

EXTERNAL EVALUATION REPORT

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

This report represents the findings of the External Evaluation Team that visited
Santa Rosa Junior College on March 9-12, 2015

William H. Duncan, IV, Chair

List of Team Members

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Summary of the Report

INSTITUTION: Santa Rosa Junior College

DATES OF VISIT: March 9-12, 2015

TEAM CHAIR: William H. Duncan, IV, Superintendent/President Sierra College

A thirteen-member accreditation team visited Santa Rosa Junior College (SRJC) from March 9-12, 2015, to assess how well the College is meeting the Accrediting Commission for Community and Junior Colleges (ACCJC) Standards, provide recommendations to assure quality and encourage institutional improvement, and submit recommendations to the ACCJC regarding the status of the College.

The team chair conducted a pre-visit to SRJC on January 16, 2014, to meet with the College president and accreditation liaison officer to discuss logistics for the upcoming site visit. He toured the campus during that visit.

In preparation for the visit, team members attended an ACCJC all-day training session on February 9, 2015, and studied Commission training materials prepared for visiting teams. The team chair also attended an all-day training session for team chairs held December 1, 2014.

Prior to the visit team members carefully read the 2015 Institutional Self Evaluation Report and assessed the various forms of evidence provided by the College. The team members completed written evaluations of the Institutional Self Evaluation Report and began identifying areas for further investigation. On the day before the formal beginning of the visit, the team met to review and discuss the written materials and evidence provided by the College, as well as other materials submitted to the ACCJC since its last comprehensive visit in 2009.

During the visit the team met with faculty, staff, administrators, Board of Trustees members, students, and community members. The team also examined documents provided in the team room and on the College website and observed campus facilities. The team visited about two dozen courses, both face-to-face and online courses. Additionally team members visited the Shone Farm, Public Safety Training Center, Southwest Santa Rosa Center, and the Petaluma Campus. The team also conducted two open forums which provided an opportunity for students, community members and other campus staff to meet with members of the team.

The team found the College to be welcoming and engaged in the accreditation process. The Self Evaluation Report was well written and evidence was supplied in user-friendly formats in support of the assertions made in the report. The team appreciated the College's efforts to prepare its Self Evaluation, prepare for the team visit, and assist during the visit.

Recommendations of the 2015 Visiting Team

Recommendations

1. In order to increase effectiveness, the team recommends that the College expand access to and increase the quality of comprehensive student data, including the disaggregation of student achievement data and student learning outcomes assessment results by instructional modality. (Standards I.B.3, II.A.1.a, II.A.2.a, II.A.2.e, III.C.1.a)
2. In order to increase effectiveness, the team recommends that the College expand and make comprehensive its assessment of student learning outcomes and use assessment results to make continuous and timely improvements in student learning. (Standards II.A.1.c, II.A.2.a, II.A.2.e; II.A.2.f)
3. In order to meet the Standards, the team recommends that the College assure comprehensive, reliable, and equitable student support services for all students, regardless of location or means of delivery. (Standards II.B.1, II.B.3.a, II.C.1, II.C.1.c, Eligibility Requirements 14, 16)
4. In order to meet the Standard, the team recommends that all faculty have as a component of their evaluation effectiveness in producing student learning outcomes. (Standard III.A.1.c)
5. In order to meet the Standards, the team recommends that the College develop and implement a plan to assure ongoing financial stability and a contingency plan to meet financial emergencies and unforeseen occurrences. (Standards III.D.1.b, III.D.1.c, III.D.3.a, IV.B.2.d, Eligibility Requirement 17)

Introduction

Santa Rosa Junior College is a public, comprehensive community College located in Sonoma County. The College serves an increasingly diverse population of students living in an area of more than 1,600 square miles extending south to Petaluma and Tomales, east to Sonoma, north to Cloverdale and Point Arena, and west to the Pacific Ocean. It is part of the California Community College System and has an enrollment of approximately 19,000 full-time equivalent students. The College was founded in 1918 and the Sonoma County Junior College District was formed in 1927.

SRJC offers associates degrees, certificates, general education, transfer preparation, career and technical education and training, basic skills education, English as a Second Language, and other development and training opportunities.

SRJC offers classes at two campuses (Santa Rosa Campus and Petaluma Campus), at three locations where students may complete at least 50 percent of the classes required for a certificate or major (Public Safety Training Center, Shone Farm, and Southwest Santa Rosa Center), and at several other small satellite locations. The College's Distance Education program has expanded in recent years with enrollments now third behind the Santa Rosa and Petaluma campuses.

The communities served by SRJC showed support for the College in the form of passage of a bond in 2002, the proceeds of which have been used to expand existing facilities and build new facilities in response to community needs including completion of phases II and III of the Petaluma Campus and completion of the Bertolini Student Center and the Burdo Culinary Arts Center at the Santa Rosa Campus. The community again showed its support in November 2014 by passing Measure H, a \$410 million bond measure.

SRJC programs, services, and activities demonstrate its commitment to serve the varied educational needs of its diverse community.

Commendations of the 2015 Visiting Team

1. The College is commended for the integration between its unique and innovative programs such as the business and instructional model between the Shone Farm and the Culinary Arts Center, the comprehensive Public Safety Training Center, and the research-based approach to its noncredit English as a Second Language (ESL) program at Southwest Santa Rosa Center.
2. The team commends the College and the Associated Students for successful efforts to create, implement, and maintain the SRJC Sustainability Initiative.
3. The team commends the College for the numerous multicultural activities, the Black Student Union's service learning project in Tanzania, the creation of a preferred name option in My Cubby, and the formation of the Presidential LGBT Advisory Committee.

4. The College is commended for modernizing its physical plant while preserving its identity. The integration of SRJC's new construction with its existing facilities and the campus wide artwork provide students and staff with facilities that enrich the student experience and inspire learning.

Responses to Recommendations of the Previous Evaluation Team

Recommendation 1 (2009)

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

Through the efforts of the Program and Resources Planning Process (PRPP) Coordinating Committee, the College conducts surveys and meets regularly to review how well the process is working. There are many examples of edits and revisions to the form used in PRPP. End users are provided training and writer's guides on how to complete the forms with examples. In addition to these changes, the College has also engaged more with the Office of Institutional Research over the past four years. The Director of Research confers with the College president and sits on the president's cabinet. Additionally, the Vice President of the Petaluma Campus has been given the administrative responsibility for planning and institutional effectiveness. The combined efforts of the vice president and the director of Research are making progress to integrate research into all future planning processes. However, much of the existing data is still based on surveys with indirect or self-reported assessments. The College is limited in its use of internal student records or skills-based assessments.

The institution has addressed this recommendation.

Recommendation 2 (2009)

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

The College has a faculty driven student learning outcomes development and assessment process facilitated by two student learning outcomes Coordinators and the Project LEARN committee. All courses include student learning outcomes developed by faculty. These course student learning outcomes are listed in the Course Outlines of Record (CORs) and thus reviewed by the Curriculum Review Committee. Every class syllabus is required to either list the student learning outcomes from the COR or includes a link to the COR with the list of student learning outcomes. The College defines a program as a certificate, major or student service and has developed student learning outcomes for all programs. All program student learning outcomes are listed on the College website under individual programs and most of the program student learning outcomes are listed in the College Catalog. The College has also developed general education learning outcomes and institutional learning outcomes, which are listed in the College Catalog.

The College started a six-year student learning outcomes assessment cycle in academic year 2006-07. By the time of the team visit in March 2015, the College has completed the first

assessment cycle for 95 percent of the courses and 100 percent of the programs offered. The College uses the student survey that is conducted every three years to assess institutional learning outcomes. All institutional learning outcomes have thus been assessed through this approach. Since two-thirds of the general education learning outcomes align with the institutional learning outcomes, the College has generated assessment results for these general education learning outcomes.

The institution has addressed this recommendation.

Recommendation 3 (2009)

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

SRJC cited a miscommunication during the site team visit in 2009 and submitted documentation to the Commission that resolved the miscommunication and demonstrated having met the Standards identified in Recommendation 3. On page 57 of the Self Evaluation, SRJC stated that they continue, “to factor the TCO, including financial and personnel resources, into planning, especially to ensure health, safety, access, and security for all members of the College and community.”

The institution’s response to the previous team’s Recommendation is current, complete, and supported by evidence included in the Self Evaluation. The institution has resolved all deficiencies, i.e., factoring the total cost of ownership of its physical resources.

The institution has addressed this recommendation.

Recommendation 4 (2009)

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

The College has taken action to implement a holistic and systematic evaluation process for its governance structures. The College has established a cycle in which all standing committees, including the Institutional Planning Council (IPC) the Education Planning and Coordinating Council and the College Council, conduct self- evaluations approximately every three years, coinciding with the cycles of the ACCJC

Self Evaluation and Midterm reports. These reviews have occurred in 2010-11 and 2014-15, with a summary presentation and discussion on the actions and role of each committee within College Council. The next planned evaluation is for spring 2018. In 2011-12, the College conducted an overall governance survey to better gauge understanding among constituents of the committee structure. These efforts lead to the creation of resource documents for the College, including a module on shared governance available through the Staff Resource Center and a Committee System Best Practices Document. In addition, a SharePoint site was developed to house committee documents such as agendas and minutes.

With the arrival of a new College president, the College initiated a Strategic Planning Task Force in fall 2012 to coordinate College wide efforts towards a College Strategic Plan. The final plan sets clear direction for the College and includes elements related to both self-evaluation and communication. In addition, the PRPP Coordinating Committee was established in November 2012 as a standing subcommittee of the Institutional Planning Committee to regularly plan and evaluate the PRPP. This Coordinating Committee has utilized a combination of formal and informal feedback to make recommendations and changes, which has resulted in several form and process improvements large and small. One resulting change is focused on linking the different planning efforts, with PRPP forms now requiring a direct linkage of resource requests to the College Strategic Plan. In addition, new prompts were added to the PRPP forms to request feedback on the overall process, which will provide the Coordinating Committee with formal feedback on an annual basis.

The institution has addressed this recommendation.

Eligibility Requirements

1. Authority

The evaluation team confirmed that SRJC is part of the California Community College system and is authorized to offer educational programs by the California Education Code. The College is accredited by the Accrediting Commission for Community and Junior Colleges (ACCJC).

2. Mission

The evaluation team confirmed that the College's current mission statement was adopted by the Board of Trustees in October 2013. It defines the College's educational purposes and is displayed in the College Catalog, on a dedicated webpage, and in several College publications.

3. Governing Board

The evaluation team confirmed that Sonoma County Junior College District is governed by a seven-member Board of Trustees with members from the five geographical areas that comprise the District. The Board of Trustees is the policy making body of the District, responsible for establishing the policies that ensure the quality and effectiveness of programs and services and for maintaining the financial stability of the District. Conflict of interest is addressed in Board policy and a majority of Board members do not have employment, family, or personal financial interest in the decision they make on behalf of the institution.

4. Chief Executive Officer

The evaluation team confirmed that SRJC has a District superintendent/College president who was selected by the Board of Trustees. The Board of Trustees delegates to the superintendent/president the executive responsibility for administering the policies adopted by the Board and executing decisions of the Board.

5. Administrative Capacity

The evaluation team confirmed that the SRJC has sufficient administrative staff, with appropriate preparation and experience to support its mission and purpose.

6. Operational Status

The evaluation team confirmed that over 27,000 students at SRJC are actively pursuing degrees and certificates in the College's educational programs.

7. Degrees

The evaluation team confirmed that a substantial portion of SRJC course offerings are in programs that lead to degrees and a majority of the students are enrolled in those programs.

8. Educational Programs

The evaluation team confirmed that SRJC's degree programs are congruent with its mission, are based on recognized patterns of study, are of sufficient content and length, and are conducted at levels of quality and rigor appropriate to the degrees offered.

9. Academic Credit

The evaluation team confirmed that SRJC awards academic credit for all course work based on the definitions set by the standard Carnegie unit model. One unit of credit includes either one lecture hour and two hours of outside work, or three hours of laboratory activity per week. The definition of academic credit is published in the College Catalog.

10. Student Learning and Achievement

The evaluation team confirmed that SRJC assesses student learning and achievement via grades and student learning outcomes at the course, program (majors and certificates) and institutional level. The College collects and posts assessment data via a shared electronic process for internal review.

11. General Education

The evaluation team confirmed that SRJC general education courses are a substantial component of all degrees and are of the rigor and quality expected of higher education. General education requirements include completion of courses in effective communication, computation (mathematics), physical sciences, humanities, and social sciences. The College assesses general education learning outcomes (GELOs) parallel to the Institutional Learning Outcomes (ILOs).

12. Academic Freedom

The evaluation team confirmed that the SRJC supports an atmosphere of academic freedom as outlined in board policy 3.8.

13. Faculty

The evaluation team confirmed the College employs sufficient full-time faculty to fulfill its mission. At present SRJC employs over 275 full-time instructors across the disciplines.

14. Student Services

The evaluation team confirmed that SRJC provides for all students on campus appropriate student services that support student learning and development within the context of the institutional mission. Access to student services for online students is limited and not consistent with those available to students on campus.

15. Admissions

The evaluation team confirmed that SRJC admissions policies and procedures are consistent with its mission and with California regulations governing public community Colleges.

16. Information and Learning Resources

The Evaluation team confirms that Santa Rosa Junior College provides students and staff with access to adequate information and learning resources and services to support its mission and all educational programs. Through its online offerings, students and staff have 24/7 access to library resources. The Tutoring Center provides a range of tutorial services including tutorial options for delivery of basic skills, math, English and study skills courses. Currently there are no online tutoring services offered.

17. Financial Resources

The evaluation team confirmed that the College's funding base is documented and all resources are identified. The College has sufficient current resources to support student learning, however recent trends could put that in jeopardy if the College does not develop a plan to assure ongoing financial stability.

18. Financial Accountability

The evaluation team confirmed that SRJC engages a qualified audit firm to conduct audits of all financial records and there is no other relationship with the College other than auditing functions and reports that come from that contractual service. All audits are certified and all explanations or findings are documents appropriately.

19. Institutional Planning and Evaluation

The evaluation team confirmed that SRJC has established processes for institutional planning and evaluation including program review and resource allocation. The College uses surveys, environmental scans, assessment results and enrollment data to inform decision-making. In 2014/15 the College developed a Strategic Plan Scorecard with goals that serve as Institutional Set Standards on several indicators.

20. Integrity in Communication with the Public

The evaluation team confirmed that SRJC provides both print and electronic versions of the catalog for its constituencies that include current and accurate general information, requirements, and major policies affecting students. The catalog includes all but one of the required components, program length. Although the catalog contains program descriptions and course requirements, it does not indicate a length of time expected or required.

21. Integrity in Relations with the Accrediting Commission

The evaluation team confirmed that SRJC has stated its commitment to adhering to all ACCJC Accreditation Eligibility Requirements and Standards and to accurately portraying itself to the Commission.

Compliance with Commission Policies and Federal Regulations

Public Notification of an Evaluation Visit and Third Party Comment

- ✓ The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive evaluation visit.
- ✓ The institution cooperates with the evaluation team in any necessary follow-up related to the third party comment.
- ✓ The institution demonstrates compliance with the Commission *Policy on Rights and Responsibilities of the Commission and Member Institutions* as to third party comment.

Regulation citation: 602.23(b).

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Standards and Performance with Respect to Student Achievement

- ✓ The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission.
- ✓ The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers.
- ✓ The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements.
- ✓ The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Credits, Program Length, and Tuition

- ✓ Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure).
- ✓ The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution).
- ✓ Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition).
- ✓ Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice.
- ✓ The institution demonstrates with the Commission *Policy on Institutional Degrees and Credits*.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Transfer Policies

- ✓ Transfer policies are appropriately disclosed to students and to the public.
- ✓ Policies contain information about the criteria the institution uses to accept credits for transfer.
- ✓ The institution complies with the Commission *Policy on Transfer of Credit*.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Distance Education and Correspondence Education

- ✓ The institution has policies and procedures for defining and classifying a course as offered by distance education or correspondence education, in alignment with USDE definitions.
- ✓ There is an accurate and consistent application of the policies and procedures for determining if a course is offered by distance education (with regular and substantive interaction with the instructor, initiated by the instructor, and online activities are included as part of a student's grade) or correspondence education (online activities are primarily "paperwork related," including reading posted materials, posting homework and completing examinations, and interaction with the instructor is initiated by the student as needed).
- ✓ The institution has appropriate means and consistently applies those means for verifying the identity of a student who participates in a distance education or correspondence education course or program, and for ensuring that student information is protected.
- ✓ The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings.
- ✓ The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Student Complaints

- ✓ The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the College Catalog and online.
- ✓ The student complaint files for the previous six years (since the last comprehensive evaluation) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
- ✓ The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
- ✓ The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities.
- ✓ The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Institutional Disclosure and Advertising and Recruitment Materials

- ✓ The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies.
- ✓ The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status*.
- ✓ The institution provides required information concerning its accredited status as described above in the section on Student Complaints.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Title IV Compliance

- ✓ The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the USDE.
- ✓ The institution has addressed any issues raised by the USDE as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements.
- ✓ The institution's student loan default rates are within the acceptable range defined by the USDE. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range.
- ✓ Contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required.
- ✓ The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Regionally Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

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

Conclusion

The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.

Standard I – Institutional Mission and Effectiveness

Standard I.A – Mission

General Observations

Santa Rosa Junior College has a well-developed mission statement that was last revised by the College and approved by the Board of Trustees in 2013. The newly revised mission statement along with the College's vision statement and values played a significant role at the heart of an eighteen month planning process to develop the 2014-2019 Strategic Plan. The mission appears to fit the College well and accurately reflects its student population and its commitment to student learning. The College displays its Vision, Mission Statement and Values in prominent places around the campus and also publishes them in documents that are distributed to students and the community.

Findings and Evidence

The College identifies its intended student population as transfer students, career, basic skills and lifelong learning within the geographic region of Sonoma County and portions of adjacent Marin County. The College has developed a wide array of programs that are consistent with the needs of its students. The College is also working to develop new programs as the student population of the District changes. One example of this was the decision to apply to the U.S. Department of Education for and ultimately receive status as a Hispanic Serving Institution (HSI). This allowed the College to receive a \$2.6 million Title V grant to serve the educational needs of the growing Latino/a population. The College is in the process of developing the specific programs that will be offered. (Standard I.A.1)

The board approves the vision, mission and values of the College and most recently revised and approved those in October of 2013. The team reviewed the board minutes which reflected the discussion and ultimate approval of the new guiding statements. (Standard I.A.2)

District policies and procedures establish a review process that is tied to the College's Planning and Accreditation Cycle. In this cycle the Vision, Mission Statement, and Values are reviewed every six years with a periodic mid-cycle review if necessary. In addition to this cycle, the College revised the mission twice within the last six years. The College revised the mission in 2010 in response to changing economic condition, and then revised it again in 2013 as part of the development of the new strategic plan. (Standard I.A.3)

In 2014 the annual Program and Resource Planning Process template was revised to link all resource requests and planning to the new mission statement and Strategic Plan Goals. The Institutional Planning Council (IPC) is charged with reviewing the requests submitted to assure they are consistent with College goals as well as the mission statement. In addition the IPC reviews and monitors accomplishment of the annual goals proposed by administrators and affirms that those goals are also aligned with the College's mission. These processes assure that the mission is central to institutional planning and decision making.

For several years the College has created and distributed an Institutional Effectiveness Assessment Report with the intent of measuring the College's success in meeting seven institution wide measures aligned with the College's mission statement. This effort has also involved the creation of a College Success Scorecard aligned with the College's strategic plan goals. (Standard I.A.4)

Conclusion

The institution meets the Standard.

Standard I.B – Improving Institutional Effectiveness

General Observations

Santa Rosa Junior College's mission, vision, values and strategic planning goals and objectives serve as the basis for the College's commitment to student learning. The ongoing assessment of teaching and learning drive the continuous efforts to improve institutional effectiveness. The atmosphere of the College is one of a collaborative working environment focused on students and the student experience. The entire campus seems engaged in conversations regarding the effectiveness in serving students and the commitment to ensure they have a supportive environment conducive to learning. It is this sense of camaraderie and purpose that drives decision making and all efforts to improve institutional effectiveness at the College.

Findings and Evidence

Preparations for the new Strategic Plan began in August 2012, when the College president convened a Strategic Planning Task Force. This was a 24-member multi-constituent group. Interviews verified that broad institutional dialog regarding student learning and achievement was extensive. Forums and workshops involving faculty members, program leaders, and academic administrators were held often and produced a strong consensus across the College. (Standard I.B.1)

Prior to 2012, the College used a system of multi-year College Initiatives developed by the College president and administrators. These initiatives provided the basis for department/unit goals that were reviewed by the IPC. With the change of superintendent/president in 2012 the College Strategic Planning Task Force was formed. While the College is transitioning between two organizational systems for developing goals, both systems provide goals for institutional planning. The College continues to advance its planning efforts by posting an electronic Scorecard showing its goals with progress indicators. (Standard I.B.2)

The College's principal means of assessing its stated goals and making decisions regarding resource allocation is its PRPP. Each year, departments and units use PRPP documents to assess the results of activities and planning activities for the coming year and request resources. There are reviews at several levels and different processes for various stakeholders to rank, prioritize and recommend approval to the president.

The College's Office of Institutional Research prepares an annual "Institutional Effectiveness Assessment Report," which presents institution wide measures that are aligned with the College's mission statement. Recently SRJC created and has begun using the electronic Scorecard to demonstrate progress on each goal. The scorecard is an impressive measurement tool used to assess performance on the College's eight strategic goals.

A review of the evidence shows the College currently does not publicly post the results of student learning outcomes for certificates and majors. SRJC does post Gainful Employment data, as required, although these are not prominently displayed or easy for prospective

students to find. Staff acknowledge the College is working with faculty to determine how best to meet this need. (Standard I.B.3)

The College has made strides in the last six years regarding the use of data; however the vast majority is collected externally, without the benefit of internal student records from the College's Student Information System (SIS). The Office of Institutional Research (OIR) has three main data sources for students: publically posted data from the state chancellor's office data mart, a fixed 'snapshot' of student records from the SIS, and surveys. As a result of the limited internal data OIR receives, the College conducts many student surveys anonymously without the benefit of attaching responses to the student identification. This means students must respond to questions about age, gender, and disability on each survey. It also means that student academic history, support services received, and all other aspects of the College experience are self-reported instead of using primary sources. The College is increasing its effort on assessment which has the potential to significantly increase the workload to collect the data if the current survey method is continued. Some staff of the College indicated that the College should shift its efforts to the use of internal student records for institutional research. However, it was pointed out that the College does not currently have a reliable data source or the student information system to support this shift. The current legacy system is not sufficient and the College has determined that it needs to be replaced. (Standard I.B.3)

The new Strategic Plan is more broadly participatory than the College Initiatives process. In 2012 the Strategic Planning Task Force had a 24-member multi-constituent group charged with designing, coordinating, and facilitating a planning process for the College as a whole. The direction from the president was to make the process intentional, inclusive, participatory, transparent, and informed by a broad-based understanding of the community. Interviews confirmed the broad participation and strong consensus achieved. The evidence supports this as well. (Standard I.B.4)

The Strategic Planning Task Force, assisted by the District's Office of Institutional Research, considered data gathered from a comprehensive environmental scan, including demographic, social, labor market, and economic trends. The College also conducts surveys of the community regarding student needs. The College conducts a survey to assess Institutional Learning Outcomes based on self-reported gains once every three years. Faculty use the assessment of learning at the course and program levels (majors and certificates) within the PRPP (program review) process. (Standard I.B.5)

The PRPP Coordinating Committee is a standing subcommittee of IPC. This committee reviews and modifies the process annually. The College's next step begins in spring 2015 with the next stage of evaluation for the Strategic Plan. Interviews confirm the College has made revisions to the PRPP each year and that IPC continues to review all parts of the planning and resource allocation process. (Standard I.B.6)

The College assesses the effectiveness of improvements in its instructional programs, student support services, and library and other learning support services through its annual PRPP which includes a more in-depth review for academic and student services programs every third year and a parallel process for program review every six years (one sixth of all

certificates and majors reviewed annually over a six year cycle). The College asserts that achievement of student learning outcomes is incorporated into this process and informs planning and resources requests, as well as part of the overall program quality. (Standard I.B.7)

Conclusion

The institution meets the Standard.

Recommendations

1. In order to increase effectiveness, the team recommends that the College expand access to and increase the quality of comprehensive student data, including the disaggregation of student achievement data and student learning outcomes assessment results by instructional modality. (Standards I.B.3, II.A.1.a, II.A.2.a, II.A.2.e, III.C.1.a)

Standard II – Student Learning Programs and Services

Standard II.A – Instructional Programs

General Observations

Santa Rosa Junior College offers a variety of lower division transfer education, vocational education, basic skills education, and lifelong learning, including 117 Associate Degree programs and 158 certificates, to its diverse student body.

The College's instructional programs reflect emerging and innovative fields of study with identified student learning outcomes leading to certificates, degrees, employment, or transfer to other institutions of higher learning. The College provides a wide variety of delivery systems with its strengths reflected in face to face modality. Research data determines the educational needs of the diverse student population.

The institution has identified student learning outcomes for courses and program learning outcomes for certificates and majors/degrees, and a six-year assessment cycle, analysis and action leading to improvements, and informs the PRPP. The College has also developed general education learning outcomes and institutional learning outcomes.

Academic Affairs is organized to support dynamic dialogue and discussion among faculty, Coordinators, Chairs and Deans. General education and career education faculty engage with one another in lively discussions, sharing examples of student success and extending support to achieving continuous quality improvement in academics across the campuses and educational sites.

The Curriculum Review Committee, Project LEARN (Learning Enhancement through Assessment and Reflection) Committee, the Education Planning and Coordinating Council (EPCC), PRPP Committee, and Department Chairs Council together with the Academic Senate and Academic Affairs Office facilitate an active, ongoing and systematic assessment process at SRJC which integrates into the College planning processes.

Findings and Evidence

All instructional programs offered support the mission of the College. The College strives to meet the diverse learning needs of students. Student respondents to the SRJC Student Opinion Survey affirmed (86 percent) that instructors use methods and activities that respect their ethnic, cultural, and linguistic backgrounds. (Standard II.A.1.a)

The College offers courses in a variety of delivery modalities and schedules (weekdays, evenings, and weekends) at two campuses, three centers, and via online. Students with disabilities have their learning needs met through adapted technology, alternate media, voice recognition software, screen readers, individualized and adapted technology instruction, and Auxiliary Aides (interpreters, transcribers, and note takers). Lecture is used by 91 percent of instructors. Discussion, demonstration, and hands-on practice are used by 64-68 percent of instructors. Most classrooms have been converted to smart classrooms, and a bond has

recently been passed that will expedite the conversion of remaining classrooms. (Standards II.A.1.b, II.A.2.d)

The College has some unique and innovative programs supporting student learning. For example, the Culinary Arts department demonstrates excellence in teaching and learning while also promoting a sustainable business model. There is an open kitchen, full-service restaurant, and curbside bakery all run by faculty, teaching students as sales clerks, bakers, cooks, and servers. The restaurant boasts a regular business of local residents as well as foot traffic from the campus. The bakery and restaurant post profits from sales and all tips go to a pool that is used to support the neediest students in the program. Faculty also own or operate several of the local restaurants that hire students from the program at a minimum of \$10 per hour. Some of the meats, fruits and vegetables served at the restaurant come from Shone Farm and much of the organic waste is recycled as compost back at Shone Farm. It is an example of using a real business model as an instructional lab combined with sustainable business practices that makes this program unique.

In addition, students at Southwest Santa Rosa Center have access to a computer lab. There is a noncredit computer class that is co-listed with a credit class, which is appealing to some students. Intensive eight-week ESL classes (103 hours) in addition to regular, full-semester classes were added to the schedule three years ago and have proved to be successful. All ESL classes have an academic focus, require homework, and have grades assigned (Pass/No Pass).

There are three ESL certificates students can earn. The certificates are at increasing levels of difficulty, and students petition online to earn the certificates (as they would with any other certificate at the College). Required student learning outcomes are listed on the back of each certificate. Students can show their certificates, along with the student learning outcomes, to potential employers. Thirty-eight percent of current credit ESL students began in the noncredit program. The ESL pathway goes up to College-level composition. There is a noncredit counselor on site one day per week.

SRJC offers between 200-250 online courses each semester, including summer. Instructors who develop online courses are encouraged to address the range of student learning preferences within the online learning environment. The College is hoping to increase student enrollment in online classes. It offers the Quick Start online program to provide faculty monetary incentives to develop and deliver courses online. The College has been using a homegrown course management system (CMS) for its online classes. The system is named CATE, after the Center for Advanced Technology in Education. . A basic version of Moodle is a more recently added CMS option.

While the College has been collecting student enrollment and success data, the team found no evidence of disaggregated data evaluating the effectiveness of student learning and success using different means of delivery. (Standards II.A.1.a, II.A.2.a, II.A.2.e)

At SRJC, course and program development and revisions are initiated by faculty and approved by the EPCC, the Curriculum Review Committee, and then the Academic Senate

and the Board. The College has a clear process for curriculum review. The curriculum review committee includes 14 faculty, four deans, transfer director, articulation specialist, and two students. All courses are reviewed on a six-year cycle. Faculty who wish to teach a course online must follow the same curriculum and review process as face-to-face courses. To facilitate the curriculum review, eight technical review committees are formed with one for each cluster area. The College has established a six-year curriculum review cycle. With the effort of meeting this cycle, the majority of the courses at the College are current. (Standards II.A.2.a, II.A.2.b, II.A.2.c, II.A.2.e)

The College has established procedures that utilize faculty and advisory committee expertise to maintain the quality of the career and technical programs. (Standards II.A.2.b, II.A.5)

SRJC has developed student learning outcomes for all courses and programs. Course level student learning outcomes are included in course outlines of record (CORs) and are either directly listed or listed through a link from the CORs to the course syllabi. Program student learning outcomes are listed in the College website or catalog. Although the student learning outcomes of some programs, such as Chemistry or Digital Media, are not listed in the College Catalog, they are listed in the College website under the program information pages. Course student learning outcomes align with certificate/majors SLOs. Maps that show graphic relationships between course and certificate/major student learning outcomes have been completed for all certificates and majors. (Standards II.A.1.c, II.A.2.f, II.A.2.h, II.A.2.i, II.A.5, II.A.6)

The Project LEARN Steering Committee provides leadership for student learning outcomes assessment activities. The Project LEARN website provides information about the committee, student learning outcomes processes, reporting and a helpful FAQ page offers encouraging and supportive advice for faculty and includes email addresses of instructors who are available to provide guidance.

SRJC started the six-year student learning outcomes assessment process in academic year 2006-07. However, until the week of the team visit, the College had not assessed 100 percent of its courses and programs. Based on the student learning outcomes assessment completion timeline, the majority of the student learning outcomes assessment was done in the last year. While it is clear that some dialogue has occurred as described in each student learning outcome Assessment Report the team felt that there was not enough evidence to show that sufficient dialogue had occurred and that there was widespread use of the results for improvement. In addition, while part-time faculty teach a significant amount of courses and some courses are only taught by part-time faculty, they are not required to conduct student learning outcomes assessment. Because not all sections of the same course completed are assessed, it makes it impossible to ensure that comparable learning outcomes are achieved for classes offered at different campuses or centers, or via online. One more concern in this area is that the expectation of the current six-year student learning outcomes assessment cycle is at least one student learning outcome for each course is assessed during the cycle. It is unclear whether the College has a plan to complete assessment for all student learning outcomes for all courses. The College has also had some dialogue surrounding the

need to shorten the six year assessment cycle to ensure all student learning outcomes are assessed in a timely manner. (Standards II.A.1.c, II.A.2.a, II.A.2.e, II.A.2.f, II.A.2.h, II.A.2.i)

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. All SRJC general education courses fully support goals stated in Policy and Procedure 3.1 and 3.1P. (Standards II.A.3.a, II.A.3.b, II.A.3.c)

The College has developed general education learning outcomes and institutional learning outcomes. These learning outcomes are clear and appropriate to defined academic goals. Institutional learning outcomes are assessed through the student survey which is conducted every three year. The College is in the process of mapping courses to each institutional learning outcome and may be able to aggregate data from course level assessments to each institutional learning outcome in the future. That is, if they develop a reliable data source and Student Information System. Since two-thirds of the general education learning outcomes align with the institutional learning outcomes, these outcomes are also assessed through the student survey. However, the College has not identified any plan to assess the other general education learning outcomes.

The College evaluates courses and programs by means of curriculum review, program review, and program evaluation processes. The PRPP process integrates program review and resource planning. Each year, departments complete an annual plan including certain elements of the program review. Every third year, full program review is conducted. This cyclical process ensures the quality of courses and programs. In addition, every certificate and major is evaluated for vitality on a six-year cycle as defined by Board Policy and Procedure 3.6 and 3.6P. Evaluation measures include alignment with College mission, articulation or labor market demand, adequate facilities, revenue, certificate or major completion rates, and enrollment efficiency. The evaluation may result in program revitalization plan or program discontinuance. If program discontinuance is deemed necessary, the College has a defined program discontinuance policy and process listed in Board Policy and Procedure 3.6 and 3.6P. (Standard II.A.6.b)

The College does not have departmental exams. It only uses commercial or licensure exams. (Standard II.A.1.g)

The College produces a catalog that contains accurate and consistent information on College policies, procedures, courses, programs, and other relevant topics. (Standards II.A.6.a, II.A.6.c)

Each degree program at the College includes a minimum of 18 units in the focused area of study. (Standard II.A.4)

Board Policy 3.8 and the faculty collective bargaining agreement include policies on academic freedom while distinguishing between personal conviction and professionally accepted views. (Standard II.A.7.a)

Board Policy and Procedure 3.11 and 3.11P clearly describes the responsibilities of faculty, students and administrators regarding academic honesty. (Standard II.A.7.b)

The College has a Code of Ethics for faculty, classified staff, management personnel and students. (Standard II.A.7.c)

The College does not offer classes in any foreign location. (Standard II.A.8)

Conclusion

The institution meets the Standard. It offers a variety of transfer education, vocational education, basic skills education, and lifelong learning using different delivery modes. The College has developed student learning outcomes for all courses and programs and started a six-year student learning outcomes assessment cycle. The College needs to implement a mechanism to ensure that all sections of all course student learning outcomes are assessed in the identified student learning outcomes assessment cycle. In addition, the College needs to effectively evaluate the quality of its online classes by comparing student achievement data and student learning outcomes results.

Recommendations

See Recommendation 1

2. In order to increase effectiveness, the team recommends that the College expand and make comprehensive its assessment of student learning outcomes and use assessment results to make continuous and timely improvements in student learning. (Standards II.A.1.c, II.A.2.a, II.A.2.e; II.A.2.f)

Commendations

1. The College is commended for the integration between its unique and innovative programs such as the business and instructional model between the Shone Farm and the Culinary Arts Center, the comprehensive Public Safety Training Center, and the research-based approach to its noncredit ESL program at Southwest Santa Rosa Center.

Standard II.B – Student Support Services

General Observations

Santa Rosa Junior College provides a wide range of student support services that are aligned with the College Strategic Plan and the PRPP. The College identifies 19 departments, programs and services designed to address student needs with a focus on promoting student engagement and achieving student success. Fundamental student support services such as Admissions and Records, Financial Aid, Counseling, and special programs such as Mathematics Engineering Science Achievement (MESA) and a Title V Federal Program called META4 provide evidence that the College provides quality student support services for diverse student groups.

Most of student support services are delivered by the Student Services Component that is managed by the vice president of Student Services who is a member of the President's Cabinet consisting of the superintendent/president and the vice presidents of Academic Affairs, Business Services, Human Resources (HR), and the Petaluma Campus. The programs and departments in the Component have identified student learning outcomes that are assessed and evaluated through an annual comprehensive program review process. Moreover, the Division collects and analyzes data pertaining to student satisfaction, student engagement, and student learning in regular intervals every three years.

Most of the student support services offices are easily accessible and are located in the Bertolini Student Center (Building 46/47/48), near the eastern main entrance of the campus. Other key student services departments are located in close proximity to the Bertolini Student Center in Plover Hall just north of the Student Center.

Since 2001, the College has distributed a SRJC Student Survey every three years and has collected considerable comparative data that focuses on monitoring student profile information as well as important measures referring to preferred methods of communication, enrollment, retention, and student engagement. Meetings with students indicate that the College highly valued student participation and input.

The College regularly collects data to measure the effectiveness of student support services. In addition to the PRPP, the College distributes several surveys to monitor levels of student success, satisfaction, and engagement. These instruments include the SRJC Student Survey, the National College Health Assessment, the Center for Information and Research on Civic Learning and Engagement Survey, Counseling Satisfaction Survey, and Veterans Affairs Survey. The Office of Institutional Research works closely with the Student Services Division to distribute surveys, collect and analyze data, and to present it for campus distribution. Satisfaction levels with customer service for most of the departments and programs that provide student support services hover over 90 percent. (Standard II.B).

Findings and Evidence

A full complement of services are offered to students at the Santa Rosa campus and in addition to a host of services at the Petaluma campus including evening service hours at both

locations for Counseling, Financial Aid, Admissions and Records, Scholarships, and Student Health. Limited student support services are offered at other District locations such as the Southwest Santa Rosa Center and the Public Safety Training Center. The College sponsors major community outreach events such as Day under the Oaks, Student Information Day, and First Oaks designed to attract potential students to the College.

The College offers a variety of online services to its students including online orientation and online counseling and several departments such as Admissions and Records, Counseling, and Disability Resources offer an array of online services. The College has an Online Student Services website that hosts a number of links to websites that provide information and resources for students. In addition, a Student Help Desk is available to assist students enrolled in online classes. In 2011 the Distance Education Department surveyed online students and although the response rates to the survey were low, the majority of those that responded indicated satisfaction with student support services.

The College acknowledges it needs to improve its online student support services and has indicated in its Actionable Improvement Plan that a further assessment of the effectiveness of its online access to services is warranted. The Plan specifically states that “The College will analyze and develop a plan for online access to Student Services, including Counseling, to serve DE and all other students regardless of location or method of delivery.” The Plan indicates that it will be implemented in spring 2016. (Standard II.B.1)

The catalog is precise, accurate, and current and is available in printed and online formats. The process by which the catalog is assembled is clear and involves faculty, staff, and administrators collaborating with the Curriculum Office. The College has updated its disclaimer information on the first page of the catalog. General information such as the academic freedom statement, Student Fees and Other Financial Obligations, and Sexual Harassment Policies are included. A very well detailed description and procedures pertaining to formal grievances and informal complaints is detailed in Policies 8.2 and 8.2.2P and included in the catalog. However, it appears that no information pertaining to Gainful Employment is included in the catalog. (Standard II.B.2)

The College analyzes the learning support needs of its students primarily through the SRJC Student Survey. The SRJC Student Survey is distributed every three years and over ten percent of students (2,780) responded to the 2013 survey. Various outcomes were indicated in the survey, including the following:

- The vast majority of students (95.1 percent) responding to the survey indicated that they prefer to be contacted by email, which is consistent with the 2010 survey
- Over three-fourths (79.4 percent) prefer being contacted via the student portal, an increase from the prior survey in 2010 (71.4 percent)
- The most frequently cited barrier to staying in College at SRJC remains financial problems, which was cited by 37.1 percent of respondents.
- The vast majority of students agree (97.4 percent) that they are generally treated with respect at SRJC
- The majority of students (97.4 percent) indicated that they feel welcome at SRJC

There is evidence in the Self Evaluation that the results of this and other surveys are used by various student support services departments and programs in the PRPP.

Recently, through the Student Success and Equity Committee, the College has researched and identified disproportionately impacted student populations and created a plan to implement strategies and activities to address achievement gaps. This effort combined with a new Title V Hispanic Serving Institutions (HSI) grant will provide additional resources to address the need to improve student outcomes for underachieving students. (Standard II.B.3)

It is evident that student learning outcomes and assessments are in place and that decisions regarding the allocation of resources are linked to the annual program review process. At the institutional level, the learning support needs of students are identified through the PRPP and prioritized for allocation purposes. (Standard II.B.3)

The College demonstrates that it provides comprehensive and reliable services to students on campus. A full range of student support services are available to students, students are afforded services in various languages and printed materials including Spanish, Laotian, Tagalog, and Chinese. Sign language services and technology are provided to deaf and hard-of-hearing students and the College offers a wide range of communications online from various departments and programs in the Student Services Component. However, as noted earlier in Section II.B.1, the College acknowledges it needs to improve its delivery of services for online students. (Standard II.B.3.a)

Student activity at the College is significant as active participation in clubs at SRJC has increased to 46 clubs in 2013-14 with over 750 student club members. Over 450 events and activities were provided through student clubs that contributed to student engagement with the campus and community. SRJC evaluates student engagement through its student learning outcomes assessment and the SRJC Student Survey. Student learning outcomes assessment results reveal that learning outcomes are being evaluated and data from the SRJC Student Survey indicate that diversity is valued at the College. (Standard II.B.3.b)

The College has developed the SRJC Sustainability Initiative working in collaboration with faculty, staff, students, and other community members. The Student Affairs Office and Associated Students have participated extensively in supporting this initiative. Student involvement in this initiative has been quite remarkable in that it has enhanced campus awareness of sustainability that will likely have a lasting impact on the culture of the College.

Last spring the College completed the national Campus Climate Index to assess how the institution supports LGBT students and staff. Twenty-two recommendations for improvement were identified from this assessment. In response, the College president formed the Presidential LGBT Advisory Committee to address these recommendations. Since that time, the College has created a “Safe Space” program, added gender-neutral bathrooms at the Santa Rosa and Petaluma campuses and presented two staff development workshops on how to better support transgender students. The College also created a process to support, in particular, transgender students that allows any student to submit a “preferred

name” for use on class rosters. The College is encouraged to implement the recommendations identified from the Campus Climate Index and to make these efforts and changes visible to the campus and greater community.

The Multicultural Events Committee coordinates a wide variety of cultural events with a limited budget. These events are presented monthly throughout the school year at the Santa Rosa and Petaluma campus locations. The events are scheduled by theme and reflect the demographics of the students and communities served by the College. The Multi-Cultural Events Committee has learning outcomes for each event and assesses each event in order to identify and shape future events. The College president is very active with this committee and has supported new events as well as contemporary events that respond to issues of concern to the greater community. The College can be proud of the work of this committee.

The work of the Black Student Union collaborating with community leaders and agencies with regard to civic engagement abroad in raising funds and building a school in an impoverished town in Tanzania is particularly noteworthy. This effort involved a dedicated group of SRJC students and faculty who traveled to Tanzania and literally built the school. This extraordinary example of service learning involving student leaders working collaboratively with community leaders is to be commended.

The Counseling Department is engaged in providing new students' courses and orientations that help them transition from high school or the community to the College. In summer semester 2012, over 1,500 students participated in Counseling courses and 74 percent of those persisted to spring semester 2013. Over 4,000 students participated in some form of orientation in academic year 2011-12.

New counselors are assigned a mentor who is tenured faculty within the Counseling Department. All counseling faculty participate in weekly department meetings, an annual full-day Counseling Department seminar, and conferences from the UC, CSU, and private colleges that provide them updated information for advising purposes. All counseling faculty are evaluated through the District faculty evaluation process. The Counseling Department gathers data from an annual student satisfaction survey that includes a student learning outcome focusing on student understanding of the student educational plan. Results indicate that over 96 percent of responding students felt that the counseling session had helped them understand the requirements to reach their educational goals.

While these results are very positive, the team suggests that the College measure student satisfaction with counseling services by including a question measuring satisfaction on the SRJC Student Survey and by conducting qualitative surveys with random students.
(Standard II.B.3.c)

The Student Affairs Office has developed a student learning outcome that addresses understanding and appreciating diversity and it states that “students will demonstrate an understanding and appreciation for those from other cultural backgrounds and perspectives.” There is ample evidence that this student learning outcome is being met as the College includes over 15 clubs that serve diverse groups (e.g. Polynesian Nation, Queer Student

Union) and numerous events and activities focusing on diversity are sponsored by the Multicultural Events Committee.

SRJC curricula also demonstrate an appreciation of diversity through several multicultural courses that focus on race and ethnic relations, religion, and Chicano/Latino Studies. Notably, the College has expanded its efforts to promote global education and awareness by increasing international student enrollment through its International Student Program. As a result, international student enrollment has increased from 75 students in fall 2012 to 154 students in spring 2015 representing 42 countries. Under the leadership of the superintendent/president, the College plans to continue this expansion and to provide international students additional student support services. (Standard II.B.3.d)

The Office of Institutional Research conducts validation studies and has received Chancellor's Office approval for the following placement instruments: COMPASS for math, COMPASS for credit ESL, a Local Writing Sample for English, and a Local Writing Sample for Noncredit ESL. The College Skills/Tutorial Department in collaboration with the Office of Institutional Research, Information Technology (IT), and the Assessment Office recently adjusted COMPASS cut scores. Placement cut scores and assessment instrument recommendations are reviewed and approved by EPCC, a Council co-chaired by the Vice President for Academic Affairs and the Academic Senate President. Faculty play a primary role in assessment and placement of students. (Standard II.B.3.e)

Electronic student records are maintained permanently, securely, and confidentially through its SIS system. SIS records are backed up every 24 hours and student records are linked to a unique student identification number rather than a Social Security number. Student assistants have limited view-only access to student records, and access to hard copy records located in offices such as Admissions and Records and Financial Aid is limited primarily to full-time staff. All student grievance, student complaint, and student discipline records are maintained in locked and secured file cabinets with limited access provided to designated staff. Student grievance and student complaint policies and procedures are clearly described on the College website and in the College Catalog. (Standard II.B.3.f)

The Self Evaluation asserts that 100 percent of all program level student learning outcomes for student support services are being assessed and evaluated annually through the PRPP. The College asserts that the PRPP promotes continuous program improvement that links data-driven decision making and planning with resource allocation. While this is true, the depth and quality of PRPP for different student services departments and programs vary. For example, while the Student Health Services Office effectively assessed all of its student learning outcomes, other departments and programs lacked the depth and quality of the Student Health Services Office assessments. (Standard II.B.4)

Conclusion

SRJC student support services are actively engaged in supporting the College Mission Statement, Institutional Student Learning Outcomes, and PRPP. They are well managed with the leadership of the vice president of Student Services working collaboratively with the

College as a whole to promote efforts that support student learning, student achievement, and student success.

However, the College does not provide access to all student services for its distance education students, although the College's website is expansive and provides remote access with at least information and telephone numbers for students to access student services, including counseling services.

The institution does not fully meet the standard.

Recommendations

3. In order to meet the Standards, the team recommends that the College assure comprehensive, reliable, and equitable student support services for all students, regardless of location or means of delivery. (Standards II.B.1, II.B.3.a, II.C.1, II.C.1.c, Eligibility Requirements 14, 16)

Commendations

2. The team commends the College and the Associated Students for its successful efforts to create, implement, and maintain the SRJC Sustainability Initiative.
3. The team commends the College for the numerous multicultural activities, the Black Student Union's student service learning project in Tanzania, the creation of a preferred name option in My Cubby, and the formation of the Presidential LGBT Advisory Committee.

Standard II.C – Library and Learning Support Services

General Observations

Santa Rosa Junior College's libraries, tutorial centers, and instructional computer labs cultivate student-centered learning environments. The libraries are the heart of the campuses. An art gallery, art displays throughout the buildings, comfortable work spaces, study rooms, and prominent help desks are inviting. The Tutoring Center is located on the first floor of Doyle Library and a café is available on the second floor. The Library has a vibrant, helpful webpage offering many student friendly features. The instruction provided is comprehensive and varied with established student learning outcomes. Workshops, Research Assistance Program, online information help, online chat, and individualized orientations for specific classes provide information competency instruction. The information competency instruction through specific collaboration with discipline faculty focuses on course student learning outcomes or specific learning outcomes identified by the discipline faculty. The Library is actively involved in continuous planning and researching of student learning outcomes for the Library Services. Tutorial Centers, Learning Assistance Labs, and Instructional Computing also have mechanisms in place for evaluation. A more comprehensive means of evaluating the adequacy and effectiveness of Media Services resources and services could be helpful. The Doyle and Mahoney Libraries act as one department with a shared library catalog, shared databases and the same services. Online linkage and a physical connection via a daily shuttle allow students to receive the same quality services regardless of location.

Findings and Evidence

The library's instructional collections across both campuses contain close to 170,000 print volumes, over 210,000 e-Books, over 300 print periodicals, and 10,000 audio-visual volumes. The library subscribes to approximately 40 online databases that deliver bibliographic, full-text and statistical information as well as images, videos and primary sources. The online databases provide students, faculty, and staff access to over 50,000 full-text articles.

In addition, multimedia resources are available through these online databases to support curriculum. All digital resources are accessible online 24 hours every day. There are 280 computers in addition to 50 laptops, 20 iPads, and Kindle e-readers. The Tutorial Centers provide tutoring in three formats: one-on-one weekly peer tutoring, tutor-led small group tutoring, and drop-in tutoring. This takes place at a number of locations and times at the Santa Rosa campus and the Petaluma campus. The two main tutorial centers are supported by learning support centers in Anatomy, Mathematics, MESA program, ESL, English Writing Center, and College skills drop-in lab. (Standards II.C.1, II.C.1.a, II.C.1.c)

The College relies on appropriate expertise of faculty, including librarians and other learning support services professionals. Librarians serve as department liaisons and create active partnerships with instructional faculty and staff to ensure library services and resources meet the needs of students. The liaisons meet with faculty to get information such as course outlines, syllabi, and direct feedback and requests. The libraries have an online book request

form. Librarians serve on committees such as the Curriculum Review Committee and Textbook Committee. (Standard II.C.1.a)

The College selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution. The level of quality of the Library's collection is determined and assessed using the benchmark of the American College and Research Libraries (ACRL). The Library uses surveys and student feedback to regularly assess the effectiveness of its collections and student requests for information and materials are often used for collection development. Additionally, program specific accreditations, such as those for the Nursing program or the Nutrition program, have consistently praised the Library on the depth and variety of its collections in these specific areas. Circulation statistics demonstrate the utilization of the print collections, and web statistics show the strong use of online resources including database and Library websites. The SRJC libraries have made a purposeful decision to increase reserve collections and to expand the reserve services. (Standard II.C.2)

Media Services has a media collection of approximately 12,000 video titles and is a valuable resource for faculty and students. The scope is expansive and addresses both multidisciplinary and discipline-specific needs. In addition to recording events and lectures, the Media Services collection acquisitions are directly driven by a process of instructional faculty requests and librarian recommendations.

Faculty and instructional assistants collaborate to select materials for the tutorial centers and learning labs. The Petaluma Tutorial center piloted a program using electronic notebooks during tutoring sessions as these devices offer direct access to the textbooks, solutions manuals, and online videos.

The Library and Information Resources Department has a comprehensive instructional program with a focus on information competency. Introduction to Information Literacy, LIR 10, is a one-unit course that is designed to help students acquire skills, determine research needs, find appropriate sources, and use sources in an ethical manner. This course fulfills SRJC's general education pattern, it is based on ACRL Informational Literacy standards and addresses SRJC's institutional learning outcome number four. Over 40 classes, both face-to-face and online, are offered each semester with an average retention rate in the range of 75 percent. There is also a credit-by-exam option for the general education requirement of Information Literacy. The librarians conduct orientations and workshops on site and offer information competency instruction for distance education students both online and at off-site locations. Class orientations have steadily increased from an offering of 38 sessions in academic year 2007-08 to 264 sessions in 2013-14. Tutors and staff in the Tutorial Centers incorporate instruction for developing skills in information competency, assist students in using tools and applications, and emphasize the importance of authoritative sources as they guide students through their research. (Standard II.C.1.b)

The College as a whole provides adequate access to the Library for its students, faculty, and staff. The specific services available at any time depend to some degree on the function of the service and its location. The physical facilities for both libraries are open for a total of 61

hours per week. Student surveys have indicated a need for longer evening hours and for Fridays. Summer hours are more limited. All College instructional programs, types of students, and campus locations are equally supported by library services and accessible through the Library website. E-Books and databases are accessed through a variety of mobile devices. The online library guides provide instruction on basic literacy skills and class specific content for students. An online chat link is embedded into most library pages and discipline online classes. Reference services are accessible through online chat, email and phone. Media Services provides three different sets of hours: one to the public for access to collections, one to College staff to support current and future activities, and a third to support Community Education's use of facilities. (Standard II.C.1)

Access to the District's media collection is provided via the Library's Online Public Access Catalog (OPAC). Tutorial Center services are provided during the times of highest demand five days a week, including most evenings.

Currently there is no tutorial assistance to online students. The College, through the College Skills/Tutorial department and the Student Success and Equity Committee is actively pursuing online tutoring programs. The College has recently purchased Smarthinking, an online tutoring service, and plans to start a two-year pilot and then evaluate the effectiveness of and whether to continue with this service. (Standards II.C.1, II.C.1.c.)

All library and learning assistance locations have daily security provided by District Police. Maintenance for the libraries and other learning support services is the responsibility of the Facilities Planning and Operations Department. Each campus has an on-site maintenance department. Faculty and staff are issued smart ID cards that are programmed to access only authorized areas. Public access to the Doyle Library is restricted to the main entrance. Patron access to library computers is regulated by an authentication system using student ID and PIN numbers. Authorization is required to use any computer and to access all digital content. IT maintains the security of all the District websites. Security for the library catalog and content databases is the responsibility of their respective vendors. All Library materials have magnetic security tags and a security gate is at the exits. Media equipment in classrooms is physically secured and all buildings are regularly monitored by District Police. (Standard II.C.1.d)

The District uses outside organizations and vendors as needed to provide services and resources to students. The Libraries, tutorial services, learning assistance centers, labs and Instructional Computing department follow professional standards. The Library has a beneficial collaboration with Sonoma State University allowing access to media collections to the SRJC students. Partnerships with agencies occur regularly at SRJC tutorial and learning centers. A few examples of participation include: CARES PLUS (Sonoma County Child Care Planning Council) to provide tutorial services to Child Development students and C2C (College2Career) which uses tutorial and lab services in its program to prepare developmentally disabled young adults with job preparation skills. (Standard II.C.1.e)

The Library collects quantitative data and has multiple measurements. Several surveys are conducted for reference services, public service desk interactions, technical services,

orientations, and workshops. The libraries implemented a new program called the Research Assistance Program (RAP) based on their findings tracking reference desk interview statistics. The RAP program allows students to sign up via the library website for individualized appointments with a reference librarian. Many of the students found out about the RAP because of course-integrated instruction sessions the librarians did for their classes. The surveys show the libraries to be highly ranked by users for overall effectiveness and satisfaction. Tutorial centers and learning assistance labs all have mechanisms for evaluation and receive high marks from students. A more comprehensive means of evaluating adequacy and effectiveness of Media Services resources and services is necessary and work is currently being done to meet that need. (Standards II.C.1, II.C.1.a, II.C.2)

Conclusion

The Library, tutorial centers and instructional computer labs facilitate student learning and success. The College is working toward providing online tutoring services for students enrolling in distance education classes but does not have those services in place yet.

The institution does not fully meet the standard.

Recommendations

See Recommendation 3

Standard III – Resources

Standard III.A – Human Resources

General Observations

The institution provides an inclusive, diverse, and sustainable learning community that engages the whole person, according to the vision statement. This applies across the board for students and all College staff.

The Human Resources department is part of the integrated planning process with the Institutional Planning Council, which includes the highest level of governance in the system so that all stakeholders are aware of the direction in which the College is moving.

The verification of minimum qualifications for staff is the responsibility of human resources to ensure that all applicants meet these qualifications prior to being considered for an interview and eventual hiring. For faculty, the hiring committee verifies the minimum qualifications. Communication regarding these opportunities are announced through a variety of media including electronic, local publications, diversity focused sources, and other website media.

Evaluation of staff and faculty on a regular basis is critical to the success of the institution. Human Resources is responsible for ensuring that these evaluations are completed in a timely manner. There are required procedures that ensure that not only the policies are followed but the terms and conditions of the collective bargaining agreements (CBA) are followed.

The current expiration dates of the All Faculty Association (AFA) and Service Employees International Union 1021 (SEIU) agreements are June 30, 2015, and June 30, 2017, respectively. Negotiations with faculty are currently underway, which includes all adjunct faculty.

Tracking of the process of all evaluations helps keep the already burdensome process flowing at a rate for compliance purposes.

Student Learning Outcomes are an integral part of ensuring the success of students. These are incorporated in the full-time faculty evaluations but not yet in part-time faculty evaluations. Additionally, Student learning outcomes are included in Management and Classified evaluations.

As with any institution, ethics is an important component to ensure that the integrity of the organization is above reproach. The College takes this seriously and has taken measures by implementing policies to address this area.

Policies and practices at the institution show a commitment to understanding and addressing matters of equity and diversity. Providing appropriate programs that support diversity is critical to the overall success of the organization. These matters are addressed in the mission statement and also in various programs the College sponsors.

Professional development and ongoing educational requirements are important to ensure the continued quality of faculty and staff and to provide competencies in all areas. The College has addressed this area and provided opportunities for growth and ongoing educational programs.

Findings and Evidence

The College's hiring policies and procedures verify that planning and integration of the necessary resources have been provided. The mission and values are relied upon to ensure that professional development opportunities are provided to all faculty and staff in order to assure the integrity and quality of the College's programs and services. (Standard III.A.1)

Proper hiring committees are in place to ensure equal access to any open position. The advertising covers a diverse area to make those opportunities open and available to all who meet the minimum qualifications. The use of NEOGOV, a system for job postings, allows for minimum qualification requirements to be posted. All hiring committees are provided a comprehensive orientation so that the process of interviews is treated the same for all applicants. The College has a collaborative process for the identification and selection of new faculty and current faculty play a significant role in that process. (Standard III.A.1.a)

Human Resources tracks all evaluations that are due and follows the procedures and terms in the collective bargaining agreements so that any concerns about performance levels or opportunities to improve performance can be addressed in a timely fashion.

In the event that shortfalls occur there are remediation plans with expected outcomes to gauge the progress. In the event progress is not satisfactory, the consequences are known in advance so that there are no surprises to the employees.

The effort made by Human Resources and the entire team of administrative staff responsible for getting these done is evident in the percent of completed evaluations. All evaluations for faculty, staff, and management have completion rates ranging from a low of 92.94 percent to a high of 98.78 percent for the 2013-14 year. There was some concern expressed regarding the frequency of part-time faculty evaluations. In the most recent cycle, during the spring of 2014 only 75.37% of part-time faculty were evaluated. This low rate for part-time faculty is primarily due to the number of full-time faculty who are qualified to make such evaluations. The College is working with the faculty to address this issue and in the fall of 2014 90.6% of adjunct evaluations were completed. (Standard III.A.1.b)

All evaluations include effectiveness in producing student learning outcomes except those of part-time faculty. The College has identified this need and has developed an action plan that will be implemented in 2017. (Standard III.A.1.c)

The College implemented policy 0.22 Code of Ethics for Board of Trustees in 1995 and updated this in 2012. Additionally the Board has a policy 0.25, Conflict of Interest Code. Board Policy 2.2, Management guidelines and procedures identifies examples of ethical behavior. Faculty, classified staff, and students also have similar codes of ethics identified in

board policies 2.6.2, III.A.44 and 3.11 respectively for these groups. (Standard III.A.1.d)

The College has a sufficient number of full-time faculty to meet the needs of the students and assure the quality of its programs. One measure of this is the full-time faculty obligation number (FON) that is required to be reported to the State of California each year. The College has consistently met its requirement and in fact currently exceeds it by twenty four. The College also has a sufficient number of staff and administrators to meet its mission. The College looks at program needs that support the overall initiatives and program demands when determining which positions to hire. (Standard III.A.2)

All policies with regards to fairness in the hiring process and security of personnel files are administered by human resources and there are no violations in equal employment opportunity regulations. The human resources department adheres to the policies, collective bargaining agreements, equivalency, and grievance procedures that ensure that there are no discrimination concerns. All personnel files are secure and only those authorized staff in human resources are allowed to have access. (Standards III.A.3.a, III.A.3.b)

Diversity is demonstrated in the Equal Employment Opportunity (EEO) Advisory Committee and the final stages of the EEO plan as required in Title 5 are about to be finalized. (Standard III.A.4.a)

The College was designated as a Hispanic-Serving Institution (HSI) in 2014. As a result the College was given \$2.6 million in Federal Title V grant funds to be used toward efforts serve the growing number of Latino students. (Standard III.A.4.b)

The College demonstrates integrity in its treatment toward all faculty, staff, administration, and students by identifying those areas in board policies 2.7, 4.14, 4.20, and 8.2.1. (Standard III.A.4.c)

Despite budget concerns of the past few years and the fact that professional development funding from the state evaporated, the College has provided through the general fund resources for workshops, sabbatical leave, professional development activity days, and new faculty workshops in order to provide the training necessary. There is an obvious attempt to address these training areas despite the budget problems. One area that was just launched is the tuition reimbursement program for employees taking courses related to their jobs or to increase their skill sets. They may have up to six units reimbursed each semester. Professional development activities are presented each semester for ongoing training and workshops that support professional development. (Standard III.A.5.a)

Professional development programs are evaluated and assessed through feedback so that other opportunities can be considered or current trainings updated. (Standard III.A.5.b)

Planning for new faculty and replacement positions is important to the ongoing success of the College. Program and resource planning integrates human resources and institutional planning by considering all staffing requests as an overall process for allocation of resources. (Standard III.A.6)

Conclusions

The institution does not fully meet the Standard.

Recommendations

4. In order to meet the Standard, the team recommends that all faculty have as a component of their evaluation effectiveness in producing student learning outcomes. (Standard III.A.1.c)

Standard III.B – Physical Resources

General Observations

The institution provides courses at nearly forty offsite locations, in addition to its main campuses in Santa Rosa and Petaluma, a Public Safety Training Center in Windsor, and the SRJC Robert Shone Farm Agricultural Center in Forestville. The College completed a transformation of its Petaluma campus from a cluster of temporary buildings into a full-service campus in 2008/09.

The District updated its Americans with Disabilities Act (ADA) plan in 2012 and has identified where changes need to be made and have requested in Measure H funding for those improvements.

Santa Rosa Junior College's main campus includes 105 plus acres of land. SRJC has purchased several residential lots adjacent to the existing main campus for future expansion. The District has made a commitment to an architectural design for the main campus (college gothic) with brick and ivy in order to create a traditional "college feel" for students. There is a traditional clock tower that chimes on the half hour that can be heard across campus which contributes to this "college feel." Although some buildings deviated from this design over the years, all of the newer construction reflects the look and feel described above. The District has also made a commitment to preserve natural features including a collection of native oaks and other landscaping that also serve programs in the sciences. This design plan will continue when Measure H bond funds are spent on new construction.

The Doyle Library, built using Measure A bond funds and completed before the last accreditation site team visit, is a stand-out feature on the Santa Rosa campus. The facility features both traditional hardcover collections as well as plenty of space for students to access open computers, small study rooms for student discussions, and the tutoring center. The facility is clean and access is controlled and monitored. When visiting this area throughout the day, all three floors of the libraries were filled with students. This facility is clearly a centerpiece of the campus and worthy of commendation for its design and use.

In addition, the District invested in parking by constructing a multi-level parking garage (the Zumwalt Parking Pavilion) located near the main entrance to the campus. This investment supports students on a prime piece of campus real estate.

There is a full-service dining hall and cafeteria, a café in the Doyle Library, and two smaller café/food locations on campus. They all appeared clean and well used by students.

The Bertolini Student Center, which is new since the last visit, contains the cafeteria and a range of student services including Extended Opportunity Programs and Services (EOPS). There are many meeting spaces and several classrooms featuring the latest technology and furniture. It's a center that you might expect to find at a smaller four-year school.

The grounds were very clean and well maintained. The restroom facilities were found to be

clean and accessible. Students and staff members stated that three gender neutral restrooms were recently created on the Santa Rosa Campus and one gender neutral restroom was created on the Petaluma Campus. They also indicated that the facilities department made a commitment to including gender neutral bathrooms in future construction.

The classrooms in Bussman Hall are very old, have very old furniture, and blackboards. The office areas of Bailey Hall are dated and in need of refurbishing. Despite their age, there was no evidence of safety issues in either space of concern. The District's Bond Capital Improvements plan does not specifically include these two buildings, but it does note a \$49 million commitment to main campus classroom facilities.

There are many plazas and student gathering places on campus with bench seating including "Heritage Plaza" where the District honors retired and deceased College staff members on a plaque. This is one of the great examples of how the College demonstrates its pride in its own history and great way to honor the people who have shaped its history.

The District was able to pass a \$410 million dollar bond (Measure H) in the fall of 2014. The District is still in the early stages of the planning process for use of the bond funds. The District has not yet completed updating the Facilities Master Plan, but there is a proposed timeline and list of proposed capital projects. While recognizing that planning is still in the early stages, only vague references were made to include planning for sustainability in bond projects and it was not clear whether sustainability related to use of sustainable building materials or general fund budgeting.

The list of proposed capital projects included over 50 percent of the funds being dedicated to new construction, 30 percent for infrastructure improvements, and the rest for health and safety upgrades. The projects identified for health and safety include classroom and facilities security upgrades and systems to support campus emergencies, all of which are contemporary and necessary.

A \$410 million bond with over \$200 million going to new facilities should be planned with the total cost of ownership (TCO) in mind. There is mention only of broad ideas for new facilities, but nothing about a commitment for how to staff and maintain these facilities once they are built. This includes how to fund the staff, on-going maintenance, and the periodic replacement of technology through the term of the bond. At least the staff commitment will have an impact on the general fund and, ideally, the District should identify how they intend to budget for this expansion. In addition, if the District intends to use bond funds for ongoing maintenance and periodic technology replacement, that too should be identified and planned for up front during the bond planning process in order to make transparent the true full cost of ownership.

The institution determines the sufficiency of its classrooms, lecture halls, laboratories, and other facilities on the basis of its Strategic Plan, which in turn is informed by its program review process, i.e., PRPP. The PRPP process includes requests for physical resources (desktop technology equipment, instructional and non-instructional equipment, technology and software, safety, utility and ADA impacts, minor facilities, and analysis of existing

facilities). Departments and units submit their PRPP requests to an Academic Affairs Council and Dean or to their respective Vice President if non-academic, and to Facilities Planning and Operations, which in turn advise the President's Cabinet. The cabinet submits its priorities and recommendations to the IPC, the institution's central coordinating body responsible for the integration of planning activities and which is comprised of administrators, faculty members, and classified and student representatives. A District Facilities Planning Committee also advises the IPC. A Board of Trustees Facility Committee, comprised of three trustees, the president, dean of Facilities Planning and Operations, director of Facilities Operations, and various vice presidents who inform the full Board for matters that require their final approval.

The College also submits an annually updated, five-year capital outlay plan to the California Community College Chancellor's Office. The District's 2007 Facilities Master Plan provides the overall direction of the institution's five-year capital outlay.

A District Safety and Health Committee reviews all safety issues on all campuses and other offsite locations. It is currently reviewing a Non-district Site Review Checklist to make sure that offsite locations have adequate educational resources, as well as provisions for access and safety. This committee has not completed the review.

The physical resources associated with distance education are planned using the same process for other resources and are limited to the information technology necessary to deliver the courses and any necessary facilities that house that infrastructure. The institution has dedicated staff and on-campus computing resources that are dedicated to distance education programs.

SRJC has an inclusive and integrated planning process for the replacement of its physical resources. Needs are identified primarily from the PRPP and evaluated by several key committees including the IPC, Presidents Cabinet, and Board Facilities Committee. Lower level committees and workgroups focused on physical resources, technology, and library media are also key components of the SRJC planning process. These planning systems are responsible for the two campuses, two developed centers, and almost 40 off campus locations where instruction and campus services are provided, including the rental property where a large number of community members access mostly non-credit instruction at Roseland Southwest.

The Public Safety Training Center houses programs in criminal justice, fire science, and emergency medical services. Staff report the center serves over 6,000 students a year. The center was built in 2002 and hopes to expand with funding from the Measure H bond. If realized, this expansion would include more classrooms and potentially facilities to support the fire science program. The center added a solar energy system seven years ago to power the center. The site features many unique facilities including a scenario village, indoor firearms range, and a regional law enforcement skills center with force options and driver training simulators provided by the California Commission on Peace Officer Standards and Training.

Shone Farm is a 365-acre working farm that is both an expansive lab supporting a variety of related instructional programs and a business for the District that generates over \$1 million in revenue each year. This center includes a one hundred twenty-acre forest, vineyards, an apple orchard, olive orchard, pastures, livestock, a winery, and an arena. Students are involved in virtually every aspect of the farm's operation from raising livestock to harvesting produce. The entire operation is organic and models the latest best practices. Food produced from the farm is used in the cafeteria and culinary program on the main campus as well as made available to the community. It is very clear the instructional and administrative staff working on the farm are very proud of the facilities and operation.

Findings and Evidence

The College provides a sufficient and safe environment for students and staff that is conducive to learning.

SRJC has a comprehensive resource planning process that is driven by a detailed board policy, inclusive strategic planning process, and a broad committee structure used to prioritize and make recommendations that ultimately drive decision making by the President's Cabinet and Board of Trustees. There is evidence provided for this on the SRJC website and in the Self Evaluation Report. SRJC has a current strategic plan, strategic master plan for technology, and a five-year scheduled maintenance plan. The institution's website hosts pages for the various committees involved with planning in order to provide information to the campus community.

The property where the Southwest Santa Rosa Center that is leased from the Wright School District does have some unused buildings that are condemned and are an eyesore and safety hazard that need to be addressed. (Standard III.B.1)

Understanding that state resources are not adequate to address all the demands on resources, the College was able to pass a bond measure of \$410 million that can be used for upgrading current facilities as well as constructing new buildings. There is a great need to ensure that current facilities continue to support all services and programs. (Standard III.B.1.a)

Security and access to services are important to providing a healthy learning environment. The College provides these services for students, faculty, and staff. This intentional use of architectural design to enhance a student's experience on campus is worthy of commendation. (Standards III.B.1.b)

The addition of gender neutral bathrooms demonstrates support of transgender students and employees.

SRJC provides a safe environment for students and staff. The "Clery" report is available on the SRJC website and noted a very low rate of reported crimes on College properties. The District operates a full-service police department that operates 24 hours a day, seven days a week to protect District assets and students. Most recently, SRJC launched an emergency preparedness training program and an emergency alert system "Alert-U" for pushing out emergency information to students and staff via mobile devices.

SRJC adheres to a variety of safety standards and practices including local board policy and the requirements of the California Division of Occupational Safety and Health (Cal/OSHA). SRJC operates a health and safety committee to oversee safety and to recommend improvement.

The College has recognized that the condemned buildings at the Southwest Santa Rosa Center could be perceived to create a health and safety issue for students, faculty, staff, and the public at large. The current situation represents a liability to the College and the College is developing a plan to address it. (Standard III.B.1.b)

It would be beneficial for the District to establish a policy that communicates clearly to the campus and greater community how the District intends to maintain bond funded projects. The matter of total cost of ownership should be addressed as new buildings are constructed. (Standard III.B.2.a)

There is no evidence that student learning outcomes assessment data is linked to the resources planning process except for what is included in the PRPP process. The inclusive planning process certainly suggests that assessment data could be used to justify funding for new facilities and equipment and may be an effective way for the College to identify facilities needs.

SRJC complies with the Americans with Disabilities Act in its facilities and online with its website and online courses. The District operates an accessibility committee to oversee compliance with the ADA in all areas.

The Shone Farm operation is unique in California and provides a live lab supporting a wide range of workforce training programs essential to the economy in the region. The size, uniqueness, and array of programs supported by this instructional space are worthy of commendation. (Standards III.B.1.a, III.B.1.b)

The Public Safety Training Center facility is impressive and also worthy of commendation. It provides unique facilities and an environment to support the basic training and in-service needs of the public safety workforce in the region.

The new construction projects being considered as the College develops its new facilities master plan all appear to be consistent with the College's mission and support enhancement of many existing programs. The proposed timeline for the expenditure of approved bond funds identifies an inclusive process that gains input from faculty and staff. (Standards III.B.1.a, III.B.1.b, III.B.2.b)

Conclusions

The institution meets the Standard.

Commendations

See Commendation 1

4. The College is commended for modernizing its physical plant while preserving its identity. The integration of SRJC's new construction with its existing facilities and the campus wide artwork provide students and staff with facilities that enrich the student experience and inspire learning.

Standard III.C – Technology Resources

General Observations

In keeping with College goals in the Strategic Plan, technology resources and services are used to support student learning programs and services and to maintain and improve institutional effectiveness. The PRPP, specific College committees, and the President's Cabinet ensure that the acquisition and implementation of technology receives appropriate budget allocations and are aligned with College goals. The PRPP is the primary source of input for technology planning at the institutional level. Each department or unit assesses its technology usage and requests in the context of the program's goals and the Strategic Plan and mission. In keeping with the PRPP cycle, technology effectiveness is evaluated each year. Continuous funding for technology infrastructure is secured by planning conducted by the Institutional Technology Planning Group (ITG). ITG has a rolling five-year technology master plan that is reviewed and revised every three years. The ITG uses IT data analysis, PRPP and the guidelines based on the Technology Master Plan to assure the appropriate distribution of technology resources and to monitor the utilization of technology and how it supports learning programs and services.

The current system being used is called ESCLADE, which was a locally developed product that at one time was used by 30 community colleges in the State. That system is outdated and needs to be changed as the current requirements from the state for reporting purposes due to the new funding coming from Student Equity and Student Success. The current program used would require additional staff to keep it functioning. There is a plan to move to another support system which may be Oracle, Elucian or Work Day. There are funding sources in the Measure H that can be used for this system and staff stated that once implemented the system would not require additional staffing to support or run any of those programs. The time line is between three and five years.

It was noted that additional bandwidth, switches, routers, fiber, and infrastructure need to be upgraded, especially since the College sits on top of the San Andreas Fault. The College does currently back up its information to provide redundancy even though it does not back up hardware.

Findings and Evidence

Santa Rosa Junior College uses various and systematic means to assess technology needs and evaluate technology related implementation in all institutional functions, including teaching and learning, academic research, institutional research, communications, and operations. The primary means for communicating the various types of technology needs is through specific sections of the PRPP that require units to state their technology needs and how they align with program goals and College goals. Requests for equipment, support, and services go

through an integrated review and planning process. Budget allocations are made according to needs that relate to teaching and learning, communications, research, and operations. The refresh cycle for instructional equipment has been set at seven years whereas the industry standard is five years. *The Strategic Master Plan for Technology 2015 and Beyond* has a proposal to move to a five-year replacement cycle. (Standard III.C)

Technology services provided by the District include programming support, technology procurement support, Help Desk support, hardware, software, network infrastructure, firewall security, student computer labs, smart classrooms, and checkout of technology equipment. The justification for every component of technology and its relationship to institutional needs, goals, and effectiveness is represented in all stages of the request.

Security and backup of the system also needs serious consideration. Based on interviews with the director of Information Technology (IT), the College has its own custom (Legacy) Student Information System to support institutional data collection and reporting. This creates a unique challenge as it is difficult to find qualified staff with experience in programming their applications. The College also recognizes the limit to add new requirements to this system such as those required in the statewide initiatives for student success, educational planning, and more. This also causes limitations on the amount and type of data that the College can make available for the purpose of institutional research and improving student learning. The director explained how the College plans to use bond funds to replace its enterprise system in the next two years. The aging Legacy system has outlived its usefulness as well as the ability to find staff that can work on the outmoded system. Technology support for programs on and off site has created a need for more IT staff to address the growing needs of specialized computer systems used for programs such as Dental Hygiene, Public Safety, Health Sciences, and the Helpdesk. As more programs and disciplines specialize, the need for technological support increases. This support is for software, hardware, security, programming, and staff. (Standard III.C.1.a)

SRJC provides ongoing trainings and support in the applications of information technology for personnel and students. Trainings are offered by several academic support services including IT, Distance Education (DE), Libraries, Disability Resources, Staff Resource Center and computer labs. The District has also increased the licenses of Lynda.com for software training and e-learning services provided through SkillSoft to address training needs of IT. The College uses workshop evaluations, surveys, feedback to Staff Development, PRPPs, and data collected through IT, the library, and departments with computer labs to ensure that training meets the needs of the faculty, staff and students.

Distance education is supervised by the Dean of Learning Resources and Educational Technology and is staffed by a webmaster, a specialist in accessibility compliance, a faculty member to provide trainings in DE instruction, and a systems administrator. DE provides face-to-face and online training for DE courses. Faculty who want to teach DE courses must demonstrate that they have had adequate training in online instruction. The specific requirements vary across departments but are described in the Special Expertise statement of departments that offer online courses. This statement is part of the approved departmental procedures for making course assignments.

SRJC operates over 95 computer labs. The labs are operated by twelve full-time staff with at least ten trained student assistants providing additional support. The training for faculty, staff, student assistants, and students is usually provided by the lab supervisor, lab faculty, instructional assistants, or student assistants within the context of the individual's need. The usage of computer labs and support for students is tracked through TimeKeeper, which is based on College identification numbers that students use for login. This data helps departments determine the need for staff to help support and train students. (Standard III.C.1.b)

The District has two primary processes for technology infrastructure and equipment planning, acquisition, and maintenance. The first is the PRPP and the second is through ITG, which has members from all major College constituencies. The ITG is responsible for updating the Strategic Master Plan for Technology which is the primary planning guide that the District uses to create the budget for technology spending. The recently completed 2015 Strategic Master Plan for Technology has a current projection of technology needs for the next 20 years of \$80-100 million. The dependence on bond funds has shaped the budgetary decisions with regard to technology and continues to with the passage of the new Measure H bond. The director of Information Technology stated that very little support comes from the general fund. Funding for staffing needs cannot be supported with bond monies. This poses a substantial challenge for the College going forward and will need to be planned for.

The Help Desk tickets provide useful feedback regarding trends in service requests submitted by campus users. The usage statistics generated by the Cisco system allowed the networking group to capture the rapid increase of mobile devices that are used on campus prompting wireless expansion projects in several buildings and led to the addition of a separate network for mobile devices used by staff members on both campuses. (Standard III.C.1.c, III.C.1.d)

Technology planning is integrated with institutional planning through the PRPP, the ITG and the IPC. The PRPP is the primary source of input for technology planning at the institutional level. Each program's departments or units assess and describe its technology usage and requests in the context of the program's goals and the Strategic Plan. The process of linking PRPP requests for technology with ITG, which is a presidential advisory committee, assures that allocation for technology is proportional to institutional funding and is aligned with the Strategic Plan. The ITG develops a Technology Master Plan based on the prioritized PRPP. (Standard III.C.2)

Conclusions

The institution meets the Standard.

Recommendations

See Recommendation 1

Standard III.D – Financial Resources

General Observations

The College has managed financial resources carefully as it has maintained a reserve between seven and twelve percent for the past six years. The College has been effective at communicating various information related to the budget to constituent groups in a transparent and clear manner. It has a constituent-based Budget Advisory Committee (BAC) that serves as a President’s Advisory Committee, an Academic Senate Consultation Committee, and is advisory to the Institutional Planning Committee. The BAC serves as an important conduit to convey budget information to the campus community while seeking guidance from constituent groups relative to the budget.

The evidence shows that the College has projected the reserve to decrease in fiscal year 2015-16 to 4.8 percent, below the five percent minimum prescribed by the California Community College Chancellor’s Office. The College acknowledges that it needs to address the structural deficit and prevent the ending general fund balance from dipping below five percent. It has identified the need to develop a plan by fall semester 2015.

Findings and Evidence

The District uses the PRPP to evaluate program unit performance and planning. The PRPP also is used to identify programmatic, staffing, and capital equipment and facilities needs. PRPP information is linked to the SRJC Capital Outlay Master Plan, the Five Year Facilities Plan, and the Strategic Master Plan for Technology. As such, the mission and goals of the College are the basis of all financial decision making. (Standard III.D.1)

Financial planning is based on assessment of resource availability administered by the Business Services Office working in consultation with the Budget Advisory Committee. The IPC is the District's central coordinating body responsible for the integration of planning activities and pursuit of institutional effectiveness. It oversees the PRPP, including affirming alignment of budget and staffing priorities with the District vision, mission, and Strategic Plan goals and objectives. (Standard III.D.1.a)

The District provides a realistic assessment of its funding sources coming from the state in the form of apportionment, lottery, categorical and other revenue. The District employs a budget planning process that begins in January for the following year. Final adjustments to the District priorities are made by the president and vice presidents. The District adopted a new Enrollment Management System (EMS) in fall 2013 that is focused on maximizing efficiencies in the scheduling of courses.

The District has indicated that in its Strategic Plan that it will “pursue alternative funding sources including grants, partnerships, and scholarships to support our diverse communities and students.” For example, the District is expanding the enrollment of foreign students by expanding the International Students Program from 160 to 320 over the next several years. Furthermore, the District passed a \$410 million bond measure in November 2014 to upgrade facilities and technology. Similar to the 2002 bond measure that has been implemented over

the past ten years, a Citizens Bond Oversight Committee has been formed.

With regard to grant funding, the District has created a new dean position to handle grant applications and oversight in coordination with the Accounting Office. Over 80 grants and categorical programs support the District. (Standard III.D.1.b)

Short-term planning is addressed through the annual PRPP and it supports long-term planning through the established five-year budget model. New faculty and staff positions are identified in the PRPP and the Budget Advisory Committee recommends overall budgets that include District staffing. The College performs an actuarial study every two years to analyze post-retirement medical benefits. Long-term liabilities and obligations particularly with respect to the Other Post-Employment Benefits (OPEB) liability of \$20.3 million are being addressed as the District in October 2013 modified eligibility for the program so that qualifications have been changed from a minimum of 15 years of service at age 55 to 17 years of service at age 62. The last study was performed in 2014 and the next one is due in 2016.

The College has targeted general fund reserves to be in the seven to eight percent range of general fund expenditures. The District reports that the current fund balance is in excess of ten percent which would indicate that short-range financial plans are reasonable, however the projected fund balance for 2014-15 is 5.3 percent and for 2015-16 is 4.8 percent. The District is in the process of developing a plan that will address the structural deficit and reverse this trend. However, the team found no evidence that a plan has been created to date and there are concerns about the long-term financial health of the District if deficit spending is allowed to continue. (Standard III.D.1.c)

Constituent groups have the opportunity to participate in the development of institutional plans and budgets through the BAC. Groups represented include management, faculty, classified employees, students, the Academic Senate, All Faculty Association (AFA), Service Employees International Union 1021 (SEIU), and the Board of Trustees. Groups are expected to communicate back to their constituents with respect to committee activities. The BAC reports to the Institutional Planning Committee, the District's highest level planning body which has oversight for all District planning activities. (Standard III.D.1.d)

The College utilizes a financial accounting system to record financial transactions in which transactions are updated continuously and accurately. User access is limited based on the approval of supervisors with different levels of access afforded to individuals. (Standard III.D.2)

The College prepares tentative, final, and mid-year reports consistent with District Policy 5.3.2 and posts the final budget throughout the College and in the community. The College employs a Budget Planning Framework that relies on revenue and expenditure planning assumptions that focus on a wide variety of external factors impacting lottery, salaries and benefits, and anticipated increased costs.

The College dedicates the majority of its funding to support student learning and outcomes.

The vast majority of the budget is allocated to personnel, approximately 86 percent. The financial records of the College are audited annually by an independent CPA firm. These records include those pertaining to the general fund, student financial aid, bookstore, and associated student trust funds. Moreover, the General Obligation Bond Fund is audited annually to ensure that the funds are spent in accordance with Proposition 39 Bond Measure A, and a Citizens Bond Oversight Committee meets twice a year to review planned and completed expenditures. (Standard III.D.2.a)

Responses to external audit findings to the June 30, 2013, financial audit report have been timely and sufficient. Two audit findings pertaining to the disclosure of To Be Arranged (TBA) Hours with regard to certain classes and the calculation of FTES for daily census courses have been addressed. (Standard III.D.2.b)

The College demonstrates that financial information is shared in a timely manner throughout the institution by the vice president of Business Services on both the Santa Rosa and Petaluma campuses, in group meetings through the BAC, IPC, Academic Senate, and Associated Students, and online. (Standard III.D.2.c)

The College monitors the integrity of the intended use of its funds in multiple ways, including through program managers for restricted funds, the SRJC Foundation for foundation funds, and the Associated Students and Student Affairs Office for Associated Student funds. All resources are monitored by the Accounting Office. (Standard III.D.2.d)

The College internal control systems are evaluated by the external auditors. (Standard III.D.2.e)

The College has identified board policies that ensure sound financial practices and stability. In accordance with these board policies, all campus programs follow a campus budget development calendar and participate in the PRPP annually. With respect to long-range planning, the College prepares multi-year projections with multiple scenarios that impact faculty and staff hiring projections that impact the reserve. (Standard III.D.3)

The College runs a negative cash balance in its general fund with the Sonoma County Treasury without having to borrow money externally. The Self Evaluation indicates that the College projects a general fund balance of 10.4 percent for 2013-14, however, the evidence indicates that by 2015-16, the general fund balance will drop below five percent. In 2014-15, the College budgeted a structural deficit of \$6.2 million with no plan to overcome this deficit. The College acknowledges that it will address its structural deficit and has included an actionable improvement plan indicating that the College “will develop and implement a plan to address its structural deficit during 2014-15 negotiations and 2015-16 budget development to assure ongoing fiscal stability” with implementation in fall semester 2015. While the College recognizes the need, the team found no evidence that a plan has been developed at the time of the visit.

The College addresses financial emergencies and unforeseen circumstances by maintaining its reserve and through the close and regular monitoring of expenses against the budget by

the vice president of Business Services and the director of Fiscal Services. The fiscal stability of the institution will be dependent upon addressing the structural deficit. When looking at the sound fiscal management self-assessment checklist, the deficit spending presents a substantial risk.

The number of full-time equivalent students has dropped a cumulative of 14.2 percent over the past few years and current enrollments are flat. The District previously received stabilization funds and will do the same in the current fiscal year.

Out of the 15 areas for sound fiscal management, there are four areas that are not sustainable, which include deficit spending, fund balance, enrollment, and unrestricted general fund balance. (Standard III.D.3.a)

The Business Services Office is responsible for ensuring that College funds are managed efficiently. Financial aid, grants, externally funded programs contracts, auxiliary organizations, and institutional investments and assets are monitored regularly by this office. The evidence demonstrates that financial aid, including the reconciliation of disbursements and the awarding of scholarships, is appropriately managed. The College has created a new position in July 2013, Dean of Instruction and Strategic Program Development, to provide coordination of grants at the institutional level. Financial statements from auxiliary organizations such as the Bookstore and Foundation are provided fiscal oversight by the Business Services Office and the SRJC Foundation Board respectively. (III.D.3.b)

The College has identified unfunded liability for Other Post-Employment Benefits (OPEB) and compensated absences. The projected unfunded liability for OPEB as of July 1, 2012, amounted to \$20.3 million dollars. The College has attempted to mitigate this liability by modifying an early retirement option that enables retired employees to be paid full benefits when the employee retires up to age 65. As of October 1, 2013, the new early retirement option requires retirees hired after October 1, 2013, must be a minimum age of 62 and have 17 years of service. The liability for compensated absences as of June 30, 2014, amounted to \$2.8 million dollars. The College has set aside sufficient funds to fund this liability. (Standard III.D.3.c)

The actuarial report addressing the OPEB has been submitted every two years as required by GASB 45 in 2006 with the last report prepared in July 2012 by Dempsey, Filliger, and Associates. (Standard III.D.3.d)

The 2002 Measure A General Obligation Bond in addition to the 1998 Lease Revenue Bond and a mortgage for a property adjacent to the College have no adverse impact on the general fund. (Standard III.D.3.e)

The College adequately monitors student loan default rates, revenue streams, and assets to ensure compliance with federal requirements. The College offers various debt management workshops and individual appointments for potential loan borrowers. Three year default rates are at an acceptable 16.3 percent as of September 2014. (Standard III.D.3.f)

Contracts with external entities are reviewed with policies and procedures in accordance with the mission and goals of the College. For example, the College requires that three written cost quotations must be obtained for any equipment or services in excess of \$2,000 and purchases in excess of \$84,100 require a formal bid process. (Standard III.D.3.g)

Financial management systems are evaluated regularly as part of the PRPP. (Standard III.D.3.h)

Financial resource planning is embedded in the PRPP. Qualitative reports derived from financial data including budget/cost data and ratios are evaluated for productivity. (Standard III.D.4)

Conclusions

The institution does not fully meet the Standards.

Recommendations

5. In order to meet the Standards, the team recommends that the College develop and implement a plan to assure ongoing financial stability and a contingency plan to meet financial emergencies and unforeseen occurrences. (Standards III.D.1.b, III.D.1.c, III.D.3.a, IV.B.2.d, Eligibility Requirement 17)

Standard IV – Leadership and Governance

Standard IV.A – Decision-Making Roles and Processes

General Observations

Santa Rosa Junior College has a clearly defined structure of governance and decision making which is codified in its District Policy Manual and clearly articulated through organizational charts and governance documents. The committee structure allows for appropriate guidance from faculty and administration over their primary responsibility areas, while allowing for broad participation from across all constituencies, including classified staff and students. The College structure and practices encourage active participation, and is designed with numerous focused committees to provide input to the president on a broad range of topics.

The culture of the College supports participation, with concerted efforts to provide opportunities for involvement by constituents located at other sites, including the Petaluma campus. Involvement from those located at sites other than the primary Santa Rosa campus continues to provide some logistical challenges, however use of technology and multiple iterations of proposal review improve opportunities for input. There is a history of strong participation by faculty and administrators, and recent efforts have increased the participation and enthusiasm of classified staff and students. The Associated Students, in particular, have a large, active body which contributes to decision making and campus life.

Findings and Evidence

Structures within the College encourage staff, faculty, administrators, and students to take initiative towards improvement. Cited examples demonstrate that systematic participative processes are used to assure effective discussion, planning, and implementation before decisions are finalized. This is most effectively shown through the recently adopted Strategic Planning Process, which engaged over 400 faculty, staff, administrators, students, community partners, and Board trustees in developing the Sonoma County Junior College District's strategic plan.

One recent change that supports meaningful dialogue and classified participation occurred in spring 2014 when the College president approved the allocation of designated release time for the Classified Senate president to ensure participation in weekly committee and council meetings. The committee structure was also changed to allow the Classified Senate president a permanent position on the IPC, PRPP Coordinating Committee, College Council, and president's staff meetings. These changes have helped to create a sense of involvement and equity between the constituent groups. (Standard IV.A.1)

The College and Board have adopted specific policies and procedures (Policy 2.1, 2.5 and Procedure 2.1P, 2.5P) establishing formal participation in decision-making processes. The SRJC Participatory Governance Organization Chart shows the relationship between and among groups, committees, councils, and the College administration. This system provides for a coordinated, efficient, and transparent shared governance structure. There are additional groups not represented on the chart, including the Department Chair Council/Instructional Managers, Student Services Council and the Academic Affairs Council

that participate in appropriate discussions related to policies and procedures. The SRJC shared governance system invites dialogue among faculty, staff, students, and administrators (Standard IV.A.2).

The team was particularly impressed by the engagement of students in all aspects of the College. Student representatives within the Associated Students were engaged, focused, and articulate. Students reported that they felt welcome when attending campus committee meetings, that they felt comfortable participating and asking questions during meetings, and that they felt supported by faculty advisors. The team observed many instances of student involvement and saw that involvement led to improved student understanding and enhanced the visibility and quality of student life. This effective structure allows students to introduce new ideas and innovative practices, exemplified by a recent learning service project in Tanzania led by the Black Student Union. (Standard IV.A.2)

Faculty, classified staff, students, and administrators have substantive and clearly defined roles in institutional governance. The established roles for faculty through the Academic Senate and bargaining unit representatives are outlined in College policies and procedures, as well as in negotiated contracts. District governance is defined in the Policy Manual, including defined roles for administrators, as well as students and staff. Committees and councils are structured to allow all constituencies a substantive voice in appropriate areas. (Standard IV.A.2.a)

The College relies on faculty and academic administrators for recommendations about student learning programs and services. Main decision-making bodies include the Academic Senate, Curriculum Review Committee (CRC), the Educational Planning and Coordinating Council (EPCC), and District Online Committee (DOC). These groups, working with Project LEARN and the Student Success and Support Program (SSSP), among others, direct the alignment of College wide practices and ensure that appropriate policies are in place to improve student learning and services. (Standard IV.A.2.b)

Governance processes are defined and in place. Structures include meeting calendars, lists of committees, and guidelines for best practices to facilitate effective communication. Survey results show that perception of governance roles have improved between 2011 and 2013 by all surveyed groups, although as outlined in Illustration IV.A.10 of the Self Evaluation, administrators feel that governance roles are substantive and clearly defined at a higher rate (82 percent) than do faculty (66 percent), staff (52 percent), or students (47 percent). (Standard IV.A.3)

The College has taken deliberative action to be inclusive of faculty and staff located beyond the larger Santa Rosa Campus. Committees, councils, and senates do not limit membership by campus or site, and some groups, such as the Classified Senate, have created specific positions to represent staff from the smaller Petaluma campus. Utilization of technological resources also increases participation, with many technologies used to share information and gather input. Meeting rooms of varying size on both the Santa Rosa and the Petaluma campuses have been designed with video conferencing capabilities and participants from both campuses report regular usage of these rooms. Various events are also live-streamed to

other locations. Additionally, while most meetings typically take place on the Santa Rosa campus site, various meetings (including the Board of Trustees) are periodically held on the Petaluma campus. While there continue to be practical challenges, particularly with sites with more limited facilities such as the Southwest Santa Rosa Center, the College structures are inclusive and welcoming. (Standard IV.A.3)

SRJC complies with ACCJC Standards, policies, and guidelines. Examples of adherence include substantive change proposals for Culinary Arts, Distance Education, and Additional Online Degrees and Certificates. (Standard IV.A.4)

According to the report, the College's participatory governance and decision-making processes undergo regular evaluation and evaluation results are used for improvement. There is clear evidence that evaluative discussions do occur, however there is limited provided evidence that evaluation cycles have been formally adopted or have occurred over multiple cycles. (Standard IV.A.5)

Conclusions

The institution meets the Standard. The College has developed formal structures and cultural practices that encourage participation of all constituencies across the College and across all campuses and sites of the College. These structures are clearly defined and well understood by those within the College. Recent efforts have increased participation of those on the Petaluma campus and among classified staff, although some challenges remain. The College engages in evaluative dialogue, although evaluation could be formalized and clarified given the multiple committees and processes involved in planning and decision making.

Standard IV.B – Board and Administrative Organization

General Observations

Santa Rosa Junior College has adopted comprehensive and current policies and procedures outlining the responsibilities and organizational roles for the governing board and superintendent/president, which are detailed within the District Policy Manual. Policies within the manual have been analyzed through a comprehensive review and revision process over the last two years, including widespread participation from across the College.

The Board of Trustees is comprised of seven elected officials and one student trustee. Three new trustees were elected in November 2014 and have participated in a thorough orientation.

The Board follows its established policies. The current College president was selected in accordance with Policy 4.3.10, which provides general guidance on the selection process. In addition, the Board has adhered to Policy 0.20, Periodic Review and Evaluation, holding self-evaluations on an annual basis. Meetings regularly include presentations related to the quality, integrity, and effectiveness of student learning programs and services as well as the financial stability of the institution.

Since joining the College in 2012, the president has maintained oversight of institutional quality and has provided leadership in planning, initiating a significant and inclusive strategic planning process. The president has maintained an effective organizational structure that reflects the institutional needs, and has actively developed relationships with the larger communities served by the institution.

Findings and Evidence

Santa Rosa Junior College is governed by a Board of Trustees comprised of seven elected officials and one student member who votes in an advisory capacity. Each elected Board member serves for a period of four years and the student member serves for one year. Board elections are staggered to ensure, as far as is practical, that no more than one half of the trustees shall be elected in one cycle. The Board includes representatives from five geographic areas that span the communities served by the single College District. (Standards IV.B.1, IV.B.1.f)

Board transition recently occurred with the election of three new members of the Board of Trustees elected in November 2014, replacing long-serving incumbent trustees. Established Policy 0.30 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. With the significant transition of three trustees in one cycle, the College also identified this as an Actionable Improvement Plan. A comprehensive orientation has been provided through a combination of College presentations, trainings and tours along with training provided through the Community College League of California. This orientation program has contributed to a relatively smooth transition within the Board. (Standard IV.B.1.f)

The College also experienced a transition in leadership with the retirement of its long-serving superintendent/president. As outlined in Policy 4.3.10, Management Team Hiring, the governing board has the responsibility for selecting the superintendent/president, which states, “. . . 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.” The Board of Trustees followed this policy in 2011, creating a detailed process in consultation with the College, leading to the successful selection of a new president. (Standards IV.B.1, IV.B.1.j)

The Self Evaluation notes that the above-referenced Policy 4.3.10 contains an intentionally general statement regarding the hiring of the superintendent/president as a result of the history of SRJC’s presidents’ longevity of tenure (five presidents in 97 years). The Self Evaluation asserts that this generality reflects a potential need for significant change in the selection process to reflect changing needs for the position. The policy was readopted without any changes in January 2012 after the new president was installed. This general statement of the policy in practice calls for the creation of a new process with each new selection, which may not completely fulfill the wording of Standard IV.B.1, which calls for a “clearly defined policy for selecting and evaluating the chief administrator for the College.” (Standard IV.B.1)

Policy 4.3.10 Management Team Hiring and 0.20 Periodic Review and Evaluation ensures processes for selection and evaluation of the superintendent/president. The terms set forth in the president/superintendent’s employment contract, board policies, the superintendent/president’s job description, and any performance goals and objectives developed by the Board and superintendent/president are used to determine the evaluation criteria of the superintendent/president. (Standards IV.B.1, IV.B.1.j)

Board Policy 0.20 calls for annual Board of Trustees self-evaluations. Policy 0.31, instituted in 2006, details specifics for both this review and the evaluation of the president as part of a summer retreat. The Board has conducted both evaluations annually and posts summaries at a public meeting following the retreat and the information is also published online. Historically, reports have required no action. Past board evaluations further indicate a self-assessment that the board acts as a whole when it reaches a decision; early evidence suggests this has continued with the changes in leadership (Standards IV.B.1.a, IV.B.1.g, IV.B.1.j)

Board bylaws and policies are published and easily accessible. The Board establishes policies that are consistent with the mission statement to ensure educational quality, financial integrity, and for all legal matters involving the District. This authority is outlined in Board Policy 2.1 Policy and Administrative Procedures. The Board regularly receives information and updates related to College initiatives, College planning, and student learning to ensure that its policies support those functions. The application of policies is an administrative task to be performed by the superintendent/president and staff, which shall be held responsible for the effective administration and supervision of the District’s programs. (Standards IV.B.1, IV.B.1.b, IV.B.1.c, IV.B.1.d)

The Board of Trustees' Code of Ethics/Standards of Practice is clearly described in Board Policy 0.22 (Self Evaluation Evidence IV.B.29) with additional ethics-related policies found in Board Policies 0.25 Conflict of Interest Code (Self Evaluation Illustration IV.B.5). Combined, these policies ensure the Board of Trustees act in the public interest and to avoid undue influence. The Board's role as advocate for and defender of the public interest and the District is defined by Policy 0.3. Once the Board makes a decision, it acts as a whole. Board Policy 0.3 further states that any Board member who may wish to criticize or oppose any specific Board action should do so only in a Board meeting. In the past 20 years, there have been no apparent or known conflict of interest reports nor any incidents requiring censure. (Standards IV.B.1.a, IV.B.1.h)

In addition to adhering to existing policies, the Board evaluates its policies and procedures and revises them as necessary. Policy 2.1 and 2.1P, Procedures for Developing Board Policies and Administrative Procedures, define the Board's relationship with College Council and the governance committee system. The College recently completed a comprehensive review and revision of all policies in the policy manual, following the established policy and including input from across all College constituencies and programs prior to final approval by the Board. (Standard IV.B.1.e)

The Board of Trustees receives regular updates about the accreditation process at its public meetings from the Accreditation Liaison Officer (ALO, the vice president of Academic Affairs) and the Self Evaluation Chair (a faculty member). Although Board members are invited to participate in all parts of the accreditation Self Evaluation; to ensure the Board's direct involvement in every stage of accreditation, one trustee serves on the Accreditation Steering Committee. (Standard IV.B.1.i)

Procedures for Developing Board Policies and Administrative Procedures, articulate the president's role in assuring that institutional practices are consistent with the institution's mission and policies in addition to cohering to Education Code, state law, and federal law. The superintendent/president has designated primary responsibility for the quality of the institution and provides leadership by chairing seven Advisory and Governance Committees. These committees are participatory decision-making groups with representation from constituencies across the District. Upon arriving at the institution, the president further initiated a comprehensive strategic planning process which included broad participation across the College. (Standards IV.B.2, IV.B.2.c)

The president oversees an organizational structure that adequately supports the size and complexity of the College. Delegation of authority follows Board Policies 2.2.2 and 2.2.2.P, and is illustrated through the established organizational charts. Full administrative delegation is detailed on the organizational charts for the offices of the president, Business Services, SRJC Petaluma Campus, Management, Academic Affairs, Human Resources, Facilities Planning and Operations, and SRJC Information Technology. The organizational charts can be found on the College's website. (Standard IV.B.2.a)

The president and College have established collegial and collaborative processes for institutional improvement and planning. In addition to the strategic planning process noted

above, the PRPP document communicates prioritized needs to the president and executive team for action. Using the PRPP, Curriculum and Policy 3.6 the president has mechanisms in place to support review, revision and resource allocation of programs to support student learning. (Standard IV.B.2.b)

College Policy 2.2.1P defines the president's role and job description in relation to the College budget and expenditures. The president reviews the budget, including detailed analysis of revenues and expenditures, with the vice president of Business Services and participates in the budget development process with the Budget Advisory Committee and his cabinet. Although the College has a history of effective controls for budget and expenditures, it is now facing a significant structural deficit combined with a rapid decline of the financial reserve. The potentially dangerous fiscal projections raise concerns for a review of budget and expenditure controls as part of fiscal planning for both ongoing stability and preparation for contingencies. (Standard IV.B.2.d)

The president communicates regularly with both internal members of the College and with communities served by the institution. This is accomplished through a series of formal and informal methods, and through active relationship building with stakeholders in the communities including personal appearances, speaking engagements, dialog with administrators of local high schools and community centers, and involvement with various business councils. In addition, the President also has included inputs from local leaders, elected officials, and businesses in the College's strategic planning. The success of the bond measure reflects the region's respect and support for the College. (Standard IV.B.2.e)

Conclusions

The institution does not fully meet the Standards.

The institution meets all sub standards of Standard IV.B except one. While the president has traditionally implemented effective controls for budget and expenditures, the structural deficit combined with the rapid decline of the College reserve is a significant concern. The College should review these controls as part of ongoing stability and contingency fiscal planning.

Recommendations

See Recommendation 5