SANTA ROSA JUNIOR COLLEGE

SONOMA COUNTY JUNIOR COLLEGE DISTRICT

STATUS UPDATE

FOR

2013-14

COLLEGE INITIATIVES

(FINAL REPORT)

SANTA ROSA JUNIOR COLLEGE

2013-14 SONOMA COUNTY JUNIOR COLLEGE DISTRICT COLLEGE INITIATIVES

College Initiatives	Goals
I. Re-Engineering	A. Analyze re-engineering options and develop appropriate plans and/or responses within component areas. B. Support and facilitate the successful implementation of re-engineering recommendations. C. Define a resource management strategy intended to maintain or reallocate existing resources and acquire new external funds. D. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the district.)
II. Multi-Campus Coordination	A. Continue to review and refine District policies, procedures, and practices that support and/or threaten the future success of the Sonoma County Junior College District (SCJCD) single college, multi-site organizational structure and thus the District as a whole. B. Continue to expand changes in policies, procedures, and practices in such areas as participatory governance, organizational relationships, human resources, business services, communications, resource allocation, college culture, and institutional effectiveness in order to strengthen collaboration and efficiency among all sites of the District. C. Build a culture of collaboration and communication intentionally designed to improve the multi-site experience for employees and students. D. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)
III. Institutional Effectiveness and Planning	A. Institutionalize the widespread use of evaluation and data-driven planning and budgeting processes to refine programs and services and improve student learning. B. Encourage and support the institutional dialogue about institutional effectiveness and the improvement of student learning. C. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)

IV.	Accreditation	A.	Review and communicate any recommendations / commendations and decisions from the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the SRJC Accreditation Midterm Report as a result of the June 2012 Commission meeting.
		B.	Meet and maintain ACCJC requirements and deadlines for the Sustainable Continuous Quality Improvement level in the areas of Planning, Program Review and Student Learning Outcomes as mandated.
		C.	Set up District-wide data and evidence collection systems in preparation for the 2015 Educational Quality and Institutional Effectiveness Self Evaluation Report for the ACCJC.
		D.	Submit any Substantive Change reports required by the ACCJC/WASC.
		E.	(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)
V.	Student Learning Outcomes Assessment	A.	Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.
		B.	Dialogue about student learning is ongoing, pervasive, and robust.
		C.	The college will evaluate and fine tune organizational structures to support student learning.
		D.	Student learning improvement is a visible priority in all practices and structures across the college.
		E.	Learning outcomes are specifically linked to program reviews.
		F.	Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.
		G.	(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)
VI.	Basic Skills / Immigrant Education	A.	Provide integrated and comprehensive instructional and support programs and services that meet the needs of basic skills students.
		B.	Increase basic skills student persistence and success through certificate or degree completion or transfer readiness.
		C.	Provide professional development activities to ensure staff ability to serve Basic Skills students effectively.
		D.	Design programs and services to improve access and academic success for ELL students.
		E.	Secure data to allow longitudinal tracking of the success of entering BSI student cohorts through transfer readiness and degree or certificate completion.

	F.	In collaboration with Student Services, expand and refine the "Smart Start" summer program to help new students acquire the basic skills (academic and student success) that will speed their completion of the English/ESL and Math pathways and develop and implement plans as appropriate.
	G.	(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)
VII. Student Access, Success & Completion	A.	Target outreach, marketing and student support services to the SRJC district and our student population based on the SCJCD educational priorities and the best practices recommended by the Student Success Task Force, research and evaluation of student success outcomes.
	B.	Improve and solidify SRJC's Distance Education program by focused online course development, targeted faculty development in online pedagogy and further expanding the variety of options for course delivery in Distance Education.
	C.	Academic Affairs and Student Services will work collaboratively to encourage completion of skill-based courses needed for immediate employment, retraining, or promotion.
	D.	Improve K – 16 articulation by aligning key curriculum with "common course standards" set for public high schools.
	E.	Develop an annual strategic course offering plan that meets student priority needs and achieves optimal enrollment funding.
	F.	Implement district wide support for student academic progress, success and completion of their identified educational goal in accordance with college policies, programs and coherent matriculation pathways across the college.
VIII. Integrated Environmental Planning	A.	Link and integrate District curriculum, student career and educational development resource allocation, site improvement and facilities use with the institution's PRPP and environmental planning process.
	B.	Develop a college environmental plan following current best practices and established processes such as the CCC "Sustainable Plan" template and following the basic tenants of the Talloires Declaration. The plan should incorporate curriculum, student career information, and facilities use to outline college goals, resources, and responsibilities for integrated environmental instruction and operations.
	C.	(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)

IX.	Emergency and Disaster Preparedness	A. Conduct District-wide all hazards risk assessment to evaluate and update the District's Emergency and Disaster Preparedness response and recovery process.
		B. Review and maintain consistency with regulations, agency processes, and best practices.
		C. Provide continuous District-wide communication and education on Emergency and Disaster Preparedness.
		D. Establish a culture of readiness and compliance through collaborative internal and external partnerships.
		E. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)

I. Re-Engineering

First Year of Initiative: 2010
Projected Final Year of Initiative: 2015

Academic Affairs – Rudolph (convener)
Business Services – Roberts (convener)
Human Resources - Furukawa (convener)
Petaluma – Saldaña-Talley (convener)
Student Services – Navarrette (convener)

In response to current and future budget constraints and with a strategic refinement of the college's mission, focus on 're-engineering' SRJC for success in a changing economic, education and societal environment. Significantly increase the pace of the normal review of college operations, programs, courses and services to engage and implement a re-prioritization and re-allocation of staff and resources as necessary.

Link to Key Planning Documents

- Response to President's Re-Engineering Advisory Group Recommendations (August 23, 2010)
  http://www2.santarosa.edu/media/planning/PREAG%20August%2023%202010.pdf
- President's Re-Engineering Advisory Group (PREAG) Recommendations (May 25, 2010)
  http://www2.santarosa.edu/media/planning/PREAG%20Final%20Recommondations%205-25-10.pdf
- Budget Advisory Committee (BAC) Recommendations (March 24, 2010)
  http://www2.santarosa.edu/media/planning/Budget%20Advisory%20Committee%20(BAC)%20Recommendations-March%2024%202010.pdf
- BAC Survey Results for Suggest Cost Savings (March 2010)
  http://www2.santarosa.edu/media/planning/BAC%20Survey%20for%20Suggested%20Cost%20Savings%20Results%20Spreadsheet.pdf
- 2008-09 Multi-Site Task Force Preliminary Report of Findings (August 2009)
  http://www2.santarosa.edu/media/planning/200809%20Multi-Site%20Task%20Force%20Preliminary%20Report%20of%20Findings-August%202009.pdf
- Re-Engineering SCJCD White Paper (January 19, 2010)
  http://www2.santarosa.edu/media/planning/Re-Engineering%20the%20Sonoma%20County%20Junior%20College%20District.pdf

Goals

A. *Analyze re-engineering options and develop appropriate plans and/or responses within component areas.*
B. *Support and facilitate the successful implementation of re-engineering recommendations.*
C. *Define a resource management strategy intended to maintain or reallocate existing resources and acquire new external funds.*

D. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)

Objectives		**Assessment Metric**	
A-1	Review, implement and actively participate in the development of viable re-engineering opportunities including re- assignments of staff and cost containment measures.	A-1.1	Review departmental operations and workload to identify potential re-engineering opportunities.
		A-1.2	Work with Human Resources and Component Administrators and other stakeholders to explore re-engineering staffing options and develop re-engineering plans.
		A-1.3	Implement agreed plans.
A-2	Utilize re-engineering as a means to improve multi-site working and learning conditions.	A-2.1	Evidence of re-engineering efforts that respond to Multi-Site Task Force recommendations.
B-1	Evaluate staffing levels for all other classified and student employee positions across the college in light of the re-engineering project.	B-1.1	Minutes of meetings. Completed report and recommendations.
C-1	Explore and, as appropriate, implement reallocation of existing resources to support programs and services.	C-1.1	Evidence of budget and staff reallocations related to PRPP data and priorities.
C-2	Pursue sources of external funding (e.g., grants, donations, endowment investment returns) to support programs and services.	C-2.1	Evidence of external funding received and/or in development (i.e., annual grants report to the Board of Trustees, SRJC Foundation report).
C-3	Restructure SRJC's culture, resources, support and training around the successful awarding of grants, contracts, and public/private partnerships by establishing a grants development unit to support and assist in identifying and acquiring grant funds to support programs and services.	C-3.1	Evidence of increased grant applications and grant funding.
		C-3.2	Creation of grant writing guidelines and a grants development website.

Status Update of Objective A1:

This initiative began in Spring, 2010 with a Task Force that recommended reassigning or "re-engineering" classified staff from their current positions into other positions that were deemed to be more "critical" to the mission of the District in an attempt to avoid layoffs of staff.

Since the inception of this process, approximately 53 regular classified staff have been re-engineered, resulting in approximately half a million dollars in savings to the District as well as avoiding layoff of regular classified staff during these past few years of scarce financial funding.

While much has been accomplished, it has been determined that options for further re-engineering have been exhausted. Therefore, it is recommended that this College Initiative sunset at the end of 2013-2014 and that it be replaced by a new initiative that will be deemed more relevant, current, and linked to the College's Strategic Plan.

II. Multi-Campus Coordination

First Year of Initiative: 2006
Projected Final Year of Initiative: 2014

Petaluma – Saldaña-Talley (convener)
Academic Affairs – Rudolph
Business Services – Roberts
Human Resources – Furukawa
Student Services – Navarrette

Continue to develop, refine and implement operational strategies that improve communication, planning, decision-making and delivery of services within and between campuses, centers and sites.

Link to Key Planning Documents
- Fact Book (2010 and prior) http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php
- SCJCD Strategic Master Plan for Technology: 2009 and Beyond https://bussharepoint.santarosa.edu/committees/institutional-planning-council/Committee%20Documents/Technology%20Master%20Plan%202009.pdf
- SCJCD Five Year Facilities Master Plan (2010-2014) http://www2.santarosa.edu/media/planning/Cap%20Outlay%205%20YEAR.pdf
- SCJCD Report to the President of the Multi-Site Task Force (Spring 1994) http://www2.santarosa.edu/media/planning/Multi%20site%20task%20force%20report%201994.pdf
- SCJCD Review of 1994 "Implications and Recommendations" (December 1996) http://www2.santarosa.edu/media/planning/Review%20of%201994%20Implications.pdf
- SCJCD Implications of a Multi-Campus Structure (February 1999) http://www2.santarosa.edu/media/planning/Implications%20of%20Mutli%20campus.pdf
- Multi-Campus Structure Philosophy (Memo to IPC from Component Administrators, August 23, 1999) http://www2.santarosa.edu/media/planning/Multi%20campus%20structure%20phil.pdf
- Multi-Site Task Force Survey Results Overview (Spring 2009) http://www2.santarosa.edu/media/planning/MSTF%20Zoomerang%20-%20All%20(2).pdf
- Preliminary Report of Findings of the 2008/09 Multi-Site Task Force (August 2009) http://www2.santarosa.edu/media/planning/Multi%20Site%20Task%20Force%20Report%2008-09%20(2).pdf

Goals
A. *Continue to review and refine District policies, procedures, and practices that support and/or threaten the future success of the Sonoma County Junior College District (SCJCD) single college, multi-site organizational structure and thus the District as a whole.*

B. *Continue to expand changes in policies, procedures, and practices in such areas as participatory governance, organizational relationships, human resources, business services, communications, resource allocation, college culture, and institutional effectiveness in order to strengthen collaboration and efficiency among all sites of the District.*
C. *Build a culture of collaboration and communication intentionally designed to improve the multi-site experience for employees and students.*
D. *(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)*

Objectives		Assessment Metric	
A-1	Continue to utilize the Preliminary Report of Findings of the 2008/09 Multi-Site Task Force to advance and strengthen policies, procedures and practices supportive of a multi-site organizational structure.	A-1.1	Changes in District/College policies, procedures, practices as developed and approved through the participatory governance process.
B-1	Assess the effectiveness of multi-site operations relative to participatory governance, organizational relationships, human resources, business services, communications, resource allocation, college culture, and institutional effectiveness.	B-1.1	Formal and informal employee and constituent group input.
C-1	Engage in continuous and genuine collaboration among and across sites, components and other district services in pursuit of an effective and efficient multi-site organizational structure.	C-1.l	Evidence and assessment of ongoing collaboration leading to organizational improvements.

Overview

Since the release of the *Preliminary Report of Findings from the 2008-09 Multi-Site Task Force*, no further meetings of the Multi-Site Task Force have been held. During 2010-11, this was largely due to the District-wide focus on re-engineering and the collaborative effort it required to reduce expenditures and reallocate human resources across the College. In 2011-12, SRJC welcomed its fifth Superintendent/President, Dr. Frank Chong. In his first month, President Chong surveyed college leaders in part to learn what they perceived as SRJC's strengths, challenges, and major areas for improvement. One of the major findings revealed that 35% of respondents felt the College was challenged by a 'siloed' culture resulting in a lack of collaboration and comparatively low morale. Accordingly, respondents asked the President to focus on streamlining District processes and practices, promoting internal accountability and

change, and facilitating collaboration district-wide. During the fall 2012 Professional Development Activity (PDA), a workshop session entitled, "Breaking Down Silos," was scheduled as a way of gathering additional input and ideas from the College community. Feedback from that session has been used to further advance this initiative. Spring and fall 2013 PDA's included sessions entitled, "Collegiality at SRJC" and "Next Steps in Collegiality: Creating a Culture," both facilitated by the faculty union president who teaches in Santa Rosa and the dean of student services in Petaluma. Both were extremely well attended and evaluated by participants who included faculty and staff from across the district.

Multi-campus coordination continues to evolve from both top down and bottom up efforts intended to create a more collaborative workplace and better serve the needs of students across the College. Changes in District/College policies, procedures and practices as a result of the recommendations stemming from the 2008-09 Multi-Site Task Force findings have been wide ranging and include such things as:

- Modification in the way the College schedules professional development activities such that all employees may participate together;

- More frequent and intentional use of videoconferencing as a tool to expand involvement in participatory governance while creating conditions for a more sustainable workplace;

- Incorporating multi-site awareness and experience into new employee/faculty orientations;

- Arranging opportunities for faculty and staff to temporarily or periodically work at locations other than their assigned location so that they develop relationships and connections across the district;

- Allowing for evaluation of faculty and management team employees by on-site supervising administrators;

- Re-engineering and repurposing employees to best suit the needs of the District, including site-based needs in resource allocation;

- Locating core district functions such as the Office of Institutional Research at sites other than Santa Rosa;

- Rotating the location of College events (such as the Tauzer Lecture Series or PDA) and participatory governance activities (such as Classified Senate, AFA meetings, Academic Senate, Associated Students Student Senate, SEIU and Board of Trustees meetings) between the Santa Rosa and Petaluma Campuses;

- Supporting collaborative hiring practices that allow for shared decision making in the selection of candidates for hire.

- Encouraging and clarifying organizational relationships, lines of authority, and expectation of collaboration and communication among and between departments, units and components;

- Encouraging communication strategies across the College that build community and reinforce the sense that all locations are SRJC;

- Cross-component collaboration and cooperation has significantly improved relations among and between component areas and locations, resulting in an overall improvement in student access to programs and services;

- Facilities Planning and Operations (FPO) continues to take a district-wide multi-site perspective in all aspects under its purview. This was enhanced by following the successful Petaluma "dotted-line" reporting structure to extend and include PSTC and Shone Farm; providing the appropriate mechanism to incorporate a Total Cost of Ownership (TCO) approach on all sites;

- FPO continues to work toward standardizing procedures, procurement of goods and services, and delivery of facilities support, as well as multi-site efforts to create a culture of readiness in the event of an emergency or disaster.

Between fall 2012 and spring 2014, Santa Rosa Junior College embarked on an 18-month strategic planning process that actively engaged over 400 faculty, staff, administrators, students, community partners and Board trustees in the development of the 2014 Strategic Plan; a plan that will guide the District and College over the next three to five years. The vision, mission, values and strategic goals that emerged reflect a collective belief in community, compassion, and a commitment to "cultivate an inclusive and diverse organizational culture that promotes employee engagement, growth, and collegiality."

In large measure, the vow to "cultivate a healthy organization" as expressed in a number of ways throughout the Strategic Plan is testament to the commitment by SRJC faculty, staff, administration and students in locations throughout the District to improve upon and strengthen our existing one-college, multi-site organizational structure. Employee surveys and feedback via SRJC's committee and shared governance structure ensure the College remains focused on improvement and openness to change; the changes implement over the past eight years are evidence of that change. We've learned that a successful multi-site organization is an ongoing challenge that requires vigilance, integrity, communication, openness to seeking solutions, and genuine collaboration at all levels. The benefits to SRJC students and the communities it serves in the way of efficiency, cost savings and organizational capacity are wide ranging and well worth the effort.

III. Institutional Effectiveness and Planning

First Year of Initiative: 2006
Projected Final Year of Initiative: 2014

Academic Affairs – Rudolph (co-convener)
Business Services – Roberts (co-convener)
Human Resources - Furukawa (co-convener)
Petaluma Campus – Saldaña-Talley (co-convener)
Student Services – Navarrette (co-convener)

Sonoma County Junior College District (SCJCD) will integrate and strengthen its institutional and strategic planning and budgeting processes in pursuit of educational effectiveness. The District will use ongoing and systematic evaluation and planning to refine its key processes and improve student learning. The District will conduct ongoing review and adaptation of evaluation and planning processes. On the basis of data and analyses that are widely distributed and used throughout the institution, the District will encourage ongoing, robust and pervasive dialogue about institutional effectiveness and demonstrate a consistent and continuous commitment to improving student learning.

Link to Key Planning Documents
- SCJCD Linkage Task Force Interim Report (July 16, 2007) http://www2.santarosa.edu/media/planning/Interim%20Report%20to%20the%20President.pdf
- Institutional Planning Council and Program and Resource Planning Process Planning Calendar (2011-12) https://bussharepoint.santarosa.edu/committees/institutional-planning-council/SitePages/Committee%20Home%20Page.aspx
- SCJCD Master Space Allocation and Facilities Plan (April 2007) http://www2.santarosa.edu/media/planning/2615-SRJC_Master_Plan_April_2007[1].pdf
- SCJCD Capital Outlay Master Plan (2010-2014) http://cmsdev.santarosa.edu/media/planning/5-Year_Cap_Outlay_Resolution_2007.pdf
- SCJCD State Five Year Capital Outlay Project Plan, Board Resolution #13-07 (2009 - 2013) http://www2.santarosa.edu/pages/planning/districtwide-plans-goals-and-policies.php
- Petaluma Educational Plan (final draft – 5/29/07) http://www2.santarosa.edu/media/planning/Pet%20Ed%20Plan.pdf
- SCJCD Regional Community Needs Assessment (2007) http://www2.santarosa.edu/media/oir/CNA2007.pdf
- SCJCD Fact Book (2010 and prior) http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php
- EDI Forum Reports http://www.santarosa.edu/instruction/cte/economic_development_institute/information_and_resources/index.shtml
- Writer's Guide to the Program and Resource Planning Process (Spring 2011) https://bussharepoint.santarosa.edu/prpp/default.aspx?RootFolder=%2Fprpp%2FCurrent%20Documents%2FPRPP%20Data%20Documents&FolderCTID=0x0120006EC423345

[2FDC74AA6F32FE42CB67BC2&View={3C93FD21-A8E1-4D32-AF33-1026C2B6CC60}](#)
- Santa Rosa Junior College Institutional Effectiveness Assessment Report (July, 2011) http://www2.santarosa.edu/pages/planning/institutional-effectiveness.php

Goals:
A. *Institutionalize the widespread use of evaluation and data-driven planning and budgeting processes to refine programs and services and improve student learning.*
B. *Encourage and support the institutional dialogue about institutional effectiveness and the improvement of student learning.*
C. *(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)*

Objectives   **Assessment Metric**

Objectives		Assessment Metric	
A-1	Review and adapt the Program and Resource Planning Process (PRPP) to support continuous quality improvement in student learning.	A-1.1	Evidence that the PRPP system has been evaluated and modified, as necessary, and that agreed upon improvements were implemented in the 2012-13 planning cycle.
		A-1.2	Evidence that unit/program reviews have been conducted for all selected district-wide units in spring 2012.
		A-1.3	Evidence of component level integration of PRPP results.
		A-1.4	Evidence that the coming year budget is integrated with and linked to program planning decisions.
		A-1.5	Evidence that planning and budgeting cycles are coordinated and resource allocation is linked with data-driven decision making and planning.
B-1	Continue to refine the Institutional Planning Council's (IPC) role as the central coordinating body for planning activities of the SCJCD as well as the College shared governance body that oversees the evaluation and improvement of the District's Institutional Effectiveness and Program and Resource Planning Process (PRPP).	B-1.1	IPC agendas, minutes and annual planning calendar.

B-2	Review and adapt measures of institutional effectiveness and other elements of SCJCD planning activities to integrate more effectively with the Program and Resource Planning Process (PRPP) and the improvement of student learning.	B-2.1	Evidence that the Annual Institutional Effectiveness Assessment Report is widely disseminated and used throughout the College.
		B-2.2	Evidence that the Institutional Master Plan is integrated with the Program and Resource Planning Process (PRPP).
		B-2.3	Ensure that the scheduling and implementation of other college planning activities integrate with PRPP and the annual budgetary cycle (e.g., review of College mission and goals, the accreditation cycle, capital planning, etc.) as documented by Institutional Planning Council agendas and minutes.

Overview

2014 Strategic Plan – Under the leadership of President Frank Chong, the Sonoma County Junior College District/Santa Rosa Junior College undertook an 18-month process to develop a Strategic Plan to guide the District and the College over the next three to five years. In August 2012, President Chong convened the Strategic Planning Task Force, a 24-member multi-constituent group charged with designing, coordinating, and facilitating a strategic planning process for the college as a whole that was intentional, inclusive, participatory, transparent, and informed by a broad-based understanding of our community.

The strategic planning process was officially launched during the fall 2012 Professional Development Activity (PDA) day. The Strategic Planning Task Force developed a blueprint for the process entitled, *Building on a Legacy of Excellence: A Framework for Santa Rosa Junior College's Strategic Plan*. The Framework included principles for strategic planning, phases and timeline for the process, an organizational/leadership structure, and preliminary list of stakeholders, all of which was shared with the college community.

Between fall 2012 and spring 2014, more than 400 faculty, staff, administrators, students, community partners, and Board trustees worked together to develop the Sonoma County Junior College District's first-ever district-wide strategic plan. Their work resulted in the 2014 Strategic Plan which will guide the direction of our District and college over the next three to five years.

The plan emerged under the guidance of the Strategic Planning Task Force and with the involvement of the larger college community who discussed strategies and key issues, and offered feedback to the draft plan. Opportunities for engagement included:

- A day-long planning retreat and regular Strategic Planning Task Force meetings
- Facilitated input from workshops held during three Professional Development Activity days
- A Board of Trustees Study Session
- Feedback from members of SRJC's external community provided via Community Conversations held in four locations throughout Sonoma County
- An ongoing series of college and community-wide surveys, communiques and Strategic Planning website
- Presentations to college-wide faculty, staff and student constituent groups

This work was informed by best practices and data gathered from multiple sources, including a comprehensive environmental scan and an interactive website. Critical demographic, social, and economic data were provided by the District's Office of Institutional Research and used to identify current and future demographic trends, social and economic patterns and future educational pathways in the region.

Revised SCJCD Vision, Mission Statement and Values (Board Policy 1.1) were approved by the Board of Trustees on October 8, 2013. Through the process of strategic planning, eight Strategic Plan Goals emerged that are consistent with local, state and national trends and reflect a community-wide consensus on SRJC's priorities for the next three to five years.

These include:
- Support Student Success
- Foster Learning and Academic Excellence
- Serve Our Diverse Communities
- Improve Facilities and Technology
- Establish a Strong Culture of Sustainability
- Cultivate a Healthy Organization
- Develop Financial Resources
- Improve Institutional Effectiveness

The 2014 Strategic Plan reflects a collectively agreed upon future for the Sonoma County Junior College District and Santa Rosa Junior College, and provides a common framework of goals, objectives and shared outcomes. It also serves as a starting point for strategy development and problem solving that the College as a whole and each department/unit can apply towards meeting the specific needs of our students, employees and facilities.

Members of the President's Cabinet have been assigned lead responsibility for implementation of each Strategic Plan Goal and have participated in the design of an implementation plan and identification of planned activities within that goal area over the next three to five years. An accountability system has also been developed and reviewed by the Institutional Planning Council and President's Cabinet. SRJC's first annual Planning Summit was held in April 2013. Participants reviewed and provided feedback regarding the Strategic Plan implementation and accountability plans and made recommendations to the President regarding goal priorities for 2014/15.

Core indicators have been identified for each Strategic Plan Goal and an interactive software program has been used to create SRJC's Strategic Plan Scorecard. Benchmarks for each core indicator have been set. During fall 2014 IPC, with assistance from the Strategic Planning Task Force, will draft multi-year targets and timelines to completion for each core indicator.   The Scorecard and targets/timelines will be vetted during the spring 2015 Planning Summit. Key performance indicators are being developed by each Strategic Plan Goal lead to assess outcomes on Strategic Objectives within that goal area. An annual report of outcomes will be featured during each Planning Summit.

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

Institutional Planning Council (IPC) and Program and Resource Planning Process (PRPP) - During 2013/14 institutional planning was enhanced by ongoing dialogue, evaluation and continuous improvement of planning processes, timelines, and constituent communication. The Institutional Planning Council's role has been strengthened and clarified through the development and use of planning calendars aligned with the annual Program and Resource Planning Process (PRPP) and the accreditation cycle, allowing for systematic and coordinated annual review of budget priorities, College Initiatives and now the Strategic Plan Goals/Objectives and Strategic Plan Scorecard, as well as Component and Cross-Component Goals that form the basis of a comprehensive plan to achieve institutional effectiveness and improve student learning, and are aligned with the College Mission.   The IPC updated its committee function during 2013/14 to keep pace with changes in District/College institutional planning processes, including SRJC's newly adopted Strategic Plan. The function statement now reads as follows:

> *The Institutional Planning Council (IPC) is the Sonoma County Junior College District (SCJCD) central coordinating body responsible for the integration of planning activities and pursuit of institutional effectiveness. In collaboration with Academic Senate and other shared governance bodies, IPC:*
>
> - *Initiates and leads the collaborative process of creating, modifying, and reviewing the SCJCD vision, mission, and values, strategic planning process, and establishment of student success and achievement benchmarks*
>
> - *Annually reviews, affirms, and monitors progress toward achieving the SCJCD Strategic Plan goals and objectives and pursuit of institutional excellence*
>
> - *Leads a college-wide annual review of institutional and student outcomes data, and prioritization of action goals for the upcoming year*

- *Oversees the evaluation, continuous quality improvement and outcomes of the Santa Rosa Junior College annual Program and Resource Planning Process (PRPP), to include affirming alignment of the following with the SCJCD vision, mission and Strategic Plan goals and objectives:*
  - *Budget priorities*
  - *Staffing priorities*
  - *Annual component goals*
  - *Accomplishment of annual component goals.*

Program and resource planning and allocation is transparent and supportive of the overall goals of the institution. The PRPP Coordinating Committee was sanctioned by College Council as a standing subcommittee of the Institutional Planning Council and serves a vital role in evaluating, maintaining and refining key planning processes and ensuring that those processes are integrated across components and throughout all planning structures. As a result, the College's annual Program and Resource Planning Process has been improved each year to the point that it now serves a vital role in the annual review of departments and programs, and serves as a flexible and useful means of gathering unit level and college-wide information used by college committees and other entities.

Institutional Effectiveness - The Institutional Planning Council, the District's highest shared governance planning committee, along with the President and Cabinet Administrators, worked with the Office of Institutional Research in spring 2011 to develop the following seven institution-wide measures aligned with the District Mission Statement and intended to serve as the basis for future planning and development of the College:

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

Those measures were approved by the Board of Trustees on June 14, 2011 and a baseline report of outcomes was prepared in July 2011. Updates are now presented for Board approval on an annual basis.

The 2014 measures of institutional effectiveness assess the same seven areas as in 2011, 2012, and 2013 and include performance gap analysis by gender, ethnicity and age wherever possible. Over time the measures have been slightly modified to include data from the statewide Student Success Scorecard published each spring by the research unit of the California Community Colleges Chancellor's Office.

The fourth annual *Institutional Effectiveness Assessment Report: Benchmarks for Santa Rosa Junior College (2014)* is the last to be based upon the SCJCD Mission Statement in effect prior to the recent strategic planning process and approved by the Board of Trustees on October 8, 2013 (Board Policy 1.1 – *Vision, Mission Statement, Values*).

Results of the 2014 report have been presented to the Institutional Planning Council and the full report of findings will be posted on SRJC's Institutional Planning website. The report will also be presented to other groups within the College's existing committee and meeting structure with the intent that the dialogue about the results will serve as the basis for program improvement. The findings will become part of the institutional data set compiled for SRJC's Strategic Plan implementation and accountability system as well as for the College's accreditation self-evaluation.

The 2015 report will be reconfigured to assess institutional outcomes relative to the new SCJCD Mission Statement.

Program Review - In 2010-11, a set of academic policies and procedures were recommended to the College Council and approved by the Board of Trustees after two years of collaboration between Academic Affairs and the Academic Senate. These policies and procedures (3.2.1P – Development of Majors; 3.2.2 & 3.2.2P – Approval of Certificates and Majors; 3.4P Approving Noncredit Certificates; and 3.6 &3.6P – Program Review, Evaluation, Revitalization and Discontinuance) provide the framework for data driven decisions utilizing continuous quality assessment and improvement at the certificate and degree level.

The 2011-12 academic year marked the first complete year of implementation of the revised Board Policies and Procedures 3.2.2 & 3.2.2 P (Approval of Certificates and Majors) and 3.6 & 3.6P (Program Review, Evaluation, Revitalization and Discontinuance). Both sets of policies and procedures clearly delineate the roles of the faculty, department chairs and educational administrators in a participatory process that ensures the viability and relevance of Santa Rosa Junior College's (SRJC) programmatic offerings.

Proposals for new certificates or majors require review and approval by the submitting department, Academic Affairs and the Educational Planning and Coordinating Council (EPCC). EPCC is co-chaired by the President of the Academic Senate and the Vice President of Academic Affairs, and its membership includes other faculty and academic administrators as well as a Student Services administrator. All proposals for new programs include an in-depth review of data regarding transfer options, student and community need and financial implications.

SRJC has established a six-year cycle of Program Evaluation in which every certificate and major at the college is evaluated using criteria established in Board Policy and Procedure 3.6. SRJC is now in its third cycle of Program Evaluation under Policy 3.6. Some certificates and majors are identical and are evaluated at the same time.

In the 2011-12 cycle, 18 certificates and 10 majors were evaluated. In that round of 23 certificate/major combinations were evaluated: 14 certificate/majors were considered vital, 4 were revitalized, 5 were discontinued. All follow up has been accomplished.

For the 2012-13 cycle, 45 certificates and 20 majors were evaluated, for a total of 65. In that cycle 52 certificate/major combinations were evaluated: 18 certificate/majors were considered vital, 20 were revitalized, and 12 were discontinued, and 2 were not determined. The Academic Senate Evaluation Committee is inviting all those that were revitalized to report on their action plan and results in fall, 2013.

For the 2013-14 cycle, 17 majors and 29 certificates were evaluated for a total of 46. A new evaluation rubric was launched that was a great improvement over the previous rubric. The revitalization plans were due in December, 2013, and the Academic Senate Evaluation Committee invited deans and faculty chairs/coordinators to discuss their revitalization plans in January and February 2014. Once those plans were accepted by the Vice President of Academic Affairs, deans and chairs moved forward to carry out those plans. Only one certificate required a comprehensive evaluation report with an exploration of alternatives and that was due January 2014.

For the 2014-15 cycle, 14 majors and 16 certificates were evaluated for a total of 30. The Academic Affairs Council held its annual Program Evaluation Retreat in August 2014 and deans communicated the recommendations to faculty chairs and CTE coordinators at the beginning of the fall semester. One major and one certificate were recommended for discontinuance. One certificate required a comprehensive evaluation report due April 2015.

IV. Accreditation

First Year of Initiative: 2006
Projected Final Year of Initiative: 2015

Academic Affairs – Rudolph (convener)
Business Services – Roberts
Human Resources - Furukawa
Petaluma – Saldaña-Talley
Student Services – Navarrette

In response to the ACCJC/WASC Accreditation Team visit during the spring 2009 semester and the subsequent report from ACCJC, the college community will complete any reports required, initiate any dialogue and changes recommended, and prepare for any visits that are mandated. Additionally, the SCJCD will meet and maintain the ACCJC designated Sustainable Continuous Quality Improvement level for Program Review, Planning and for Student Learning Outcomes (SLOs) as required by ACCJC and delineated in the rubrics provided by the Commission.

Link to Key Planning Documents
- SCJCD College Initiatives, 2007-2008, 2008-2009, 2009-2010, 2010-2011, 2011-2012, 2012-13
  http://www.santarosa.edu/administration/planning/college-initiatives.php
- ACCJC/WASC Accreditation Requirements
  http://www.accjc.org/wp-content/uploads/2012/08/Accreditation-Standards_Revised-June-2012.pdf
  http://www.accjc.org/wp-content/uploads/2012/09/Accreditation-Reference-Handbook_2012.pdf
  SRJC Accreditation Self-Study (2009)
  https://www.santarosa.edu/accred/Full-Study-Self-Report.shtml
- Evaluation Report by ACCJC to SRJC and Recommendations (2009)
  https://www.santarosa.edu/accred/pdfs/Evaluation-Report-2009.pdf
- SRJC Accreditation Midterm Report 2012 (March 15, 2012)
  http://www.santarosa.edu/administration/planning/pdfs/SRJC%20Midterm%20Report%202012%20Final.pdf
- SRJC Substantive Change Proposal: *New Distance Education Programs, Associate Degrees and CTE Certificates* (April 10, 2012)
  http://www.santarosa.edu/administration/planning/pdfs/SRJC%20Substantive%20Change%20Online%205-10-12.pdf

Goals

A. *Review and communicate any recommendations/commendations and decisions from the Accrediting Commission for Community and Junior Colleges (ACCJC) regarding the SRJC Accreditation Midterm Report as a result of the June 2012 Commission meeting.*

B. Meet and maintain ACCJC requirements and deadlines for the Sustainable Continuous Quality Improvement level in the areas of Planning, Program Review and Student Learning Outcomes as mandated.

C. Set up District-wide data and evidence collection systems in preparation for the 2015 Educational Quality and Institutional Effectiveness Self Evaluation Report for the ACCJC.

D. Submit any Substantive Change reports required by the ACCJC/WASC.

E. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)

Objectives		**Assessment Metric**	
A-1	Post all relevant communications regarding the submission and acceptance of the SRJC Accreditation Midterm Report and Substantive Change reports on a designated college Web site and in both the Doyle and Mahoney Libraries.	A1.1	Meeting minutes where drafts were reviewed, Board minutes where drafts were approved, final document submitted to ACCJC as required.
B-1	Meet and maintain ACCJC Sustainable Continuous Quality Improvement level for Program Review.	B-1.1	ACCJC reports and self-assessment documents, PRPP data.
B-2	Meet and maintain ACCJC Sustainable Continuous Quality Improvement for Planning.	B-2.1	ACCJC reports and self-assessment documents, PRPP data.
B-3	Meet and maintain ACCJC Sustainable Continuous Quality Improvement for Student Learning Outcomes.	B-3.1	ACCJC reports and self-assessment documents, PRPP data, curriculum system actions, SRJC Board minutes, ACCJC reports.
C-1	Set up standards committees to begin data review and evidence collection for the 2015 ACCJC Self Evaluation Report.	C-1.1	Various committee agendas and minutes, Accreditation Liaison Officer meeting agendas and minutes, Accreditation Web site.
C-2	Set up District-wide data and evidence collection systems in preparation for the 2015 Educational Quality and Institutional Effectiveness Self Evaluation Report for ACCJC.	C-2.1	Various committee agendas and minutes, Accreditation Liaison Officer meeting agendas and minutes, Accreditation Web site.

Progress Report:

Santa Rosa Junior College's Accreditation Self Evaluation Report is due to the Accrediting Commission for Community and Junior Colleges/Western Association of Schools and Colleges (ACCJC/WASC) in spring 2015 and is progressing according to the timeline posted on the SRJC Accreditation Web site.

The SRJC Self Evaluation preparation officially began in fall 2012 when a District team of managers and faculty (Abe Farkas, Karen Furukawa, Kris Abrahamson, Doug Roberts, Tony Ichsan, Patie Wegman, Cherry Li-Bugg, Robin Fautley, Jane Saldaña-Talley and Wanda Burzycki) attended a training session given by the ACCJC/WASC for colleges undertaking the self-evaluation process.

In spring 2013 the recruitment and organization process for the SRJC Self Evaluation Report began in earnest. Wanda Burzycki, Accreditation Self Evaluation Faculty Co- Chair, recruited volunteers for the Standard Committees from a variety of college governance groups, such as the Academic Senate, Petaluma Faculty Forum, Classified Senates on both the Santa Rosa and Petaluma campuses, SEIU and Associated Students. This effort, along with two college-wide emails, resulted in approximately 90 volunteers, including faculty, staff, managers and students. These volunteers were brought together on April 12, 2013 for an Accreditation Orientation workshop, where Standard Committee members learned about the process and made plans for their future meetings.

Over the summer, Standard Committee members began gathering information to address their standards. Robert Thompson, SRJC's Web Design Specialist, developed the official Accreditation 2015 Web site, which was presented to the Board in July, 2013. Since then, IT staff have created a confidential SharePoint Web site where committee members can post drafts, provide feedback and list sources of evidence.

At the fall 2013 Professional Development Activities (PDA) Day, Wanda Burzycki and Mary Kay Rudolph held a "how-to" writing workshop for Standard Committee volunteers. Committees met regularly during the fall 2013 semester to gather evidence, conduct interviews and write their sections of the first draft of the Self Evaluation Report. Committees completing their drafts by the end of October, 2013, reviewing content and recommendations during November, 2013 and submitting the drafts for review by the Self Evaluation Faculty Co-Chair and the Accreditation Liaison Officer on December 2, 2013. The first draft of the Self Evaluation Report was available for review and comment by the college community in spring 2014.

The Accreditation Steering Committee, Standard Committee Liaisons, and Committee Co-Chairs met for an all-day retreat at the Petaluma Campus on January 31, 2014 to review and discuss the first draft of the Self Evaluation Report and plan the next steps towards a second draft. These steps included: integrating results from employee and student surveys; obtaining additional information, examples, and evidence, as needed, from Standard Committee members; "packaging" the Self Evaluation Report draft in a consistent, readable format; and making this draft accessible for online review by the college community. This review was launched with a workshop on SRJC's Professional Development Activities (PDA) Day, February 13, 2014 followed by an all-college email inviting feedback and providing links to the draft and a feedback template. The review period continued until the beginning of April 2014, after which

the Self Evaluation Chair, the ALO and the Standard Committee Liaisons developed the second draft of the Institutional Self Evaluation Report. That draft is undergoing editorial review during the summer 2014 and will be shared broadly with the greater college community in fall 2014. The Board of Trustees will review the final draft prior to submission to ACCJC at their December 2014 meeting.

V. Student Learning Outcomes Assessment

First Year of Initiative: 2006
Projected Final Year of Initiative: 2015

Academic Affairs – Rudolph (convener)
Student Services – Navarrette
Petaluma – Saldaña-Talley

In order to create a culture of collaborative inquiry and continuous improvement of instruction and services, the college will complete the identification and assessment of course, program (certificate/major), and institutional level Student Learning Outcomes (SLO's). An ongoing, systematic cycle of assessment will be identified and implemented for courses, programs (certificates/majors), and institutional outcomes. The college will achieve sustainable continuous quality improvement with regard to student learning outcomes.

Link to Key Planning Documents
- WASC/ACCJC Accreditation Requirements (updated 2011-12)
- http://www.accjc.org/wp-content/uploads/2012/08/Accreditation-Standards_Revised-June-2012.pdf
- http://www.accjc.org/wp-content/uploads/2012/09/Accreditation-Reference-Handbook_2012.pdf
- SRJC Project Learn Steering Committee Goals (updated 2010-11 and 2011-12) http://www2.santarosa.edu/pages/project-learn.php
- Basic Skills as a Foundation for Student Success in California Community Colleges (2007) http://www.cccbsi.org/Websites/basicskills/Images/BasicSkills_booklet-2.pdf
- SRJC *Curriculum Writers Handbook* (revised 2007) http://online.santarosa.edu/presentation/schedule/?1030
- SRJC Project Learn: *Program and Course Student Learning Outcomes Assessment Handbook* (2007) http://www2.santarosa.edu/media/project_learn/Pro_Learn_Handbook_FINAL_092807[1].pdf

Goals
A. *Student learning outcomes and assessment are ongoing, systematic, and used for continuous quality improvement.*
B. *Dialogue about student learning is ongoing, pervasive, and robust.*
C. *The College will evaluate and fine tune organizational structures to support student learning, including staff development and training.*
D. *Student learning improvement is a visible priority in all practices and structures across the college.*
E. *Learning outcomes are specifically linked to program reviews.*
F. *Students demonstrate awareness of goals and purposes of courses and programs in which they are enrolled.*
G. *(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)*

Objectives	**Assessment Metric**
A-1 Each program/unit in Academic Affairs and Student Services will include in their program review (PRPP) their plan for ongoing, systematic assessment.	A-1.1 Evidence of plans will be found in the PRPP, section 4.
A-2 Assessment results will be used for continuous quality improvement.	A-2.1 Evidenced by PRPP documents and the SLO Assessment Tracking System.
B-1 Dialogue about SLOs will occur at the Academic Senate, the Academic Affairs Council, the Student Services Council, and the Project LEARN Steering Committee.	B-1.1 Evidence of dialogue in minutes of key meetings.
B-2 Dialogue about SLO assessment will occur in every academic and student services unit.	B-2.1 Evidence of dialogue will be found in the SLO Assessment Tracking System, as well as notes or minutes from discipline/department meetings.
B-3 Dialogue will occur at the institutional level in Professional Development Activity (PDA) days, presentations, forums, and flex activities.	B-3.1 Evidenced in minutes, PowerPoint presentations, videotapes, and other means.
C-1 The faculty contracts will specify the expectations about SLO assessment duties.	C-1.1 Evidenced in Faculty Job Descriptions (Article 17) of the AFA/District Contract and in the Unit B contract.
C-2 Project LEARN, in collaboration with Staff Development, will schedule a variety of trainings for course and program SLOs.	C-2.1 Evidenced by the Staff Development Web site and Project LEARN emails that will reflect regular postings and reminders of training opportunities, such as department chair trainings, flex opportunities, departmental workshops and other trainings.
C-3 The College will send faculty members and administrators to key conferences on SLOs, as resources allow, in order to nurture new leadership and to provide ongoing professional development.	C-3.1 Evidenced by travel requests approved for key conferences.

D-1	The College Superintendent/President, Vice Presidents, instructional managers, student services managers, and Academic Senate officers will increasingly utilize improvement of student learning as a criterion for decision making.	D-1.1	Evidenced by speeches, presentations, and discussions that are documented by minutes, videos, and other means.
E-1	Academic Affairs and Project LEARN will engage in dialogue to determine how better to connect SLO assessment with resource requests in PRPP.	E-1.1	Evidenced in PRPP documents.
F-1	All course syllabi at the college will include student learning outcomes as listed in the course outline of record.	F-1.1	Evidenced by a representative sample of course syllabi. Evidence in student survey results.
F-2	Most informational materials with regard to certificates and majors will include SLOs, as space allows.	F-2.1	Evidenced by college Web sites, brochures, and other materials used to inform students about certificates / majors.

Progress Report:

SLO Assessment Plans are supposed to be included in PRPP sections 4.1a and 4.1b. An audit is currently being conducted to determine progress on that. SLO assessments are being used for improvement of student learning as documented in reports posted on the SLO Assessment Share Point site. In many cases, documentation demonstrates that existing practices are effective. Dialogue among faculty in department meetings, presentations, and online discussions are documented on the SLO Assessment reports. A report on SLO Assessment was provided to the Academic Senate at least one a month during 2014-15. In addition, the Senate had extensive dialogue about providing some new incentives for departments to complete and data enter their assessments in the form of a raffle and cash prizes to benefit students. The results of that will be available at the beginning of spring semester 2015. SLO Assessment trainings, focused on certificates and majors assessment, occurred during both fall and spring PDA Days in 2013-14. The AFA Contract Faculty Job Description (Article 17) has been modified to require all contract faculty to participate in SLO assessment. Dialogue is underway with AFA to require adjunct faculty participation as well. The CTE SLO Coordinator attended the Student Success Conference in fall 2013, and our new Transfer/GE SLO coordinator will attend that conference in fall 2014. The Superintendent/President of SRJC personally spoke to the Department Chair and Instructional Managers group about the importance of reaching SRJC's assessment targets. Several reminders were sent to the entire campus community to remind faculty to include SLOs or a link to the course outline of record in their syllabi for fall 2014.

VI. Basic Skills / Immigrant Education

First Year of Initiative: 2007
Projected Final Year of Initiative: 2015

Academic Affairs – Rudolph (convener)
Student Services – Navarrette
Petaluma – Saldaña-Talley

The district will develop a comprehensive, integrated set of services and programs for Basic Skills students to enhance student learning and retention. This effort will identify and assess student learning outcomes and student achievement in applicable curriculum, instructional support functions and Student Service programs, in compliance with the Chancellor's Office Basic Skills/Immigrant Education initiative.

Link to Key Planning Documents

- Basic Skills as a Foundation for Student Success in California Community Colleges (2007)
  http://www.cccbsi.org/Websites/basicskills/Images/BasicSkills_booklet-2.pdf
- Basic Skills Handbook
  http://www.cccbsi.org/basic-skills-handbook
- SCJCD Curriculum Committee action (2010-11, 2011-12)
  http://online.santarosa.edu/presentation/?877
- SCJCD Fact Book (201θ1and prior)
  http://www.santarosa.edu/administration/planning/fact-books.php
- California Community Colleges System Strategic Plan (1/17/06)
  http://www.asccc.org/sites/default/files/CCC_System_Strategic_Plan.pdf
- Basic Skills Committee minutes, vision, goals and action plan (2011-12)
  https://bussharepoint.santarosa.edu/committees/basic-skills/SitePages/Committee%20Home%20Page.aspx
- 2011 Basic Skills Accountability Report
  http://extranet.cccco.edu/Portals/1/TRIS/Research/Accountability/Basic%20Skills/BasicSkills2011.pdf
- SCJCD PRPP departmental academic data reports
  http://www2.santarosa.edu/pages/planning/convergence--web-based-tool-for-prpp.php
  (password protected)

Goals

A. *Provide integrated and comprehensive instructional and support programs and services that meet the needs of basic skills students.*
B. *Increase basic skills student persistence and success through certificate or degree completion or transfer readiness.*
C. *Provide professional development activities to ensure staff ability to serve Basic Skills students effectively.*
D. *Design programs and services to improve access and academic success for English Language Learners (ELL) students.*

E. *Secure data to allow longitudinal tracking of the success of entering BSI student cohorts through transfer readiness and degree or certificate completion.*
F. *In collaboration with Student Services, expand and refine the "Smart Start" summer program to help new students acquire the basic skills (academic and student success) that will speed their completion of the English/ESL and Math pathways and develop and implement plans as appropriate.*
G. *(Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)*

Objectives		**Assessment Metric**	
A-1	Coordinate instructional aide/tutorial services that target Basic Skills students to maximize access and fiscal effectiveness District-wide	A-1.1	District-wide instructional aide schedules will be collected and reviewed with regard to student attendance data
B-1	Analyze benchmark student outcomes indicator data and recommend areas for Basic Skills Committee review	B-1.1	Program improvement recommendations will be forwarded to the Basic Skills Committee.
		B-1.2	Appropriate Basic Skills Program interventions will be included in District BSI action plan.
C-1	Conduct professional development activities for faculty and staff that support the goals of the Basic Skills Initiative	C-1.1	Topics relevant to instructors of Basic Skills students will be integrated into the new faculty development program through 2013.
D-1	In collaboration with Student Services and external partner(s), improve programs and services to attract and retain ELL students.	D-1.1	Course enrollment, completion and retention rates for relevant ESL classes.
E-1	Obtain student success data from Information Technology or Office of Institutional Research.	E-1.1	Delivery of desired academic progress data to the Basic Skills Committee.
F-1	Expand and refine the "Smart Start" summer program for students placing into Basic Skills courses.	F-1.1	Revision and implementation of "Smart Start" program plan by representatives of Academic Affairs and Student Services.
F-2	Schedule "Smart Start" courses and support services.	F-2.1	Classes appear in upcoming summer schedule; support services made available to enrolled students.

Basic Skills Progress Report – Since the introduction of the CCCCO Scorecard, the ESL and English Departments have been investigating practices used at high performing CAP to design and pilot true accelerated pathway courses that follow recommended pedagogy. The ESL department plans to integrate reading and writing courses, reduce the number of credit levels, and eliminate the A and B versions of core courses to force students to move through the pathway more quickly.   In the meantime, the ESL Department will be working on norming final exams to make sure that assessment is as consistent and effective as possible to improve pathway progress for students. Collaboratively, ESL and English continue with plans to institute common assessment for all 100-level courses in both departments. A single in-class writing assessment was developed last fall, but due to instructor feedback, it grew into a common portfolio plan that a cross-departmental team developed during summer 2014 to be administered in the spring.

The ESL Department has also developed curriculum for a transfer level course equivalent to ENGL 1A slated to go to the curriculum committee in the fall to address the fact that about half of students who complete ESL 100 never enroll in English 1A, even though those that do succeed at rates close to that of the general student population. The department expects that many more ESL students will complete the pathway capstone course once ESL 10 is approved and improve SRJC's percentage of Remedial ESL completers shown on the CCCCO Scorecard.

Professional development activities for Basic Skills instructional improvement grew dramatically this year. The English Department conducted a two day set of workshops for all instructors to align expectations and norm their assessment practices through group grading exercises. Two summer workshops have been scheduled this summer focusing on Reading Apprenticeships and Habits of Mind, two of the major initiatives of the state professional development program facilitated through the Basic Skills Initiative.

During 2013-2014, we expanded the number of counseling visits to Basics Skills classes but were unable to reach all classes planned due to staffing shortages. New counselors will allow this program to expand further in the upcoming academic year. Initial planning following Student Success legislation has set the stage for greater Student Services/Academic Affairs collaboration in the future.

The Smart Start summer program received strong support this year. As a result, six sections were offered rather than the historic three, including multiple sections of English 100. We look forward to increasing SRJC's offerings and interaction with local highs schools next year so that more new students begin their college career with a positive high touch pre-freshman experience that will inspire them to keep attending and succeed.

VII. Student Access, Success & Completion

First Year of Initiative: 2006
Projected Final Year of Initiative: 2015

Student Services – Navarrette (convener)
Academic Affairs – Rudolph
Human Resources - Furukawa
Petaluma – Saldaña-Talley

Implement a district wide student access, success and completion strategy based on state regulations, recommendations in the "Student Success Act", community college best practices and local educational priorities.

Link to Key Planning Documents
- SCJCD Regional Community Needs Assessment (2007)
  http://www2.santarosa.edu/media/oir/CNA2007.pdf
- StEP Annual Report (2007-08, 2008-09, 2009-10, 2010-11, 2011-12)
  http://www.santarosa.edu/admin/StEP-Committee/
- SCJCD Student Equity Plan (2005)
  http://www.santarosa.edu/srjcdocs/pdf/student-equity-plan-2005-06.pdf
- Basic Skills as a Foundation for Student Success in California Community Colleges (2007)
  http://www.cccbsi.org/Websites/basicskills/Images/BasicSkills_booklet-2.pdf
- Petaluma Educational Plan (Draft – 5/29/07)
  http://www2.santarosa.edu/media/planning/Pet%20Ed%20Plan.pdf
- SCJCD Linkage Task Force Interim Report (July 16, 2007)
  http://www2.santarosa.edu/media/planning/Interim%20Report%20to%20the%20President.pdf
- SRJC PRPP 2010
  http://www2.santarosa.edu/media/planning/PRPP%20survey%202009%20final%20results.pdf
- SCJCD Fact Book (2012 and prior)
  http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php
- California Community Colleges System Strategic Plan (1/17/06)
  http://strategicplan.cccco.edu
- "Bridging the Doyle" Scholarship Award Report (2009-10)
  https://bussharepoint.santarosa.edu/sites/public/Board%20of%20Trustees%20Documents/Minutes%2010-13-09.pdf
- District Online Committee Plan and Goals (2008, 2009, 2010, and 2011)
  http://www2.santarosa.edu/media/planning/DOC%20goals08-09.pdf
  Task Force on Student Success (2012)
  http://www.californiacommunitycolleges.cccco.edu/Portals/0/Executive/StudentSuccessTaskForce/SSTF_Final_Report_1-17-12_Print.pdf
- Student Success Act of 2012 (SB 1456, Lowenthal)
  http://www.californiacommunitycolleges.cccco.edu/PolicyInAction/StudentSuccessTaskForce.aspx

Goals

A. *Target outreach, marketing and student support services to the SRJC district and our student population based on the SCJCD educational priorities and the best practices recommended by the Student Success Task Force, research and evaluation of student success outcomes.*

B. *Improve and solidify SRJC's Distance Education program by focused online course development, targeted faculty development in online pedagogy and further expanding the variety of options for course delivery in Distance Education.*

C. *Academic Affairs and Student Services will work collaboratively to encourage completion of skill-based courses needed for immediate employment, retraining, or promotion.*

D. *Improve K – 16 articulation by aligning key curriculum with "common course standards" set for public high schools.*

E. *Develop an annual strategic course offering plan that meets student priority needs and achieves optimal enrollment funding.*

F. *Implement district wide support for student academic progress, success and completion of their identified educational goal in accordance with college policies, programs and coherent matriculation pathways across the college.*

Objectives | | **Assessment Metric** |
---|---|---|---
A-1 | Evaluate qualitative and quantitative data by location in regard to enrollment efficiency, average class size, closed class demand, day/time student preferences and community need. | A-1.1 | Evidence that the class schedule is based on student demand, community need and optimal efficiency.
A-2 | Conduct High School outreach and targeted community outreach efforts. | A-2.1 | Aggregated results of outreach efforts by program and/or department.
 | | A-2.2 | Initiate an automated district student prospect database.
A-3 | Conduct targeted media campaigns. | A-3.1 | Media/publications and email marketing directed toward both broad district and target communities conducted.
 | | A-3.2 | Analysis of the effectiveness and timing of marketing efforts in coordination with semester enrollment cycles, as reported by Public Relations, Community Education and Enrollment Services.

A-4	Identify institutional and regional data focused on student access factors particularly with emphasis on student equity, new student transition and key demographic indicators.	A-4.1	Analysis of recommendations and trends of community based demographics and research relevant to enrollment priorities.
		A-4.2	Evidence that appropriate recommendations have been implemented.
B-1.	Focused online course development: Target Math and English and other non-represented GE areas for online course development.	B-1.1	Evidence of increase in number of online Math, English and other GE classes in over the 2012-2013 academic year.
B-2.	Faculty training in online pedagogy.	B-2.1	Documentation that 1 to 2 Faculty Inquiry Groups were offered each year.
		B-2.2	Documentation that Technology Everyday workshops continue to be offered.
		B-2.3	Documentation that brown bag lunch and learn series continues on topics relevant to online pedagogy.
B-3	Explore ways to better serve student needs through the expansion of online and hybrid course delivery options.	B-3.1	Offer hybrid classes in the restructured Weekend College, as evidenced in the Schedule of Classes.
		B-3.2	Identify and deliver the classes needed by students to complete majors and certificates at the Petaluma campus either online or via video conferencing, as evidenced in the Schedule of Classes.
C-1	Create data measurement tools to chart progress in Career and Technical Education programs.	C -1.1	Data indicating increased retention and success of CTE students.
		C-1.2	Data indicating success of CTE students in finding employment in their chosen careers.
		C-1.3	Evidence of partnerships between college CTE and Economic Development programs and local government and community organizations to promote regional economic development.

C-2	All CTE Faculty certificates will identify one course that provide an orientation to the CTE pathway, certificate, or major, demonstrating to students the pathways to completion.	C-2.1	Evidence of course orientations.
C-3	Selected CTE instructors will be encouraged to invite Counselors to one session of their orientation course in order to provide students a Counseling presentation of strategies to complete CTE pathways.	C-3.1	Counselor visits will be recorded.
C-4	CTE and Math/English faculty will evaluate the efficacy and pilot contextualized math and English for CTE students.	C-4.1	Course SLO will reflect contextualized approach.
C-5	Academic Affairs and Student Services will work collaboratively to encourage completion of skill-based courses needed for immediate employment, retraining, or promotion.	C-5.1	Evidence of data that measures student success in meeting short-term goals for skill development directly related to career success or advancement.
D-1	Utilize data to assess progress in increasing course to course and program to program articulation, and identify areas needing improvement.	D-1.1	Evidence of increase in number of high school courses articulated with SRJC courses.
		D-1.2	Data regarding success of high school students in passing credit-by-exam for college credit.
		D-1.3	Evidence of use of data to improve articulation process and reduce number of areas needing improvement.
		D-1.4	Evidence of course alignment based on common course standards.
E-1	Establish FTES and location enrollment targets that will achieve optimal enrollment funding for 2013-14 that is consistent with District's operating budget and planning process.	E-1.1	Evidence that enrollment management data has been used to determine the enrollment funding that the district can receive from the State has been compared to the District's planned for budget and level of operations. (Review budget planning documents and compare to enrollment planning documents).

		E-1.2	Report FTES claims and enrollment status for each location on semester basis based on either actual enrollments or in accordance with a plan for Stability Funding. (Compare actual FTES claims to enrollment planning documents.).
F-1	Establish "momentum points" that relate to student progress toward completing their educational plan and communicate progress with student.	F-1.1	Data reports that are analyzed in respect to progression metrics, i.e. course completion, basic skill competencies, number of units completed, and/or specific general education requisites completed.
		F-1.2	Evidence of an electronic and personalized progress report for students.
		F-1.3	Evidence that progress has been effectively communicated to students and aggregated for institutional effectiveness improvement.
F-2	Establish SRJC completion success in alignment with statewide standards and the district strategic educational priorities.	F-2.1	Collect and analyze completion metrics based on student goals, certificates, associate degrees, transfer readiness.

VII.A. Academic deans routinely used Closed Class Demand reports, Date of First Close reports, and previous semester enrollment reports to study enrollment patterns and build schedules based on student demand. In addition, CTE deans who are in frequent contact with business and industry utilized that information in meeting needs. The Dean/Chair of Counseling also provided input on areas where there was unmet need, for example welding and auto mechanics. Faculty hiring for 2014-15 focused on impacted areas including Counseling, Math, English, ESL and Speech. Academic Affairs collaborated with Schools Outreach to increase high school concurrently enrolled students by 30% in fall 2013. Academic Affairs, Student Services and Public Relations collaborated for a stepped- up, intensive public relations campaign for fall 2013, spring 2014 and summer 2014. Admissions, Records and Enrollment Development reports are indicating a dramatic increase in Hispanic students, 45.8% in Fall 2013, 38.3% in Spring 2014, and 40.5% in summer 2014, indicating that outreach efforts to the Latino community is working.

VII.B Math and English online sections increased in 2014 by a total of five new sections, two in Math and three in English. Faculty training efforts consisted of four Tech Everyday Sessions in spring 2013 and year long Pedagogy Reading group that had technology as a theme. Overall

online class offerings increased by 33 classes from the previous year. The dean for the Weekend College secured $6,000 in SRJC Foundation grants to develop six new general education hybrid courses for the Weekend College, and the VPAA committed an additional $4,000. Those courses are still under development, expected to become available in 2014-15.

VII.C In collaboration with the Office of Institutional Research, The Chancellor's Office and the RP Group, the CTE office joined the CTE Employment Outcomes Survey. This survey gathered data to provide information on employment outcomes for students who have participated in career technical education programs at California community colleges—including whether students became employed within their field of study, if their community college coursework positively affected their earning potential, and why students dropped out of CTE programs.

The CTE office held forums for faculty, staff and administrators to discuss, plan, and implement goals and objectives for CTE programs. These forums have allowed faculty, staff, and administrators to implement best practices in program development, growth, student success and retention. A large component includes the dissemination of program and economic development information to counselors. Counselors have worked with program coordinators to assist in advisement, counseling, and scheduling of programs.

With CTE funding, contextualized Math and English courses were developed to assist the CTE students in successfully moving through the math and English components of their programs of study. In particular, agriculture, culinary arts, industrial technology and geospatial technology programs worked with Basic Skills faculty and staff to develop these contextualized courses.

CTE faculty, staff and administrators continue their effort in developing and offering short, skills based curriculum that meets the needs of the local industries. These courses were identified and implemented for immediate employment in key areas of economic development in the region.

VII.E President's Cabinet continues to work closely with Business Services to determine the amount of anticipated funding the college expects to receive for the upcoming fiscal year and how much of that will be allocated for faculty staffing and the corresponding number of course offerings. Based on these funding projections and allocations, targets have been established for the college's three primary terms (summer, fall & spring) for the upcoming academic year as part of an overall strategy to continue to meet student needs and still generate maximum revenue for the college. Academic Affairs, on a continuous basis throughout the year, monitors and compares the amount of FTEF (Full-Time Equivalent Faculty) and FTES (Full-Time Equivalent Students) being reported with the original targets for each that were established in consultation with the Business Services Department. Due to a continuing decline in state funding the college was forced to significantly contract its operating budget and from 2009-10 through 2012-13. The number of FTEF the college could afford to hire declined from 1,170 to 976 during this period. While FTES also declined, it has been generally at a lower rate due to a more effective scheduling of classes (avoiding time overlaps, scheduling classes needed for major or certificate completion, greater enrollments in Large Lecture Load classes, shifting classes from the non-credit to the credit programs) and classes with empty seats being filled to capacity or in excess of capacity. For 2013-14 the college was able to begin reversing this trend and the number of FTEF increased to 1,134. Classes were selectively added back into the schedule of classes corresponding to the needs and demands of students.

VII.F. The Student Success and Support Program/Student Equity Committee was commissioned in Fall 2013 to develop a comprehensive SSSP/SE project plan that reflects the priority core services now required by the Chancellor's Office. The committee was established as an Academic Senate consultation committee as well as a Presidential Advisory group. In conjunction with Institutional Research and Information Technology, student progress and success data reports were evaluated to guide the project plan goals and expected outcomes. Academic Affairs and Student Services administrators met at four "summits" to review the SSSP/SE statewide recommendations and to assist in the priorities that would be implemented at SRJC. "Momentum points" that relate to student progress have been identified and a communication sequence will commence spring 2015. The theme "Create your future. Start here." was publicized on the college's home page and will be reinforced throughout the college's marketing campaigns.

In 2014, there were 1,981 Associate degrees awarded. SRJC was the highest producer of degrees among large colleges in California and was ranked in the "Top 100" nationally. Certificate completion continues to rank SRJC in the "Top Ten" nationally.

VIII.   Integrated Environmental Planning

First Year of Initiative: 2008
Projected Final Year of Initiative: 2015

Facilities Planning and Operations –Ichsan (co-convener)
Academic Affairs – Rudolph (co-convener)
Business Services – Roberts (co-convener)
Petaluma Campus – Saldaña-Talley (co-convener)
Student Services – Navarrette (co-convener)

SRJC will integrate and strengthen its commitment to the development of a comprehensive environmental plan, which addresses curriculum, college sites and facilities, energy conservation, and use of environmentally friendly materials and substances. The targeted outcome of this effort is to improve and integrate the District's environmental planning efforts.

Link to Key Planning Documents

- SCJCD Facilities Master Plan (2007)
  http://www2.santarosa.edu/media/planning/2615-SRJC_Master_Plan_April_2007[1].pdf
- SCJCD Educational Master Plan (2009-2010)
  http://www2.santarosa.edu/media/planning/2008-2009%20Strategic%20Initiatives.pdf
- SCJCD Five Year Capital Outlay Plan (2010-2014)
  http://www2.santarosa.edu/media/planning/Cap%20Outlay%205%20YEAR.xls
- Petaluma Educational Plan (draft – 5/29/07)
  http://www2.santarosa.edu/media/planning/Pet%20Ed%20Plan.pdf
- SCJCD Regional Community Needs Assessment (2007)
  http://www2.santarosa.edu/media/oir/CNA2007.pdf
- SCJCD Fact Book (2010 and later)
  http://www2.santarosa.edu/pages/office-of-institutional-research/fact-books.php
- California Community Colleges System Strategic Plan (1/17/06)
  http://www2.santarosa.edu/media/planning/ccc_strategic_plan_low_res_draft.pdf
- EDI Forum Report (Spring 2008)
  http://www.santarosa.edu/instruction/cte/economic_development_institute/information_and_resources/index.shtml
- Talloires Declaration (SCJCD endorsed spring 2011, Board of Trustees approval, April 12, 2011)
  http://www.ulsf.org/pdf/TD.pdf
- California Community Colleges Sustainability Plan Template (2012)
  http://extranet.cccco.edu/Divisions/FinanceFacilities/Sustainability/CCCSustainabilityPlanTemplateFiles.aspx

Goals:
A. Link and integrate District curriculum, student career and educational development resource allocation, site improvement and facilities use with the institution's PRPP and environmental planning process.
B. Develop a college environmental plan following current best practices and established processes such as the CCC "Sustainable Plan" template following the basic tenants of the Talloires Declaration. The plan should incorporate curriculum, student career information, and facilities use to outline college goals, resources, and responsibilities for integrated environmental instruction and operations.
C. (Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.

Objectives		Assessment Metric	
A-1	Expand and develop existing curriculum and programs in order to meet student career needs in environmentally related career fields and disciplines.	A-1.1	Curriculum Committee minutes.
		A-1.2	Submissions to the California Community College's Chancellor's Office for curriculum and program approval.
		A-1.3	Evidence that District has implemented curriculum aimed at the expansion of CTE and transfer environmental educational opportunities by Spring 2012.
A-2	Collaboration for interdisciplinary approaches involving all stakeholders (e.g. academic program, student services, facilities)	A-2.1	Evidence that the Integrated Environmental Planning Committee is part of the review process, ensuring that there is coordination of District-wide efforts.
		A-2.2	Posted Integrated Environmental Planning Committee Minutes.
A-3	Continue with environmentally friendly site and facilities designs and construction/reconstruction.	A-3.1	Evidence that the College has designed into its new or remodeled facilities the use of environmentally friendly materials and energy conservation measures.
A-4	Establish environmentally sound procurement and materials acquisition policies/procedures for administrative, academic and student support operations.	A-4.1	Evidence of significantly improved use of recycled instructional, office and grounds materials.

		A-4.2	Evidence that college environmental planning activities better integrate acquisition and utilization practices.
B-1	Create an SRJC culture of sustainability and increased awareness of environmentally sound development.	B-1.1	Evidence that the college encourages the District community to engage in dialogue and the creation of sustainable policies and practices when feasible.
		B-1.2	Evidence that the college has established a process for continuous sustainable development through best practices, such as the applicable tenets of the Talloires Declaration.

Overview

SRJC continues to excel in both CTE and transfer courses focusing on environmental education. The following are some examples of programs in both areas coordinated to meet the intent of this initiative. Environmental conservation programs include a wide range of disciplines such as: sustainable agriculture, sustainable forestry, parks and recreation, watershed management, rangeland management, field biology, ecology, land surveying, fish and wildlife biology, biodiesel and electric vehicles, photovoltaics, and organic cooking. The Environmental Studies major on the other hand is interdisciplinary and features classes in natural sciences, social and behavioral sciences, ecology, environmental science, natural resource management, environmental philosophy, and environmental literature.

The participatory governance Integrated Environmental Planning Committee (IEPC) continues to provide leadership and coordination of both academic areas, as well as other District-wide activities/initiatives toward a sustainable JC. For 2013 – 2014, the integration of curriculum, student career development, District procedure, and Facilities Planning and Operations all combine to reduce SRJC's carbon footprint in keeping with the District's commitment to further progress towards a sustainable future. Examples of successes in meeting this College Initiative include:
- Co-gen (Santa Rosa) replacement – partnering with Green Co-gen LLC, SRJC was able to NOT spend any money to replace the engines, chiller, controls etc., as well as increasing the engine size of the plant from 280 kWh to 330 kWh. There was also the added benefit of no annual maintenance cost for 10 years, as well as utilizing the excess heat at no cost for both heating and cooling;
- Environmentally Preferred Purchasing Policy (interim) – this temporary measure is in progress of a permanent policy adoption reflective of SRJC's commitment towards sustainable procurement of materials and services;
- California Higher Education Sustainability Conference (CHESC) – Dean FPO presented on SRJC facilities and energy efficiency at the annual conference in San Diego that was attended by faculty and students;

- Sustainability Template – work continues on our plan. A product of the CCC/IOU Partnership, that has been adopted and is currently being utilized by SRJC as a roadmap toward district wide sustainability;
- SWRCB and RWQCB – Continued exemption from Storm Water Pollution Prevention Plan requirements for this next 5 year cycle due to compliance initiatives and SRJC's record of good stewardship of protecting our water resources;
- FPO continues to review and provide energy efficient options when feasible, such as – LED light upgrades, single speed to variable speed pumps.
- Composting – FPO continues to progress with green waste from Culinary to haul for food waste from SR to Shone Farm for composting.
- IEE continues to provide leadership in curriculum development, as well as SRJC community outreach through PDA, lectures, and public events.
- Proposition 39 (Energy Efficiency) – the District has completed the first year projects for bi-level LED light replacement at the Santa Rosa campus exterior pole light and the Zumwalt Pavilion.
- Partner with Student Affairs (purchase) to install a beta-drinking bottle station and bicycle repair station.
- Student advocacy for the successful passing of Sonoma County free bus ridership with a SRJC student ID.
- Student supported activity for plastic bag ban.
- Partner with the Pomo-Kashia tribe and Sonoma County to install an electric vehicle charging station at Shone Farm.
- Continued carpooling parking incentives and adoption of a $75 (not to exceed) reimbursement for employees taking public transportation.

IX. Emergency and Disaster Preparedness

First Year of Initiative: 2011
Projected Final Year of Initiative: 2016

Facilities Planning and Operations - Ichsan (convener)
Academic Affairs – Rudolph (co-convener)
Business Services – Roberts (co-convener)
Human Resources – Furukawa (co-convener)
Petaluma - Saldaña-Talley (co-convener)
Student Services – Navarrette (co-convener)

SRJC is committed to preparedness for natural or man-made emergencies through policy, communication/training, and compliance with emergency management requirements. Success of this commitment will be achieved through a multi-discipline engagement and cross component support. The targeted outcome of this effort is to improve the District's readiness to rapidly respond and recover from a disaster or emergency.

Link to Key Planning Documents:
- Sonoma County Junior College District Emergency Operations Plan and Annex
  http://www.santarosa.edu/administration/college-safety/emergency-preparedness
- Emergency Preparedness Handbook
  http://www.santarosa.edu/administration/college-safety/emergency-preparedness/handbook.shtml

Goals

A. *Conduct District-wide all hazards risk assessment to evaluate and update the District's Emergency and Disaster Preparedness response and recovery process.*
B. *Review and maintain consistency with regulations, agency processes, and best practices.*
C. *Provide continuous District-wide communication and education on Emergency and Disaster Preparedness.*
D. *Establish a culture of readiness and compliance through collaborative internal and external partnerships.*
E. *Additional goals will be added on an annual basis as appropriate based on feedback from the Program and Resource Planning Process (PRPP) and the changing needs of the District.)*

Objectives	**Assessment Metric**
A-1 Conduct a District-wide all hazards risk assessment to evaluate and update the District's Emergency and Disaster Preparedness response and recovery process.	A-1.1 Implement a risk analysis to assess the level of preparedness and establish a baseline plan. A-1.2 Development and Board adoption of an Emergency Operations Plan (EOP).

		A-1.3	Maintain continuity of operations for essential District functions.
A-2	In collaboration with the District Accessibility Committee (DAC), develop an evacuation plan for students and employees with disabilities.	A-2.1	Collaborate with the Dean, Disabled Students Programs & Services, Facilities Operations and District Police to begin discussing and drafting the plan.
B-1	Review and maintain consistency with regulations, agency processes, and best practices.	B-1.1	The Emergency Management program shall meet local, state and federal structures, such as the Incident Command System/ICS, Standardized Emergency Management System/SEMS, and National Incident Management System/NIMS.
		B-1.2	Routine review of the Emergency Management program to assure continuous improvement of preparedness by utilizing best available protocols.
C-1	Provide continuous District-wide communication and education on Emergency and Disaster Preparedness.	C-1.1	Evidence that required resources have been identified to support ongoing preparedness efforts.
		C-1.2	Regular updates of the Emergency Preparedness website.
		C-1.3	Offer no less than annual training, drills or exercises.
		C-1.4	Review and update as necessary, and disseminate the EOP biennially to the entire College community, including students.
		C-1.5	Conduct debriefings on incidents that occur and utilize what is learned for continuous improvement in preparedness.
D-1	Establish a culture of readiness and compliance through collaborative internal and external partnerships.	D-1.1	Utilize federal, state and operational area resources that are developed through routine interaction and partnerships.

	D-1.2 Regularly explore availability of grants to support the District's preparedness and recovery processes.
	D-1.3 Review and update (as needed) pre-disaster agreements, such as County's Alternate Care Site, Mutual Aid and Professional Services.

Overview

This past year (2013 – 2014) continues to bring together many SRJC firsts and successes for the District in preparedness for an emergency or disaster. This is the result of a joint effort by all Vice Presidents to ensure continuity of operations in fulfilling our educational mission post-disaster. As FPO continues to assess the risk level of preparedness meet Board directive, Accreditation, and maintain compliance, we are able to provide the stakeholders a program for customization specific to their role. These combined efforts by Environment Health and Safety resulted in several milestones toward the District Preparedness, such as:

- Board of Trustees – completed SEMS/NIMS/ICS training for the board members and president and annual update;
- Emergency Operation Center (EOC) sections – completed SEMS/NIMS/ICS training update as well as develop the permanent EOC, so each Section Manager can customize their designated space with their Unit Leader;
- Department Operations Center (DOC) - completed SEMS/NIMS/ICS training, and for each DOC Director to customize with their Section Managers at each campus and site;
- Developed and delivered a PDA session for Evacuation Site Facilities Operations procedures and completed individual SEMS/NIMS/ICS required training and an update of procedures;
- Established banner identifier and vests for all District evacuation locations;
- Established work station design for the permanent District EOC at Pedroncelli;
- Successfully implemented SRJC's Incident Command System (ICS) communication module to the EOC/DOC on several incidences, e.g., Electrical Outage;
- Completed planning for the next phase of the training component in 2013-2014, delivering the SEMS/NIMS/ICS training through a Building Safety Coordinator/Area Safety Coordinator program for the Santa Rosa Campus;
- Established monthly training for employees, e.g. SEMS/ICS, Fire Extinguisher, Active Shooter;
- Continuous Improvement of the District's Emergency Management Program by incorporating positive input from the various stakeholders;
- Continue to engage in collaborative partnerships with the State (CalEMA) and operational area (Sonoma County) toward the District's emergency preparedness;
- Continue to engage in the operational areas of Health Care Disaster Planning, with Nursing as a key focus;
- Provided earthquake training and participate in the "Great Shake Out";
- North Coast College University Mutual Group (NCCUMAG) – Dean of FPO provides leadership for the disaster mutual aid group comprising of the following CCC's (Redwood,

Mendocino, Sonoma, Marin, Napa, Solano), CSU's (Humboldt, Sonoma). The system was tested with the recent Napa earthquake.

- Review partnerships and curriculum review with UC Davis Veterinarian School and Rural Domestic Preparedness Consortium for ranch and farm preparedness at Shone Farm.

Component Administrators review: 10/1/12
IPC final review: 10/22/12
Board of Trustees approval: 11/13/12

Status Update
Cabinet Review: 10/6/14