIU Article 22, refer to Section 22.4 – Shared Governance Program
<u>IV.A.2.7</u>	Board Policy 8.5.1 – Student Government
<u>IV.A.2.8</u>	Student Government Assembly Finance Code and Finance Committee Bylaws, Article VIII
<u>IV.A.3.1</u>	Board Policy 2410 – Board Policies and Administrative Procedures
<u>IV.A.3.2</u>	Board Procedure 2.1P – Procedures for Developing and Revising District Policy and Procedures
<u>IV.A.3.3</u>	Board Policy 2.5 – Governance and the Committee System
<u>IV.A.3.4</u>	Board Procedure 2.5/P – Governance and the Committee System
<u>IV.A.3.5</u>	2019-22 AFA Contract – Articles
<u>IV.A.3.6</u>	SRJC California Federation of Teachers (CFT) Local 1946 Contract
<u>IV.A.3.7</u>	Board Policy 2.6 – Academic Senate
<u>IV.A.3.8</u>	Academic Senate, Title 5 Regulations
<u>IV.A.3.9</u>	Academic Senate Constitution
<u>IV.A.3.10</u>	Academic Senate, Bylaws
<u>IV.A.3.11</u>	Academic Senate Website
<u>IV.A.3.12</u>	Board of Trustees, Agenda for 3/9/21 - Item 6: Reports
<u>IV.A.3.13</u>	Professional Development Activity Day Agenda
<u>IV.A.3.14</u>	AFA Documents: Mission, Constitution, Bylaws, and Policies
<u>IV.A.3.15</u>	Board of Trustees Bylaws – Section 0.0
<u>IV.A.3.16</u>	Board Policy 2.2 – Management Team: General Responsibilities
<u>IV.A.3.17</u>	Board Procedure 2.2P – Management Team Guidelines and Procedures
<u>IV.A.4.1</u>	Board Policy 3.1 – General Education
<u>IV.A.4.2</u>	Board Procedure 3.1P – Procedures for Approving General Education Courses
<u>IV.A.4.3</u>	Board Policy 3.12 – Curriculum Development
<u>IV.A.4.4</u>	Board Procedure 3.12P – Curriculum Development
<u>IV.A.4.5</u>	Board Policy 3.2.1 – Development of Majors
<u>IV.A.4.6</u>	Board Procedure 3.2.1P – Development of Majors
<u>IV.A.4.7</u>	Board Policy 3.2.2 – Approval of Certificates and Majors
<u>IV.A.4.8</u>	Board Procedure 3.2.2P – Approval of Certificates and Majors
<u>IV.A.4.9</u>	Academic Senate Bylaws
<u>IV.A.4.10</u>	Curriculum Office Webpage
<u>IV.A.4.11</u>	Articulation Office
<u>IV.A.4.12</u>	Curriculum Development Resources Page
<u>IV.A.4.13</u>	Curriculum Review Committee
<u>IV.A.4.14</u>	Curriculum Cluster Tech Review Information
<u>IV.A.4.15</u>	Distance Education: Developing a New Online Class

<u>IV.A.4.16</u>	Majors and Certificate Review Committee
<u>IV.A.4.17</u>	Board Policy 3.6 – Program Review, Evaluation, Revitalization and Discontinuance
<u>IV.A.4.18</u>	Board Procedure 3.6P – Program Review, Evaluation, Revitalization and Discontinuance
<u>IV.A.4.19</u>	Board Policy 8.6 – Student Success and Support Program
<u>IV.A.4.20</u>	Board Procedure 8.6P – Student Success and Support Program
<u>IV.A.4.21</u>	Counseling Department Homepage
<u>IV.A.4.22</u>	Counseling for Learning Communities and Special Programs
<u>IV.A.4.23</u>	Transfer Center Homepage
<u>IV.A.4.24</u>	Student Success and Assessment Services
<u>IV.A.5.1</u>	Board Policy 2.5 – Governance and the Committee System
<u>IV.A.5.2</u>	Board Procedure 2.5P – Governance and the Committee System
<u>IV.A.5.3</u>	Board Policy 2.6 – Academic Senate
<u>IV.A.5.4</u>	Classified Senate website
<u>IV.A.5.5</u>	Board Policy 2.2 – Management Team
<u>IV.A.5.6</u>	Board Policy 8.5.1 – Student Government
<u>IV.A.5.7</u>	College Council
<u>IV.A.5.8</u>	President’s Consultation Council
<u>IV.A.5.9</u>	Planning and Budget Council
<u>IV.A.5.10</u>	Educational Planning and Coordinating Council
<u>IV.A.5.11</u>	Standing Committees
<u>IV.A.5.12</u>	President’s Advisory Committees
<u>IV.A.6.1</u>	Board Policy 0.1 – Role of the Board and Members
<u>IV.A.6.2</u>	Board Policy 2410 – Board Policies and Administrative Procedures
<u>IV.A.6.3</u>	Board Procedure 2.1P – Procedures for Development and Adoption of District Policies and Administrative Procedures
<u>IV.A.6.4</u>	Board Policy 2.5 – Governance and Committee System
<u>IV.A.6.5</u>	Board Procedure 2.5P – Governance and Committee System
<u>IV.A.6.6</u>	Board Policy 2.6 – Academic Senate
<u>IV.A.6.7</u>	Email update to college regarding reorganization timeline
<u>IV.A.6.8</u>	Town Hall presentation on reorganization
<u>IV.A.6.9</u>	Aug. 13, 2019, Board action item on district-wide reorganization/restructure
<u>IV.A.6.10</u>	Jan. 14, 2020, Board action item on elimination of positions under phase one of district reorganization
<u>IV.A.7.1</u>	College Council website
<u>IV.A.7.2</u>	College Council Committee Best Practices
<u>IV.A.7.3</u>	College Council Agenda: 9/6/2018
<u>IV.A.7.4</u>	College Council Agenda: 9/19/2019
<u>IV.A.7.5</u>	2017 PRT final report
<u>IV.A.7.6</u>	Email regarding combining work of Institutional Planning Council and Budget Advisory Committee
<u>IV.A.7.7</u>	Academic Senate Goals
<u>IV.A.7.8</u>	Academic Senate Meeting Materials and Minutes
<u>IV.A.7.9</u>	Recommendations of the Black Studies and Ethnic Studies Task Force
<u>IV.A.7.10</u>	Board Policy 0.31 – Board Self Evaluation

IV.A.7.11	Board Procedure 0.20P – Periodic Review and Evaluation of the Superintendent/President
IV.A.7.12	Board Policy 0.20 – Periodic Review and Evaluation
IV.A.7.13	PCC Minutes August 22, 2018, meeting where the formation of the Shared Governance Workgroup was discussed
IV.A.7.14	Shared Governance Workgroup survey email request
IV.A.7.15	Institutional Innovation and Effectiveness Plan, March 1, 2021
IV.A.7.16	IEPI Action Plan on Shared Governance Status Update
IV.A.7.17	College Council Agendas/Minutes
IV.A.7.18	Board Meeting Minutes, May 9, 2017
IV.A.7.19	Email announcement of establishment of President’s Consultation Council
IV.A.7.20	President’s Consultation Council homepage
IV.A.7.21	PCC Agendas/Minutes
IV.A.7.22	PCC Minutes of Feb. 28, 2020
IV.A.7.23	PCC Minutes of Nov. 14, 2018

B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

Through Santa Rosa Junior College District’s Board Policy 2.2.1 ([IV.B.1.1](#)) and Procedure 2.2.1P ([IV.B.1.2](#)), as well as through the Superintendent/President job description ([IV.B.1.3](#)), the Superintendent/President is at the helm of the District’s day-to-day operations, as well as College planning, organizing, budgeting, hiring and developing personnel, and determining the institution’s effectiveness.

The College’s President takes primary responsibility for establishing and maintaining effective relationships with community, state, and federal agencies. The College’s President also serves as the principal spokesperson for the District and represents the College and the District at community, state, and federal functions. The president regularly communicates the District values, goals, and other relevant standards to the internal community as well, using data driven analysis to set the direction of the College and to focus on student learning ([IV.B.6.1](#), [IV.B.6.2](#) [IV.B.6.3](#)).

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. With the recent re-organization, the new Senior Director of Institutional Effectiveness, Research and Planning will now report directly to the President to link institutional research to planning and resource allocation.

Analysis and Evaluation

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, and other mechanisms that ensure collegiality and integrated planning. The current president has also initiated a higher profile for the Office of Institutional Research, collaborative planning processes through strategic planning, and greater community connections, carrying on the SRJC legacy of quality leadership.

- 2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

Evidence of Meeting the Standard

Santa Rosa Junior College's President is the chief executive and administrative officer of the College and the District, as defined in Policy 2.2.1 ([IV.B.2.1](#)) and Procedure 2.2.1P ([IV.B.2.2](#)), District Superintendent/President and Policy 5.2 ([IV.B.2.8](#)), and Superintendent/President's Budget Activities. 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, a philosophy that fosters the ongoing stability of the institution, and a collaborative approach to meeting the College's ever-changing needs.

In a central leadership role and in accordance with Policy 2.2.1P, the College President plans and oversees an administrative structure outlined in Policy 2.2.2 ([IV.B.2.4](#)) and Procedure 2.2.2P ([IV.B.2.5](#)). The areas of delegation currently include more than 80 management positions throughout the College, including at the two campuses and at a number of sites where SRJC offers instruction or services, as shown in the organization chart ([IV.B.2.3](#)). This structure, while undergoing periodic review and revision, has decreased over the years, due to the declining student enrollment and the result of the Early Retirement Incentive. This has led to a reorganization of the SRJC Management Team across the College. An example of a recent revision to address the reorganization of management level staff was the elimination of the Vice President of Petaluma Campus position and the promotion of the Dean of Student Services, Petaluma to Executive Dean, SRJC Petaluma, to take on the additional responsibilities of managing a site.

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. The President 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).

The College's President participates actively in the selection of senior administration. Each

administrative/management position has specific areas of responsibility, as detailed in Policy 2.2 and in the job descriptions on the College's Human Resources website. The President 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, the President works with his administration to periodically evaluate the management structure itself.

Advisory and Governance Committees. The College's President has established a President's Consultation Council (PCC) ([IV.B.2.7](#)), which advises the President on a variety of districtwide topics as needed. The President receives input from PCC representatives and makes decisions after taking the group's input into account. The president has also established and leads six active President's Advisory Committees ([IV.B.2.6](#)) that serve to ensure the College's stability, collaboration and balance of authority. These Advisory Committees enjoy robust representation and participation from a range of constituent groups, including:

- Auxiliary Enterprise
- Board of Review
- Budget Advisory
- Faculty Staffing
- LGBTQ Campus Climate Committee
- Student Health Services Advisory

It is through these committees that the President remains directly involved in College issues and activities and through which the President executes leadership as appropriate.

Faculty and Staff. The College's President supports faculty and classified staff in several ways. While the hiring of full-time faculty is a highly collaborative, department-centered process that includes recommendations to the appropriate vice president, the President interviews the finalist and makes final recommendations to the Board for all full-time faculty hiring. The President demonstrates support for the professional development of all employee groups at the College and has been instrumental in bringing nationally recognized leaders in higher education to the College to broaden perspectives and to generate dialogue among College employees. For instance, for the Fall 2020 Professional Development Activity day, the President invited Equity Educator Lasana Hotep as the keynote speaker and workshop facilitator to lead the College in a session focused on the core competencies of equity-advancing educators and advocates.

Analysis and Evaluation

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 reorganization, the President has fully adopted his responsibilities. The President's leadership is visible and collegial, and he strives to cultivate a culture of respect, dialogue, and professionalism.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
 - **ensuring the college sets institutional performance standards for student achievement;**
 - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
 - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
 - **ensuring that the allocation of resources supports and improves learning and achievement; and**
 - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

With the President's leadership, Santa Rosa Junior College has developed a culture of collegiality and participatory governance that builds upon and supports institutional improvement.

At the heart of these policies is Board Policy 2.5 ([IV.B.3.1](#)) and Board Procedure 2.5P ([IV.B.3.2](#)) Governance and the Committee System, both of which establish the collegial process for shared governance and the structure that supports the development of values, goals, and priorities. Within this policy and this procedure, the goals, plans, and priorities are formulated through the District governance committee system to ensure collegial consultation with various constituent groups.

Recommendations are then made to the College President and to the College's Board of Trustees for review and action. The President's office also provides the 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.

Following the current accreditation process, the College's President intends to launch a new strategic planning process, which will once again seek input and participation from all shared governance groups to set the values, goals, and priorities of the institution over the following five years.

The President, in conjunction with the Board of Trustees, honors the concept of participatory governance in all areas defined by state laws and regulations while retaining the responsibility as the ultimate authority and overseer of institutional quality.

The President also guides institutional improvement and the evaluation and planning for the teaching and learning environment in multiple ways, including:

- Leveraging data collection and analysis to inform decision making at all levels of governance: After the retirement of the Director of Institutional Research in 2019, the President elevated the role of the incoming Director to provide direct and regular reports. The new Senior Director of Institutional Effectiveness, Research and Planning will now report directly to the President in order to further utilize data in decision making ([IV.B.3.9](#)).
- Utilizing the Program and Resource Planning Process (PRPP) ([IV.B.3.5](#)) under the Institutional Planning Council (IPC) ([IV.B.3.3](#)) to support requests ([IV.B.3.6](#)) for resources to achieve improvement through data: The President receives the PRPP summaries and recommendations from the vice presidents, confers with the Vice President of Finance and Administrative Services and the rest of the Cabinet, and makes his final decisions and recommendations to the Board of Trustees 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 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 ([IV.B.3.7](#)).
- Receiving recommendations from the Educational Planning and Coordinating Council (EPCC) ([IV.B.3.4](#)) to support educational planning activities.
- Overseeing the development of a student equity plan to create three-year goals for a variety of metrics based on data for the College's overall student population and identifying the activities that support goal attainment ([IV.B.3.8](#)).

The College's President meets his responsibility to guide and to 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 major instructional sites.

Analysis and Evaluation

With active leadership and guidance from the President, the College community has worked diligently to follow and to strengthen its policies, processes, and procedures to connect the teaching and learning environment to achievement and resources. The President has fostered open communication among the constituency groups and has helped maintain and strengthen the College's collegial environment through which all of the groups work together to set values, goals, and priorities.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

As defined by Santa Rosa Junior College District's Board Policy 3.7 ([IV.B.4.1](#)) and Procedure 3.7P ([IV.B.4.2](#)), External Accreditation of Designated Programs, the College's President takes a lead role in the accreditation process.

The College's President collaborates with the College's Accreditation Liaison Officer (ALO) and the Vice President of Academic Affairs (VPAA) to guide all accreditation efforts. Preparation for the College's 2022 Accreditation began in Spring 2016 and has been overseen by the President and delegated to the ALO and Accreditation Steering Committee ([IV.B.4.3](#)).

The President instructed the Accreditation Liaison Officer to issue a series of email communications providing updates on the accreditation process, as well as conducting presentations to the Board of Trustees to ensure all constituent groups are informed and invited to participate in accreditation activities and work groups ([IV.B.4.4](#), [IV.B.4.5](#), [IV.B.4.6](#), [IV.B.4.7](#), [IV.B.4.8](#), [IV.B.4.9](#)).

The Accreditation Steering Committee (ASC) reports to the Institutional Planning Council (IPC), on which the President serves. The IPC membership, listed on the ASC's webpage, is made up of administrators, faculty, classified staff, board members, and student representatives. The 2022 Accreditation Standard Teams are co-chaired by a mix of administrators, faculty, and staff, and committee membership is similarly representative of campus constituencies. Standard teams, under the coordination of the ALO and the College's Accreditation Co-Chairs, has been largely responsible for evaluating SRJC's alignment with ACCJC standards, collecting evidence, and writing the Institutional Self Evaluation Report (ISER).

Analysis and Evaluation

The President is responsible, by virtue of Board Policy and his role overseeing the Institutional Planning Council, for oversight of institutional and program accreditation processes. The President also takes part in accreditation activities both on and off campus. The IPC, a shared governance committee, has managed the accreditation process, in which dozens of employees from all constituencies participate.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

Santa Rosa Junior College's policies and procedures undergo review and are updated by the Board of Trustees, the College's President, and 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 College's President ensures implementation of statutes, regulations, and College policies by reviewing items presented to the Board of Trustees for action and by directing administrative staff to follow rules and regulations. 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 College's 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.

The President's role in relation to the College budget is defined in Board policies, procedures, and in his job description:

- Board Policy 2.2.1 ([IV.B.5.1](#)) and Procedure 2.2.1P ([IV.B.5.2](#)), The Superintendent/President shall prepare recommendations on all matters including 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. ([IV.B.1.3](#))

The College's President regularly reviews the budget with the Vice President of Finance and Administrative Services (VPFAS) 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 (BAC) and through personal communication with his cabinet, district administrators, the SRJC Foundation, and other college leaders ([IV.B.5.3](#)). He remains committed to making financial decisions with the College's mission as the core focus.

Analysis and Evaluation

The President reviews all Board of Trustee 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. 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.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

For over 100 years, Santa Rosa Junior College has been a trusted community institution and

destination for the communities served, and the College's 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.

The "Office of the President" webpage represents the current president's leadership and his work at the College and in the community ([IV.B.6.1](#)). This resource provides biographical information as well as access to articles, speeches, and media coverage.

Examples of ongoing and recent communications include:

- Involvement on boards through organizations including the North Bay Leadership Council, the Santa Rosa Chamber of Commerce, School and College Legal Services of California Joint Powers Authority, Pepperwood Preserve, The Institute for College Access and Success (TICAS), AACC, and others.
- Dialogue with administrators of local high schools to manage and to track enrollment trends and student demographics.
- Speaking engagements at non-profits, community organizations, and church-based organizations, such as the various Rotary Organizations, A2mend Organization, Los Cien Sonoma County, APAHE, Sonoma County Resilience Collaborative, Bay Area Higher Education Leadership Council, CTE Foundation, California Student Aid Commission, Varena, Fountaingrove Lodge, and more.

Under the direction of the College's President, the Public Relations department also communicates with the external community through a series of press releases ([IV.B.6.2](#)) and other announcements to the various media outlets in the North Bay ([IV.B.6.3](#)).

Analysis and Evaluation

The College's President has an excellent working relationship with the media and communicates effectively with the communities served by the College. Ongoing communication with the community has been a high priority for the President and has helped ensure a strong base of support for the College.

Conclusions on Standard IV.B. CEO

The Superintendent/President at Santa Rosa Junior College is delegated full authority by the Board of Trustees to oversee day-to-day college operations; to enact policies and procedures passed by the Board; to direct college planning, organizing, budgeting and hiring; and to determine the institution's effectiveness. College policies and procedures and the Superintendent/President's job description state clear expectations for the President's role in defining the College's organizational structure, in steering institutional improvement of teaching and learning, and in overseeing the accreditation process. While day-to-day management of college finances and human resources are delegated to others, the

Superintendent/President is charged with final decision-making on these matters. Meeting minutes of the Board of Trustees document the President's fulfillment of those expectations and job duties, as well as his advocacy for the College in public, non-profit, and commercial spheres throughout the North Bay.

Evidence List

<u>IV.B.1.1</u>	Board Policy - 2.2.1 District Superintendent/President
<u>IV.B.1.2</u>	Board Procedure - 2.2.1P District Superintendent/President
<u>IV.B.1.3</u>	CEO/President Job Description
<u>IV.B.2.1</u>	Board Policy 2.2.1 - District Superintendent/President
<u>IV.B.2.2</u>	Board Procedure 2.2.1P - District Superintendent/President
<u>IV.B.2.3</u>	Organizational Charts
<u>IV.B.2.4</u>	Board Policy 2.2.2 - Administrative, Classified Management and Confidential Positions
<u>IV.B.2.5</u>	Board Procedure 2.2.2P - Administrative, Classified Management and Confidential Positions
<u>IV.B.2.6</u>	President's Advisory Committees
<u>IV.B.2.7</u>	President's Consultation Council
<u>IV.B.2.8</u>	Board Policy 5.2 - Superintendent/President Budget Activities
<u>IV.B.3.1</u>	Board Policy 2.5 - Governance and the Committee System
<u>IV.B.3.2</u>	Board Procedure 2.5P - Governance and the Committee System
<u>IV.B.3.3</u>	Institutional Planning Council website
<u>IV.B.3.4</u>	Educational Planning and Coordinating Council website
<u>IV.B.3.5</u>	Program and Resource Planning Process website
<u>IV.B.3.6</u>	Program and Resource Planning Process Kick off email
<u>IV.B.3.7</u>	SRJC Student Equity Plan
<u>IV.B.3.8</u>	Student Achievement website
<u>IV.B.3.9</u>	Office of Institutional Research website
<u>IV.B.4.1</u>	Board Policy 3.7 - External Accreditation of Designated Programs
<u>IV.B.4.2</u>	Board Procedure 3.7P - External Accreditation of Designated Programs
<u>IV.B.4.3</u>	Accreditation website
<u>IV.B.4.4</u>	Board of Trustees Meeting Feb 09, 2016, Accreditation Follow-Up Report
<u>IV.B.4.5</u>	Board of Trustees Meeting Feb 14, 2017, Accreditation Follow-Up Report
<u>IV.B.4.6</u>	Board of Trustees Meeting Jan 09, 2018, Status Update on SRJC Midterm Accreditation Report
<u>IV.B.4.7</u>	Board of Trustees Meeting Dec 11, 2018, ACCJC Midterm Report Revised Timeline and Process
<u>IV.B.4.8</u>	Board of Trustees Meeting Feb 12, 2019, ACCJC Midterm Report - Final Draft
<u>IV.B.4.9</u>	Board of Trustees Meeting Dec 08, 2020, ACCJC/WASC Accreditation Update
<u>IV.B.5.1</u>	Board Policy 2.2.1 - District Superintendent/President
<u>IV.B.5.2</u>	Board Procedure 2.2.1P - District Superintendent/President
<u>IV.B.5.3</u>	Budget Updates
<u>IV.B.6.1</u>	President's Website and Messages

IV.B.6.2	Public Relations Website - SRJC in the News
IV.B.6.3	Public Relations Website – Announcements

C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.**

Evidence of Meeting the Standard

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. The Board Policy Manual ([IV.C.1.1](#), [IV.C.1.2](#)) defines and reflects the Board's involvement in the establishment and its revision of policies within the scope of the California State Constitution and within the scope of acts of the State Legislature in Section 0, the Bylaws of the Board of Trustees.

The Policy Manual establishes the quality of the College's programs, the integrity of its institutional actions, and the 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.

The Board of Trustees' policy manual includes Policy 1.1 Vision, Mission Statement and Values ([IV.C.1.3](#)), which expresses the Board's adoption and affirmation of the College's mission and vision. The policies are specifically maintained and updated with the aim of advancing SRJC's mission.

Analysis and Evaluation

The Santa Rosa Junior College District has a governing body and policies to ensure programs, services, and finances of the College are maintained.

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

Members of the Santa Rosa Junior College District Board of Trustees understand that they are part of a single decision-making body. Even in instances where trustees disagree, once a vote has occurred and a final decision has been reached, all trustees support that decision. As written

in Board Policy 0.3 - Public Statement by Board members ([IV.C.2.1](#)), 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, which often votes unanimously on many items. Additionally, while several trustees voted against approving the Project Stabilization Agreement (PSA) for Measure H ([IV.C.2.2](#)), once the item was approved by a majority of the board, all trustees supported the implementation of the PSA.

Analysis and Evaluation

Santa Rosa Junior College District's Board of Trustees support all decisions made by the collective entity.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

In its 103-year history, Santa Rosa Junior College 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, Board Policy 4.3.10 - Management Team Hiring ([IV.C.3.3](#)) 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.

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 the 2010-2011 hiring process ([IV.C.3.6](#), [IV.C.3.7](#)). 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 candidates.

The Board of Trustees annually evaluates the performance of the president per Board Policy 0.20 - Periodic Review and Evaluation of the Superintendent/President ([IV.C.3.1](#), [IV.C.3.2](#)) and invites input from the major constituent groups of the College. 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/their 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 ([IV.C.3.5](#)). 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 2023 with a salary adjustment consistent with other management ([IV.C.3.4](#)).

The Board has set clear expectations for the President to provide regular reports on the College's goals performance, initiatives, and more. These reports include the monthly President's Report at each Board meeting, as well as specific reports given by the vice presidents and other designees on specific content around items such as:

- Information pertinent to college operations, such as facility and technology needs and development
- Regular and by invitation presentations on the budget and finances by the Vice President of Finance and Administrative Services
- Presentations by the Senior Director of Institutional Effectiveness, Research and Planning 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 that any questions posed by trustees are answered in a timely and thorough manner.

Analysis and Evaluation

The Santa Rosa Junior College District has a clearly defined and utilized policy for hiring and evaluating the College President.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.**

Evidence of Meeting the Standard

The Santa Rosa Junior College District has a governing board that is an independent, policy-making body that reflects the public interest in the College's educational quality; advocates for and defends the institution; and protects the College from undue influence or political pressure ([IV.C.4.3](#)).

As described in Board Policy 0.4 - Number of Regular Members and Terms of Office ([IV.C.4.1](#)), the seven-member Board of Trustees represents the five geographic areas of the single college district, with three of those trustees representing a single large population area. The Board also includes a Student Trustee, elected by the student body, who serves a one-year

term on the Board and who votes on the College's business (except for closed-session issues) in an advisory capacity.

Broad representation, independence, and reflection of public interest are ensured by policies that define residency, election terms, and prohibitions regarding college employment and memberships on other boards. 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 College. This is codified in Board Policy 0.25 - Conflict of Interest Code ([IV.C.4.2](#)), 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.

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 Sonoma County Junior College District BoardDocs webpage ([IV.C.4.4](#)). 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. 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.

The Board has remained a stable advocate for the College. While it has faced challenges from the community regarding actions and policies, such as the feedback from some members of the community who opposed the board's approval of a Project Stabilization Agreement (PSA) for Measure H projects ([IV.C.4.5](#)), the Board has maintained a stance based on data analysis, reports, and recommendations from the President, the college community and the Sonoma County community. While the Board listens to individual public interests, it makes the well-being of the institution its priority.

Similarly, when there were requests to redistrict in order to move toward a one-trustee-per-area model, the Board held a special meeting to hear input from the community and engaged the work of a demographer to present proposals and recommendations. The Board also heard from student researchers who made recommendations. On May 12, 2016, the Board held a public hearing to receive input on the all proposals ([IV.C.4.6](#)). Ultimately, the decision was made not to redistrict at that time, as the College would be required to do so following the 2020 census, and an additional redistricting process was determined to be more expensive than would be justifiably offset by the benefit of redistricting early, when it would be required to do so again only a couple years later ([IV.C.4.7](#)).

Analysis and Evaluation

Santa Rosa Junior College District's Board of Trustees have policies that are utilized to ensure it is an independent policy-making body that reflects the public interest.

5. **The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

The Santa Rosa Junior College Board of Trustees establishes policies that are consistent with the College's mission and that serve to ensure the quality, integrity, and improvement of student learning programs, services, and resources, as defined in Board Policy 0.1 - Role of the Board Members ([IV.C.5.2](#)).

The Board revised Policy 1.1, Vision, Mission Statement, Values ([IV.C.5.1](#)) following the development of its previous Strategic Plan ([IV.C.5.3](#)). Both documents show the Board's commitment to educational quality, student success, and continual improvement of college instructional programs and support services. Evidence of this commitment can be seen in the fact that policies are regularly reviewed and revised to comply not only with legal requirements, but also to ensure the College's practices are in line with the College's mission to "passionately cultivate learning through the creative, intellectual, physical, social, emotional, aesthetic and ethical development of our diverse community." An example of this is shown in the revisions to Policy 8.1.1 - Academic Accommodations for Students with Disabilities ([IV.C.5.7](#)), which were intended to "create a more equitable process" for students with disabilities seeking accommodation and in the revisions to Policy 3.12 - Curriculum Development that clarified portions of the process in compliance with Title 5, section 55002(a)(2)(C). Other revisions to increase student success include the approval of revisions to Policy 8.3.4/8.3.4P - Student Placement Assessment, approval of revisions to Policy 8.6/8.6P - Student Success and Support Programs, and the approval of revisions to Policy 3.12/3.12P - Curriculum Development ([IV.C.5.4](#), [IV.C.5.5](#), [IV.C.5.6](#)).

The College is also currently developing an updated Strategic Plan through an inclusive and collaborative process, which began with a review of the successes of the previous Strategic Plan in the President's Professional Development Day speech, in February 2020 ([IV.C.5.19](#)). In his speech, he outlined the successes of each of the College's specific goals. This work continued into Spring 2021 when the College began a review of the its mission and vision through a collaborative process that included all constituent groups. The updated plan, which is slated for completion in Spring 2022, is intended to reflect the ongoing changes within our community, including a continued focus on student achievement and access, as well as greater attention to equity and social justice initiatives.

An example of the Board's dedication to continually improving the College's practices that improve outcomes for all students can be seen in the Board's approval of Resolution 15-20 in Support of Solidarity with the Black/African American Community and Commitment to Greater Equity and antiracism ([IV.C.5.20](#)). The Board item, which was unanimously approved, says that, "The Board of Trustees will consider this resolution, which expresses support for the Black/African American community and commits to institutional change that promotes greater

equity and antiracism.” This resolution called on the administration and the entire college community to work toward practices and procedures that will address racial inequities at the College and that will create an environment supportive of the success of Black and African American employees and students. This work is currently in progress in collaboration with the Black Student Union and the Black Leadership Association Collective (BLAC) and includes the creation of an Ethnic Studies Department, an Office of Black Student Development, and other practices that will further support this effort.

The Board receives regular reports from various areas of the College whose work centers on student success and academic excellence. These presentations include annual reports on the Student Success Scorecard ([IV.C.5.11](#), [IV.C.5.12](#), [IV.C.5.13](#)), a holistic analysis of the College’s student population that provide an overview of outcomes including:

- Student College Preparedness
- Transfer Level Achievement
- Persistence
- Completion
- Wage Changes for Students who Completed Work in Career Education

The Board also regularly hears reports from the Vice President of Finance and Administrative Services regarding the budget and items that affect the College’s fiscal stability ([IV.C.5.10](#)). In the face of a budget crisis, the Board supported a plan to initiate an Early Retirement Incentive (ERI) and, subsequently, to eliminate a number of vacated positions to reduce annual expenditures ([IV.C.5.8](#), [IV.C.5.9](#)). The ERI was part of a larger long-range plan to return the College to fiscal solvency, and it resulted in millions of dollars in savings.

The Board also receives regular reports regarding the goals and outcomes of special programs and grants, such as:

- Strong Workforce ([IV.C.5.14](#))
- IGNITE ([IV.C.5.15](#))
- Student Equity and Achievement ([IV.C.5.16](#))
- Welcome & Connect Center ([IV.C.5.17](#))
- Intercultural Center ([IV.C.5.18](#))

A full review of Board reports from 2017-2021 is available within the College’s website ([IV.C.5.21](#)).

Analysis and Evaluation

The Santa Rosa Junior College District Board of Trustees utilize policies and are regularly informed by college constituents to ensure the educational quality provided at the College, as well as regulate legal matters and financial integrity and stability.

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

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 - Board of Trustees Policy BP2410 ([IV.C.6.1](#)):

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 at the Sonoma County Junior College District BoardDocs webpage, under the “Policies” link ([IV.C.6.2](#)). It is also available by navigating from the Trustees page within the College’s website, under “Board Agendas and Minutes” ([IV.C.6.3](#)). 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.

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.

Analysis and Evaluation

All Santa Rosa Junior College District Board of Trustees bylaws and policies are published on the College’s website.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

The Board acts in a manner consistent with its policies and bylaws, referring to them for all decisions. Its policies and practices undergo a regular cycle of review and revision, per Policy 2.1 - Board of Trustees Policy BP2410 ([IV.C.7.1](#)).

Board actions always reflect District policies. Recent examples include:

1. Onboarding of new trustees per Board Policy 0.30 - Orientation of New Board Members: Newly elected trustee underwent a rigorous onboarding process, including training and orientation to college policies and procedures.
2. Recording Board meetings, Policy 0.19.7 - *Minutes and Recording Devices*: The Board’s President requested that all Board meetings be video live streamed and recorded beginning in 2018. Such meetings are now recorded and kept for one year, per the policy.

3. Approval of Discontinuance of certificates and majors, Policy/Procedure 3.6/P - Program Review, Evaluation, Revitalization and Discontinuance: The Board votes on any proposed discontinuations annually or as needed, per the policy.

While adhering to existing policies, the governing Board also understands the need to evaluate its policies and procedures regularly and to revise them as necessary. In accordance with AB1725 and Title 5, the revision and adoption of policies is based on participatory governance. Board Policy BP 2410, Board Policies and Administrative Procedures, and Board Procedure 2.1P - Procedures for Developing and Revising District Policy and Procedures ([IV.C.7.1](#), [IV.C.7.2](#)), define the Board's relationship with College Council and the governance committee system.

The Board looks to the College Council ([IV.C.7.4](#)) 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. The College Council generally operates efficiently and effectively. 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 for currency with education codes and College practices. The College also plans to incorporate the new Community College League of California (CCLC) template policies into the SRJC policy manual, which will streamline the adoption of regular legal updates and create efficiencies within the College's internal process. Additionally, given the size and complexity of the College, 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 to 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 - Formulation, Adoption, Amendment of Policies and Bylaws states ([IV.C.7.3](#)), "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."

Procedure 2.1P - Procedures for Developing and Revising District Policy and Procedures 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:

1. Academic Senate
2. Classified Senate
3. Associated Students Senate
4. All Faculty Association
5. Service Employees International Union
6. Superintendent/President's Cabinet

The regular evaluation of existing policies is institutionalized through Policy and Procedure 2.1/ 2.1.P - Procedures for Developing and Revising District Policy and Procedures. Specific administrative offices are named within the policy as responsible for reviewing and maintaining currency in their policy/procedures areas.

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 0 Role of the Board and Members (Powers, Purposes, Duties): "The Board shall concern itself primarily with broad questions of policy, rather than with administrative details." The Board has a solid record of focusing on policy-making and strategic planning, allowing the administration, faculty, and staff to autonomously apply policy to College educational programs and services.

Analysis and Evaluation

Santa Rosa Junior College District adheres to and assesses and revises governing policies as needed.

8. **To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

Student success at Santa Rosa Junior College is of paramount importance to the Board. Data pertaining to student performance and success is presented to the Board and reviewed by the Board on a regular basis. Recent examples include the Petaluma Student Success Program Report ([IV.C.8.1](#)), annual reports on student success programs ([IV.C.8.2](#), [IV.C.8.3](#)), the presentation of the Student Equity and Achievement Program and Student Equity Plan ([IV.C.8.4](#)) and subsequently, a report on the program's outcomes ([IV.C.8.5](#)), and annual reports on the Student Success Scorecard ([IV.C.8.6](#), [IV.C.8.7](#), [IV.C.8.8](#)).

Analysis and Evaluation

Santa Rosa Junior College's Board of Trustees receive regular and comprehensive reports regarding student achievement and plans for improvement.

9. **The governing board has an ongoing training program for board development,**

including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.

Evidence of Meeting the Standard

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 Policy 0.30 - Orientation of New Board Members 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 ([IV.C.9.2](#)).

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. These documents are provided to each new trustee in the form of the New Trustee Orientation Binder ([IV.C.9.3](#), [IV.C.9.4](#)).

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), and the California Community Colleges Trustees (CCCT) organization. The Board's annual self-evaluation process ([IV.C.9.5](#)) reflects the expectation of growth and development through criteria such as:

- Board members are knowledgeable about California 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.

The mechanisms to ensure continuity of Board membership and staggered terms of office are described in Policy 0.4 - Number of Regular Members and Terms of Office ([IV.C.9.1](#)). 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 2016 and November 2020 when one new trustee was elected in each of those years.

Analysis and Evaluation

Member of the Santa Rosa Junior College Board of Trustees receive comprehensive training from the College and terms of office are staggered to ensure consistency.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

The Santa Rosa Junior College District follows Policies 0.20 - Periodic Review and Evaluation and 0.31 - Board Self Evaluation ([IV.C.10.1](#), [IV.C.10.2](#)), which delineates the formal assessment for self-evaluation to assess how the Board can be more effective. The Board uses this document to guide an open and honest dialogue at its annual retreat, then reports to the public that this has occurred, and makes the final evaluation documents publicly available ([IV.C.10.3](#), [IV.C.10.4](#), [IV.C.10.5](#), [IV.C.10.6](#), [IV.C.10.7](#), [IV.C.10.8](#), [IV.C.10.9](#), [IV.C.10.10](#), [IV.C.10.11](#), [IV.C.10.12](#)).

Following its annual self-evaluation, the Board works to address any areas where the potential for improvement or increased effectiveness has been identified. By reflecting upon the final self-evaluation, the Board makes changes to its meetings and processes that result in long-standing improvements.

Examples where positive changes have resulted from Board self-evaluations:

- In the 2018 self-evaluation, the Board pointed out the need for regular report outs from the Legislative Committee, which has since become a regular Board meeting report. ([IV.C.10.5](#))
- From the same self-evaluation, the Board recommended adding additional constituent groups (AFA, SEIU, Management) to the regular report outs, which has since become standard practice. ([IV.C.10.5](#))
- In 2017 evaluation the Board reported greater understanding of legislative matters due to the formation of the active Legislative Committee. ([IV.C.10.6](#))

Analysis and Evaluation

The Santa Rosa Junior College Board of Trustees follows an established policy to evaluate, and, when necessary, make changes, to be as effective as possible.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

Evidence of Meeting the Standard

The Board closely follows the guidelines of Board Policy 0.25 - Conflict of Interest Code ([IV.C.11.2](#)), which clearly outlines the Board's responsibility with regard to avoiding conflicts of interest. The Board has not had a report of conflict of interest in the last 27 years. If a situation were to occur and it was deemed necessary, a policy exists to remove a Board member from office: Board policy 0.26 - Removal from Office ([IV.C.11.3](#)).

District policy, minutes, and other records demonstrate that the Board as a whole consistently follows its own Code of Ethics and, when necessary, has enacted its right to censure members who do not maintain the highest standards of ethical behavior, as outlined in Policy 0.22 - Code of Ethics for Board of Trustees ([IV.C.11.1](#), [IV.C.11.4](#)).

No trustees are owners of the College or of any portion of the Sonoma County Junior College District. The trustees also file FPPC form 700 Statements of Economic Interests annually to reflect their impartiality ([IV.C.11.5](#), [IV.C.11.6](#), [IV.C.11.7](#), [IV.C.11.8](#), [IV.C.11.9](#), [IV.C.11.10](#), [IV.C.11.11](#)).

Analysis and Evaluation

Following a Board Policy, the Santa Rosa Junior College District ensures the Board of Trustees do not have conflicts of interest with the College.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

Santa Rosa Junior College District's Board of Trustees Policy 2.2.1 - District Superintendent/President begins ([IV.C.12.1](#)), "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 ([IV.C.12.2](#)) specifically define the President's responsibilities involved in that authority. Among them are:

Their role in recommending, organizing and assigning all staff positions;

1. Supervision and coordinating all planning, from curriculum to facilities;
2. Acting as liaison with external (e.g., county, state) organizations; and,
3. General responsibilities such as budget, reporting, and maintaining policies.

The Board strictly limits its own role as stated in Policy 0.1 - Role of the Board and Members (Powers, Purposes, Duties): “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” ([IV.C.12.4](#)).

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 0.2 - Limits of Authority ([IV.C.12.3](#)). 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:

1. The President’s direct report
2. Information pertinent to college operations, such as facility and technology needs and development
3. Regular and by invitation presentations by the Vice President of Finance and Administrative Services
4. Presentations by the Director of Institutional Research on aspects of student achievement and institutional effectiveness, especially prior to state reports
5. 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 by finding a source to address them. Additionally, the President provides regular reports directly to the Board on behalf of the President’s office and the component vice president areas.

The Board has directed the President to keep Board trustees fully informed as to matters of particular importance, such as:

- Educational quality- as shown by the regular reports on student success measures, the success of particular initiatives, and student achievement
- Legal matters- which are presented to the Board in Closed Session meetings that include representation by District legal counsel
- Financial integrity- as shown by the regular reports to the Board by the Vice President of Finance and Administrative Services, with particular focus on the Long-Term Plan to return the College to fiscal solvency.

Analysis and Evaluation

The Santa Rosa Junior College President maintains accountability to the College in several ways, including keeping the Board of Trustees informed.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

As part of the onboarding of new trustees, new Board members are provided the New Trustee Orientation digital binder ([IV.C.13.7](#)), which includes a variety of important information on Board and district operations. Included in this binder is an overview of the accreditation process and the most recent accreditation report, as required by Board Policy 0.30, Orientation of New Board Members ([IV.C.13.8](#)). Existing trustees are periodically provided with the new version of the New Trustee Orientation binder as well, so they can remain up-to-date on any new information or changes.

The Board receives presentations early in the self-evaluation process, which include an overview of the timeline and accreditation process, the four standards that the College must meet in order to maintain accreditation, and the committee structure that will be used to compile information for the self-evaluation report ([IV.C.13.1](#)).

Additional reports recur monthly at regular meetings of the Board of Trustees throughout the self-evaluation development process ([IV.C.13.2](#), [IV.C.13.3](#), [IV.C.13.4](#), [IV.C.13.5](#), [IV.C.13.6](#)). Five of the College's current trustees have engaged in one or more accreditation cycles during their tenure and have shown not only commitment to the process itself, but also to using the findings of the final accreditation report to drive improvements at the institution, including the development of strategic planning efforts and the development of long-term financial plans to return the College to fiscal stability.

Upon completion of the ISER, the board will carefully review and consider approval of the final self-evaluation report prior to submitting this document to ACCJC.

The board actively engages with the Accreditation Liaison Officer (ALO) and the faculty co-chair during Board presentations, asking questions and expressing support for a thorough and active review process.

Analysis and Evaluation

Understanding that the accreditation and self-evaluation process is ongoing within each seven-year cycle, the Board receives regular updates from the Vice President of Academic Affairs and the Academic Senate on all significant actions and stages of the process. This includes updates on the accreditation process, presentations on the follow-up and mid-term reports, financial reports, and, ultimately, the presentation of the final accreditation report and results ([IV.C.13.2](#), [IV.C.13.3](#), [IV.C.13.4](#), [IV.C.13.5](#), [IV.C.13.6](#)).

Conclusions on Standard IV.C. Governing Board

The behavior, policies, and commitments of the Santa Rosa Junior College District's Board of Trustees are aligned with this Standard, as reflected in its historical voting, interactions with the public, understanding of and support for college programs, and expressed expectations for academic quality, integrity, effectiveness of student learning programs and financial stability of the institution. The Board has shown itself to be an independent decision-making body that supports the work of the Superintendent/President and the College as a whole, without stepping outside of its purview. The Board regularly evaluates itself and its membership, creates plans for improvement, and finds opportunities for continuing education for trustees. The Board is effective, efficient, and understands its role at the institution.

Evidence List

<u>IV.C.1.1</u>	Board Policy Manual
<u>IV.C.1.2</u>	Board Policy 0.1 - Role of the Board Members (Powers, Purposes, Duties)
<u>IV.C.1.3</u>	Board Policy 1.1 - Vision, Mission Statement, Values
<u>IV.C.2.1</u>	Board Policy 0.3 - Public Statement by Board members
<u>IV.C.2.2</u>	Board Agenda Item on Project Stabilization Agreement, June 13, 2017
<u>IV.C.3.1</u>	Board Policy 0.20 - Periodic Review and Evaluation of the Superintendent/President
<u>IV.C.3.2</u>	Board Procedure 0.20P - Periodic Review and Evaluation of the Superintendent/President
<u>IV.C.3.3</u>	Board Policy 4.3.10 - Management Team Hiring
<u>IV.C.3.4</u>	Employment Contract Amendment for Superintendent President
<u>IV.C.3.5</u>	Board Meeting Minutes - July 10, 2018
<u>IV.C.3.6</u>	President/Superintendent Hiring Timeline
<u>IV.C.3.7</u>	President/Superintendent Hiring Procedures
<u>IV.C.4.1</u>	Board Policy 0.4 - Number of Regular Members and Terms of Office
<u>IV.C.4.2</u>	Board Policy 0.25 - Conflict of Interest Code
<u>IV.C.4.3</u>	Board of Trustees website
<u>IV.C.4.4</u>	Sonoma County Junior College District BoardDocs Webpage
<u>IV.C.4.5</u>	Board Agenda - Project Stabilization Agreement, June 13, 2017
<u>IV.C.4.6</u>	Public Hearing – New Trustee Area Boundaries, May 10, 2016
<u>IV.C.4.7</u>	Board Agenda – Redistricting Update, September 13, 2016
<u>IV.C.5.1</u>	Board Policy 1.1 - Vision, Mission Statement, Values
<u>IV.C.5.2</u>	Board policy 0.1 - Role of the Board Members (Powers, Purposes, Duties)
<u>IV.C.5.3</u>	SRJC 2014-2019 Strategic Plan
<u>IV.C.5.4</u>	Revisions to Policy 8.3.4 and Procedure 8.3.4P - Student Placement Assessment
<u>IV.C.5.5</u>	Revisions to Policy and Procedure 8.6/P - Student Success and Support Program
<u>IV.C.5.6</u>	Revisions to Policy and Procedure 3.12/P - Curriculum Development
<u>IV.C.5.7</u>	Revisions to Policy and Procedure 8.1.1/P - Academic Accommodations for Students with Disabilities
<u>IV.C.5.8</u>	Board Agenda - Eliminated Positions under Phase One of District Reorganization
<u>IV.C.5.9</u>	Early Retirement Plan Board Resolution, February 12, 2019

<u>IV.C.5.10</u>	Board Special Listening Session, District Budget, November 20, 2018
<u>IV.C.5.11</u>	Student Success Scorecard Report, April 10, 2018
<u>IV.C.5.12</u>	Student Success Scorecard Report, May 9, 2017
<u>IV.C.5.13</u>	Student Success Scorecard Report, May 10, 2016
<u>IV.C.5.14</u>	Strong Workforce Presentation, March 14, 2017
<u>IV.C.5.15</u>	IGNITE Program Presentation, November 12, 2019
<u>IV.C.5.16</u>	Student Equity and Achievement Presentation and Outcome Report
<u>IV.C.5.17</u>	Welcome & Connect Center Presentation, November 10, 2020
<u>IV.C.5.18</u>	Petaluma Our House Intercultural Center Presentation, February 12, 2019
<u>IV.C.5.20</u>	Board Resolution in Support of Solidarity with the Black/African American Community and Commitment to Greater Equity and Anti-Racism
<u>IV.C.6.1</u>	Board Policy 2410 – Board Policies and Administrative Procedures
<u>IV.C.6.2</u>	Sonoma County Junior College District BoardDocs website
<u>IV.C.6.3</u>	Board of Trustees webpage
<u>IV.C.7.1</u>	Board Policy 2410 – Board Policies and Administrative Procedures
<u>IV.C.7.2</u>	Board Procedure 2.1P - Procedures for Developing and Revising District Policy and Procedures
<u>IV.C.7.3</u>	Board Policy 0.16 - Formulation, Adoption, Amendment of Policies and Bylaws
<u>IV.C.7.4</u>	College Council Website
<u>IV.C.8.1</u>	Petaluma Student Success Program Report, February 13, 2018
<u>IV.C.8.2</u>	Board Presentation 2015/16 Annual Report of Student Success Programs
<u>IV.C.8.3</u>	Board Presentation 2017-19 Integrated Plan
<u>IV.C.8.4</u>	SEA Program and 2019-22 Student Equity Plan
<u>IV.C.8.5</u>	SEA Program Update and 2018-19 Outcome Report
<u>IV.C.8.6</u>	Student Success Scorecard 2018 Report
<u>IV.C.8.7</u>	Student Success Scorecard 2017 Report
<u>IV.C.8.8</u>	Student Success Scorecard 2016 Report
<u>IV.C.9.1</u>	Board Policy 0.4 - Number of Regular Members and Terms of Office
<u>IV.C.9.2</u>	Board Policy 0.30 - Orientation of New Board Members
<u>IV.C.9.3</u>	Board Policy 0.7 - Organizational Meeting/Officers of the Board
<u>IV.C.9.4</u>	New Trustee Orientation Handbook
<u>IV.C.9.5</u>	Board Policy 0.31 - Board Self Evaluation
<u>IV.C.10.1</u>	Board Policy 0.20 - Periodic Review and Evaluation
<u>IV.C.10.2</u>	Board Policy 0.31 - Board Self-Evaluation
<u>IV.C.10.3</u>	Board Self-Evaluation, June 23, 2020
<u>IV.C.10.4</u>	Board Self-Evaluation, June 3, 2019
<u>IV.C.10.5</u>	Board Self-Evaluation, June 19, 2018
<u>IV.C.10.6</u>	Board Self-Evaluation, June 21, 2017
<u>IV.C.10.7</u>	Board Self-Evaluation, June 20, 2016
<u>IV.C.10.8</u>	Special Board Meeting Minutes, June 23, 2020
<u>IV.C.10.9</u>	Special Board Meeting Agenda, June 3, 2019
<u>IV.C.10.10</u>	Special Board Meeting Minutes, June 19, 2018
<u>IV.C.10.11</u>	Special Board Meeting Minutes, June 21, 2017
<u>IV.C.10.12</u>	Special Board Meeting Minutes, June 20, 2016
<u>IV.C.11.1</u>	Board Policy 0.22 - Code of Ethics for the Board of Trustees
<u>IV.C.11.2</u>	Board policy 0.25 - Conflict of Interest Code

<u>IV.C.11.3</u>	Board Policy 0.26 - Removal from Office
<u>IV.C.11.4</u>	Board Meeting Minutes , March 10, 2020
<u>IV.C.11.5</u>	Form 700, Statements of Economic Interests, Dorothy Battenfeld
<u>IV.C.11.6</u>	Form 700, Statements of Economic Interests, Jordan Burns
<u>IV.C.11.7</u>	Form 700, Statements of Economic Interests, Donald Edgar
<u>IV.C.11.8</u>	Form 700, Statements of Economic Interests, Margaret Fishman
<u>IV.C.11.9</u>	Form 700, Statements of Economic Interests, Jeff Kunde
<u>IV.C.11.10</u>	Form 700, Statements of Economic Interests, William Lindley
<u>IV.C.11.11</u>	Form 700, Statements of Economic Interests, Mariana Martinez
<u>IV.C.12.1</u>	Board Policy 2.2.1 - District Superintendent/President
<u>IV.C.12.2</u>	Board Procedure 2.2.1P - District Superintendent/President
<u>IV.C.12.3</u>	Board Policy 0.2 - Limits of Authority
<u>IV.C.12.4</u>	Board Policy 0.1 - Role of the Board Members (Powers, Purposes, Duties)
<u>IV.C.13.1</u>	ACCJC/WASC Update to Board, December 8, 2020
<u>IV.C.13.2</u>	ACCJC Midterm Report Board Presentation, February 12, 2019
<u>IV.C.13.3</u>	ACCJC Midterm Report Revised Timeline and Process Presentation
<u>IV.C.13.4</u>	Status Update on SRJC Midterm Accreditation Report, January 9, 2018
<u>IV.C.13.5</u>	Accreditation Follow-up Report Board Item, February 14, 2017
<u>IV.C.13.6</u>	Accreditation Follow-up Report Board Item, Feb. 9, 2016
<u>IV.C.13.7</u>	New Trustee Orientation Binder
<u>IV.C.13.8</u>	Board policy 0.30 Orientation of new board members

H. Quality Focus Essay

Introduction of Projects

Santa Rosa Junior College is strongly committed to its mission that emphasizes high-quality student learning, achievement and development of its increasingly diverse community. Over the years, The College has used analysis of quantitative and qualitative data to evaluate, plan, implement and improve the quality of its programs and services. The College is currently in the process of updating its strategic plan, including a considered review of the mission, vision and values that will guide and direct institutional priorities in meeting the educational needs of our students. There is general agreement that while the process that resulted in the current strategic plan was a transformative, highly inclusive and collaborative effort that produced a clear and shared expression of the College's aspirations and goals, it lacked in establishing an intentional, integrated and evidence-based culture of inquiry designed to regularly assess, self-reflect, adapt and continuously improve.

The College has recently invested in and realigned the leadership structure in support of institutional effectiveness by hiring a Senior Director of Institutional Effectiveness, Planning and Research. Under the direction of the Superintendent/President, this Cabinet-level administrator will provide leadership, vision and direction for a comprehensive District-wide institutional effectiveness program; administer, coordinate, and communicate college-wide planning and evaluation to foster data-informed decision making across the institution; oversee strategic and integrated planning, program review, institutional research, and grant development processes; promote institutional effectiveness through continuous evaluation for

improvement; develop, implement and direct institutional research and planning projects to provide information about the District's students, programs, and organizational effectiveness; supervise and evaluate the performance of assigned staff. Additionally, the College has reconfigured two key shared governance bodies: Institutional Planning Council and Budget Review Committee, and redesigned them into the Planning and Budget Council ([QFE.1.1](#)). These institutional redesigns have created the conditions by which the College expects, over the next accreditation cycle, to establish a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness and continuous improvement of student learning and achievement.

Of a more urgent need are the calls for antiracism and social justice reverberating through the nation and Santa Rosa Junior College. There is an increased consciousness that the status quo is not working for all students. The disproportionate social impacts that may have been hidden before are writ large, including unequal access to healthcare, food insecurity, technology deficits, and work obligations. All educators are being called into responding with care and empathy. These equity-based actions must be aligned with and integrated into all aspects of an evidence-based action plan for institutional effectiveness. To meet that need, Santa Rosa Junior College will apply its newly redesigned processes for institutional effectiveness and assessment of student outcomes and achievement with the intent and purpose of improving student success for identified student groups who are disproportionately impacted. Goals include integrating antiracism, community responsiveness, and equity throughout (1) Strategic Planning, (2) Board Policy and Administrative Procedures, and (3) existing equity initiatives.

Santa Rosa Junior College is proposing the following two Quality Focus Essay projects designed to implement innovative ideas and projects designed to positively impact student learning, achievement, and belonging over the next five years.

QFE Project 1

Evidence-based Institutional Effectiveness: Fostering a Culture of Inquiry and Innovation

Description of Project

Institutional effectiveness ensures Santa Rosa Junior College is meeting the educational needs of its students. Key practices for ensuring institutional effectiveness include:

- Development of a 5-year strategic plan
- Providing transparency for resource allocation and decision-making
- Utilizing mission-related data to set institutional priorities and improve student outcomes
- Establishing a clear two-way communication model for all participatory governance constituents
- Conducting annual committee evaluations to support professional development and effectiveness
- Completing annual strategic plan evaluation
- Updating integrated planning documents (e.g., Strategic Enrollment Management Plan, Facilities Master Plan, Education Master Plan, District Equity/Anti-Racism Action Plan).

Re-envisioning institutional effectiveness allows SRJC to build a strong connection between outcomes/equity data, annual planning, resource allocation and student success.

Action Plan Goals/Activities

Goal 1: Clear connection between Institutional Planning and Resource Allocation. The Planning and Budgeting Council will align and monitor the connection between institutional planning and resource allocation and articulate that to constituency groups.

Goal 2: Development of an updated Strategic Plan and establishment of metrics to monitor institutional effectiveness. All Key Performance Indicators (KPIs) are relevant and appropriate for addressing Strategic Plan goals and objectives

Goal 3: Development of or updates to SRJC Integrated Plans. Strategic Enrollment Management Plan, Facilities Master Plan, Educational Master Plan, Equity/Anti-Racism Action Plan are developed and implemented.

Goal 4: Solidify process for aligning ACCJC Institution-Set Standards and aspirational goals with Strategic Plan. Institution-set standards and aspirational goals are appropriately set based on institutional trends, student outcomes, and strategic plan goals.

Goal 5: Review and redesign participatory governance structure. Participatory Governance structure allows for two-way communication across all committees, councils, advisory, and constituency groups. Participatory Governance structure incorporates strategic planning and integrated planning.

Timeline

Year 1 (2022):

- Update College Mission, Vision, Values
- Adopt Updated Strategic Plan
- Establish Key Performance Indicators
- Implement two-way communication model for participatory governance.

Year 2 (2023):

- Adopt New and Updated Integrated Plans
- Committee Evaluations
- Assess KPIs and Strategic Plan Goals

Year 3 (2024):

- Assess Strategic Plan Goals

Year 4 (2025):

- Assess Integrated Plans

Anticipated Impact on Student Learning and Achievement

Focusing on institutional effectiveness allows the college to connect all planning activities (strategic planning, annual planning, and integrated planning) to resource allocation and student success. Establishing a stronger and more intentional connection between planning and

resource allocation helps track how the college is prioritizing student success.

Additionally, the project supports that creation of key performance indicators and other metrics of student success that are used to measure how we are effectively supporting student success efforts associated with diversity, equity, and inclusion.

Outcome Measures

See Table 33 below.

QFE Project 2

Equity at SRJC: Actions to Increase Student Success

Description of Project

SRJC has a long history of equity-based projects, programs, and services designed to provide additional support for identified student groups – many of which are highly effective (e.g. Puente, IGNITE, Umoja, New Faculty Learning Program, Communities of Practice).

Student Equity and Achievement and Integrated Student Success Committee: ([QFE.1.2](#), [QFE.1.3](#))

Currently working Project Teams (not exhaustive list)

- Peer Assisted Learning Specialists--Math, English, CSKLS, CTE
- Intercultural Centers
- Learning Communities
- DREAM Center
- Welcome Center
- ELL Outreach
- Direct Student Support
- Communities of Practice (AB705 and Equity-related)
- New initiatives: Sawabona Center, creation of an Ethnic Studies Department featuring Black/African American Studies, Native American/Indigenous Studies, Asian American/Pacific Islander Studies, Chicanx/Latinx Studies

Diversity, Equity, Inclusion, and Antiracism ([QFE.1.4](#)). Senate approved recommendation for mandatory faculty DEIA PL:

- Offer ongoing and robust PL in DEIA pedagogy at discipline, department, and district levels
- Design PL that invites knowledge-building, reflection, and critical action, and that does not retraumatize/other people of color
- Provide PL that is inclusive of Black, Asian American, Pacific Islander, Latinx, and Native American groups
- PL topics specific to each discipline, including but not limited to:
 - Shared understanding of DEIA concepts, principles, and practices
 - Cultural Humility

- Culturally Sustaining Pedagogy
- Critical Pedagogy
- Courageous Conversation
- Inclusive Curriculum
- Culture-Based Learning
- Antiracist Pedagogy
- Implicit Bias
- White Privilege
- Universal Design for Learning
- Systemic Oppression
- Ally Training
- Professional Learning for DEIA Curriculum Redesign: Offer ongoing and robust PL in DEIA curriculum redesign at department and district levels
- Professional Learning for DEIA Organizational and Policy Change:
 - Adopt an equity conceptual framework to guide PL efforts (see examples below)
 - PL for Organizational Transformation (esp. to connect Student Services and Academic Affairs)
 - PL to aid in Policy Revision
 - Curricular-level in CORS
 - Board Policies and Procedures
 - PL to support and assess DEIA Institutional Effectiveness
 - Data-informed decision-making
 - Shared Governance Training
 - How to utilize available data, like Dashboard
 - Support in assessing DEIA to determine if DEIA efforts are working, e.g. Connect DEIA PL with roll-out of Guided Pathways

Guided Pathways ([QFE.1.5](#))

- Recommendations: (Top 4) ([QFE.1.6](#))
 - Student-focused SRJC homepage redesign
 - Improved website usability for all
 - Clear, accessible program mapping with aligned course sequences
 - Dynamic scheduling changes that support students and the College

The Institutional Self Evaluation Report (ISER) process has made it clear that these projects, programs, and services need to be infused into the culture of the College, further integrated to work as a collective, evaluated on a regular and ongoing basis, and assessed to provide data for continuous improvement.

Action Plan Goals/Activities

Goal 1: As SRJC implements the Institutional Effectiveness Action Plan, the College will integrate antiracism and equity throughout the College, including multiple antiracist equity initiatives and programs already in existence.

Goal 2: SRJC will determine methods to measure the impact of equity-related projects on student success and learning.

Goal 3: SRJC will utilize data collected to allocate resources and revise projects, programs, and services to improve equity and student success.

Timeline

Year 1 (2022): Determine methods to measure the impact of equity-related projects on student success and learning.

Year 2 (2023): Assess the impact of equity-related projects on student success and learning, particularly the success of disproportionately impacted student groups and determine progress toward closing equity gaps.

Years 3-5 (2024-2026): Revise equity-related projects and funding to better impact learning and success of disproportionately impacted student groups and eliminate equity gaps.

Anticipated Impact on Student Learning and Achievement

Santa Rosa Junior College has set the goal of creating a more equitable and just college culture and learning/working environment as a means of increasing student learning and achievement and to better align with SRJC's mission, vision and values with a focused emphasis on student groups who are found to be detrimentally impacted by institutional and social structures in place.

Outcome Measures

See Table 33 below.

Table 33. QFE Project Activities, Responsible Parties, Anticipated Outcomes, Timeline, Measurable Goals

QFE Project	Activity	Responsible Parties	Anticipated Outcomes	Target Completion	Measurable Goal
IE	Update Mission, Vision, Values and Strategic Plan	Sr. Director, Institutional Effectiveness, Research and Planning (IERP) Strategic Plan Steering Committee Planning and Budget Council (PBC)	Revised mission, vision, values and Strategic Plan that provides goals and objectives that drive Integrated Plans	Fall 2022	Strategic Plan is supported by all constituency groups.

Equity	Determine methods to measure the impact of equity-related project, programs and services	Sr. Dir, IERP ISSC PBC Component VPs	Establishment of institutional metrics and measures	Fall 2022	Metrics are reviewed and supported by constituency groups
IE	Establish Key Performance Indicators	Sr. Dir, IERP PBC	Establishment of Key Performance Indicators will provide clear direction and tracking of progress related to student success, diversity of employment, and campus culture.	Fall 2022	Each area has one leading indicator and one lagging indicator
IE	Implement Two-Way communication model for participatory governance.	College Council	Establish clear communication model that will improve collaboration between constituent groups.	Fall 2022	All committees and constituent groups effectively utilized the two-way communication model
IE	Adopt New Integrated Plans	Sr. Dir, IERP Integrated Student Success Committee (ISSC) PBC Component VPs	Revised Integrated Plans will provide working goals for participatory governance committees and councils	Spring 2023	Integrated Plans are supported by all constituency groups
IE	Committee Evaluations	College Council	Provide committees with an opportunity to reflect on annual objectives and their ability to accurately address needs associated with student success.	Spring 2023	Each committee receives a rating of "committee is actively addressing the needs of students."
Equity	Assess impact of equity-related projects, programs and services	Sr. Dir, IERP PBC	Institutional data in the success of disproportionately impacted student groups is analyzed, reported and utilized	Spring 2023	Collegial dialogue, institutional planning and resource allocation is informed by student outcomes
IE	Assess Strategic Plan	Sr. Dir, IERP PBC	Assess the progress made towards achieving strategic goals and their impact of student outcomes.	Spring 2024	Each goal receives a rating of "strategic goal is achievable and relevant."

Equity	Revise equity-related projects and resource allocation	PBC	Redesign equity-related projects to better impact student learning and success	Fall 2024	Student equity gaps are closed
IE	Assess Integrated Plans	Sr. Dir, IERP PBC	Assess the progress made towards achieving goals and their impact of student outcomes.	Spring 2025	Each goal receives a rating of "strategic goal is achievable and relevant."

Evidence List

QFE.1.1	Planning and Budget Council Home Page
QFE.1.2	ISSC and Student Equity and Achievement – SEA Program and Projects
QFE.1.3	ISSC and Student Equity and Achievement Home
QFE.1.4	DEIA Professional Learning Recommendations
QFE.1.5	Academic Senate Guided Pathways
QFE.1.6	Academic Senate Guided Pathways Workgroup Recommendations