

Santa Rosa Junior College

Program Resource Planning Process

VP Petaluma Campus 2022

1.1a Mission

Santa Rosa Junior College Petaluma Campus' mission statement, as shown below, was last updated in 2006; well before the Phase II expansion and Phase III renovations were completed, and at a time when the state's fiscal support of community colleges was based on unlimited growth and expansion. Since that time, Petaluma Campus enrollments have grown and retracted; our student population has changed along with the ways in which they make use of the resources available to them in Petaluma; our faculty in residence have increased along with our support staff and management team; programs unique to the campus have been developed and implemented; and the ways in which we serve our community have evolved and changed. The strategic planning process called for by President Chong during 2012/13, and the eventual site-based plans to be developed, will provide an opportunity for campus employees and our community to reflect on and recalibrate the vision and mission for the future of the Petaluma Campus.

The mission of the Petaluma Campus is coincident with and complementary to the overall mission of the Sonoma County Santa Rosa Junior College (SRJC). The Petaluma Campus carries out the SRJC mission in southern Sonoma County. The departments represented on the Petaluma Campus have individual missions but a unified purpose in increasing knowledge, improving skills and enhancing the lives of the community of learners through student services and instructional programs (Source: Petaluma Campus Academic Affairs Educational Plan, Campus Profile 2004-2006 DRAFT).

1.1b Mission Alignment

As one of two campuses and several sites that encompass the Sonoma County Community College District and Santa Rosa Junior College, it is the mission of the Petaluma Campus component to carry out the District's mission and implement College Initiatives. The Executive Dean, Petaluma Campus participates with the Vice Presidents in the annual review and development of College Initiatives, and shares responsibility for accomplishment of the goals and objectives of other College Initiatives and cross-component goals including accountability for eventual outcomes.

1.1c Description

Santa Rosa Junior College has been offering courses in the Petaluma area for nearly 50 years. The Petaluma Center operated primarily as an evening program until the completion in 1995 of permanent Phase I facilities on its current site. The Petaluma Center was granted campus status by the SRJC Board of Trustees and the California Community College Chancellor's Office in the spring of 1999.

The Petaluma Campus currently enrolls nearly 5,500 students in credit and non-credit courses day and evening classes. Each semester students enroll in approximately 320 course sections in over 50 disciplines, including a number of majors and certificates as well as all of the courses necessary for transfer to UC, CSU, or to complete SRJC's general education requirements. The campus employs 34 full-time faculty in a wide array of disciplines, approximately 160 part-time faculty, over 55 full- and part-time classified support staff, and nine managers/administrators.

A second phase of new construction for the Petaluma Campus was completed in 2008, and a third phase of construction completed in 2009 renovated the original campus. This project, the largest of its kind in SRJC's history, tripled the square footage of the campus (from 65,259 sf to approximately 209,259 sf). The \$65 million project paid for, in part, by proceeds from a \$251.7 million bond act (Measure A) approved in 2002 by Sonoma County voters added seven new buildings, renovated another three, and expanded outdoor space and parking lots. Among the new facilities are life sciences labs, a second art studio, physical science and chemistry/physics labs, a new 35,000 square foot library, a physical fitness center, a bookstore, student services and support areas (including student health services, student life and leadership, admissions and records, counseling, disabled student services, tutorial center, and career/transfer center), expanded dining space, classrooms/technology labs, faculty/administrative offices, digital media lab, and a 256-seat auditorium with some of the best media technology in the district. The campus offers state-of-the-art technology throughout, including a wireless network, fully mediated instructional facilities, and video-conferencing capabilities.

Other unique features of the Petaluma Campus include the Capri Creek restoration project and an accessible walking and bike trail system with a route that extends around the perimeter of the campus and continues throughout the city of Petaluma. A fall and spring Cinema Series, Digital Media and Water Resources Technology certificates, CISCO Academy, as well as Networking, Helpdesk, and Fitness, Nutrition and Health certificates are some of the program offerings unique to the Petaluma Campus. This beautiful campus is located 35 miles north of San Francisco.

Unduplicated headcount on the Petaluma Campus has more than doubled (from 3,438 to 5,660) since the campus opened on its current site in 1995. During the same timeframe, the number of units enrolled increased 132% (from 13,901 in fall 1995 to 32,240 in fall 2011). Full-time equivalent students (FTES) have increased 13% from (2234 in 2005/06 to 2,998 in 2011/12). Schedule reductions due to the state budget crisis reduced courses sections on the campus by 35% (from a high of 487 in fall 2009 to 319 in spring 2013). Corresponding decreases in units enrolled 27,800 (spring 2013) and FTES have followed.

1.1d Hours of Office Operation and Service by Location

The Petaluma Campus offers a full range of day, evening and weekend credit and non-credit programs and services. The hours of operation are generally 7:00 am to 10:30 pm, Monday through Friday, and 7:00 am to 6:00 pm on Saturday. The campus is largely closed to the public on Sunday. Classes begin as early as 7:00 am and end as late as 10:30 pm. The Tutorial Center is open Monday through Thursday from 8:00 am to 7:00 pm and Fridays from 9:00 am to noon. The Petaluma Open Computer Lab is available to students from 9:00 am until 8:00 pm Monday through Thursday and 9:00 am until 1:00 pm on

Friday. Student Services such as Admissions and Records, DRD, and Counseling are open Monday through Thursday until 7:00 pm the first week of classes and at least one evening per week until 7:00 pm during the semester. The Courtyard Café/Student Center is also open until 8:00 pm or later Monday through Thursday and from 8:00o am to 1:30 pm on Fridays. The Mahoney Library is open until 9:00 pm Monday through Thursday, Friday 9:00 am to 1:00 pm, and on Saturday from 10:00 am to 3:00 pm. The atrium is available until 10:00 pm for student use providing vending machine supplies and ATM access to evening students. Facilities Operations is open Monday through Friday, 7:00 am to 5:00 pm. Custodial staff are onsite from 5:00 am until 10:30 pm Monday through Thursday and until 8:30 pm on Friday. The chart below shows the general hours of operation for departments and services on campus.

1.2 Program/Unit Context and Environmental Scan

Students can now complete the following start to finish at SRJC Petaluma:

General Education Patterns:

- SRJC GE -Option A: (for Associate of Arts or Associate of Science General Education Requirements)
- SRJC GE -Option B: (for California State University (CSU) Breadth Requirements & Associates)
- SRJC GE -Option C: (for Transfer Pattern for CSU or University of California Systems & Associates)

Certificates:

- Child Development: Associate Teacher Certificate
- Fire Investigation
- Fitness, Nutrition & Health Certificate/Major
- Veterinary Technology Certificate (one course done at Animal Care Center, Rohnert Park)
- Waste Water Treatment Operations
- Water Utility Operations
- Computer Studies: IT Support Certificate (one class online)
- Computer Studies: Cisco Certification Training in CCNA

AA/AS Degrees:

- Administration of Justice for Transfer (AS-T) (one class online: AJ 54A)
- Anthropology for Transfer (AS-T)
- Art Studio for Transfer (AA-T)
- Art History for Transfer (AA-T)
- Business Administration
- Business Administration for Transfer (AS-T)
- Communications Studies for Transfer (AA-T)
- Economics for Transfer (AS-T)
- Fire Technology

- Fitness, Nutrition and Health
- History for Transfer (AA-T)
- Humanities
- Liberal Studies (Teacher Preparation)
- Natural Sciences
- Psychology
- Psychology for Transfer (AA-T)
- Social and Behavioral Sciences
- Sociology for Transfer (AA-T)
- Spanish
- Water Utility Operations
- Waste Water Treatment Operations

This year, the Dean of Instruction worked with Santa Rosa cluster deans and department chairs to develop Petaluma-specific rotation plans for the following top majors: Anthropology AS-T, Art History AA-T, Communication Studies AA-T, Economics AS-T, History AA-T, Psychology AA-T, Sociology AA-T, and Spanish. Work continues to develop rotation plans for Child Development and English. Petaluma can also guarantee completion of the following exploratory majors: Humanities, Natural Sciences, Social and Behavioral Sciences.

Ten of the degrees meet the SB1440 Transfer Model Curricula requirements for transfer to CSU and efforts are underway to add additional degree majors/certificate options for students taking courses on the Petaluma campus. These include: Chicano and Latino Studies, Computer Science, Elementary Teacher Education for Transfer (AA-T), Women's and Gender Studies, Mathematics for Transfer (AS-T), Latin American Studies, and Geography (TMC in progress).

This year also saw the launch the pilot of SRJC Petaluma's Transfer Track that provides General Education classes in a compressed semester format. The Transfer Track semester is 13.5 weeks long (compared to SRJC's normal 18-week semesters), beginning two weeks later than the traditional semester and ending two weeks earlier. Popular GE classes that meet [IGETC](#) (UC) and [CSU](#) transfer requirements have been selected to be offered in the Transfer Track schedule. ***All students are eligible to take Transfer Track classes.*** The spring 2015 Transfer Track schedule included 8 courses/sections. A preliminary analysis of student outcomes and faculty/student feedback indicated the schedule produced similar outcomes to full-term classes and yet was favored by both students and faculty over the traditional 18-week schedule. On the basis of those findings, the Transfer Track offerings were expanded for fall 2015 to include 26 courses/sections.

Conversations continue over ways to utilize online and video conferencing to expand course availability to students regardless of campus location. Strategically scheduling for the full academic year has been particularly beneficial from a student enrollment perspective.

Strategic growth of CTE courses and certificates unique to SRJC Petaluma continues. The Dean of Instruction continues to work with cluster deans and department chairs to further develop offerings in Petaluma. SRJC Petaluma is exploring adding CTE certificates in Medical Massage Therapy and Yoga Instruction. The Digital Media lab has become a hub for Digital Film instruction as well as the location for Digital Audio and Digital Music.

ENVIRONMENTAL SCAN

Working with the SRJC Office of Institutional Research, an annual environmental scan is conducted for the Petaluma and South County area using a wide variety of available Census, Labor Market, Local Economic Development and college data to develop a more informed understanding of who our students and community are as compared to Sonoma County and SRJC as a whole. The analysis of these data are utilized in program development, facilities planning, outreach, and communication with our community.

The analysis below references data spreadsheets available on request.

South Sonoma County Population and Enrollment Analysis - 2015

Cities/towns enrollment data include Boyes Hot Springs, Cotati, El Verano, Eldridge, Glen Ellen, Kenwood, Penngrove, Petaluma East, Petaluma West, Rohnert Park, Sonoma, Tomales and Vineburg SRJC locations include Petaluma Campus, Petaluma Tech Academy and Rohnert Park

[Worksheet](#) location

- South SoCo region population has remain stable since 2000 - [Petaluma Pop](#)
- The town of Petaluma has a population of over 57,000 people in 2015, per California Department of Finance estimates – [Petaluma Pop](#)
- Petaluma’s growth rate since 1970 is over 131%, though the past 15 years growth has decelerated (CA Dept of Finance) – [Petaluma Pop](#)
- Rohnert Park’s population is over 41,000 in 2015; an increase from a decade of decline (CA Dept of Finance) – [Petaluma Pop](#)
- Rohnert Park’s population growth is substantial from 1970; over 550% (CA Dept of Finance) - [Petaluma Pop](#)
- Cotati’s population surpassed 7,300 in 2015; population growth from 1970 is almost 440% (CA Dept of Finance) - [Petaluma Pop](#)
- Petaluma’s growth rate surpassed the Sonoma County from 2010 to 2013 (Census) – [QuickFacts](#)
- There is a higher proportion of under 5 and under 18 years living in Petaluma than SoCo (Census)– [QuickFacts](#)
- Higher proportion of Asians living in Rohnert Park than SoCo (Census) – [QuickFacts](#)
- Petalumans have higher mean travel time to work than SoCo (Census) – [QuickFacts](#)
- Rohnert Park has the highest proportion below poverty level (Census) – [QuickFacts](#)
- South SoCo no traffic travel times (Google) – [QuickFacts](#)
 - 9.1 miles and 16 minutes from Rohnert Park to Petaluma Campus;
 - 9.6 miles and 13 minutes from Rohnert Park to Santa Rosa Campus;
 - 11 minutes from Cotati to Petaluma or Santa Rosa Campus;
 - 21.6 miles and 31 minutes from Petaluma to COM IV campus; and

- 16.5 miles and 21 minutes from Petaluma to Santa Rosa Campus.
- South SoCo day and enrollments were comparable until Sp 2004 and F 2005; actually there were more students enrolled in evening than day courses from Sp02 through Sp 04 – [South SoCo Location](#)
- Courses offered in South SoCo include (course combined enrollments from Spring 1999 through Spring 2015): ENGL 1A, PSYCH 1A, BIO 10, POLS 1, SPCH 1A, MATH 155, ANTHRO 1 and ENGL 100 (SRJC Datamine) - [South SoCo Location](#)
- Over 37,600 South SoCo residents enrolled (duplicated enrollment) for 2014-15 (Fall and Spring semesters); down from over 47,500 in 2005-06 (SRJC Datamine) – [Enrl Summary](#)
- The majority of South SoCo residents take courses on the SR Campus with the exception of Petaluma East residents who continue to take the majority of courses on the Petaluma Campus (SRJC Datamine) - [Enrl Summary](#)
- Though Petaluma West residents have decreased on SR and Pet campuses since 2000-01, the majority of Petaluma West residents were enrolled on the SR Campus in 2014-15 (SRJC Datamine) - [Enrl Summary](#)
- Overall South SoCo residents 19 and under years choose Petaluma Campus over Santa Rosa Campus (FB 2014) - [Enrl Summary](#)
- Over 41% of Casa Grande and Petaluma High School graduates attend SRJC immediately after graduation.(FB 2014) - [HS Data](#)
- By South SoCo attended and under 19 years of age: Casa Grande and Petaluma High school attendees enroll on the Petaluma Campus, and Rancho Cotate attendees enroll on the Santa Rosa campus (FB 2014) - [HS Data](#)
- Over 52% of Rancho Cotate graduates immediately enrolled in SRJC the fall semester after hs graduation (FB 2014) - [HS Data](#)
- Over 8% of Petaluma High School and 7% of Casa Grande High School students are concurrently enrolled (FB 2014) - [HS Data](#)
- Slightly over 1% of Rancho Cotate high school students are concurrently enrolled at SRJC (FB 2014) - [HS Data](#)
- South SoCo residents' popular courses in Spring 2015 are college and transfer level general education course at SR and Petaluma campuses (SRJC Datamine) - [Course Enrl by South SoCo res](#)
- Rohnert Park courses taken by South SoCo residents include Older Adult, Special Education, EMC, Computer Studies and Appendice Ed courses (SRJC Datamine) - [Course Enrl by South SoCo res](#)

This year, OIR did a supplemental analysis of enrollment data at the request of SRJC Petaluma deans who are working on the campus enrollment management and outreach plan. The summary of that analysis is provided below provided below. Data spreadsheets are available on request.

South Sonoma County Supplemental Analysis - 2015

South SoCo comparison to District data plus additional Petaluma resident enrollment analysis

Source: SRJC Datamine

[Worksheet](#) location

Overall

- District day sections and enrollment dropped significantly from Summer 2009 through Summer 2013. Though sections have been added, enrollment growth is responding at a much slower rate.
- Petaluma residents' evening enrollments have increased on the Santa Rosa Campus even though evening sections have been added in South SoCo since Fall 2012.
- South SoCo tends to have larger average class sizes than the District.
- Summer has the highest proportion of sections cancelled.
- Day to evening section ratios have fluctuated from slightly over 1, the same number of day to evening sections offered, to over 2, there are two days sections for each evening section offered.

Summer - PC Dist Summer

- South SoCo offered over 200 sections in Summer 1999; a little over 120 sections in Summer 2015.
- The District once offered over 1,850 sections in Summer 2010. In Summer 2015, the District offered almost 1,200, an increase of almost 500 sections from Summer 2013.
- South SoCo had approximately 1,200 enrollments for day and for evening courses in Summer 2002. Evening enrollments declined to 491 in Summer 2015.
- District summer enrollment peaked at 32,000 in Summer 2008. Enrollment dropped to under 15,000 in Summer 2012 mostly in day enrollments.
- Starting Summer 2013, South SoCo evening average class size was lower than District average.
- Average proportion of cancelled sections in Summer is 25% for day and evening sections in South SoCo.
- Average percent of District cancelled sections is 18% for day and for evening.
- The number of day to evening sections offered in Summer for South SoCo is 2.10; for the District it is 2.49.

Fall - PC Dist Fall

- South SoCo offered the comparable number of day and evening sections from F 01 through F 03.
- Evening sections have increased since Fall 2012 but evening enrollments are declining in South SoCo.
- District sections peaked at 4,500 in Fall 2009 and dropped to under 3,000 in Fall 2012.

- South SoCo average class size is generally larger than the District's overall average class size.
- On average, 13% of day and 15% of evening sections are cancelled during Fall semesters in South SoCo.
- The District's cancellation percent averages 13% for day and evening sections.
- Day to evening course ratio averages 1.5 in South SoCo. In Fall 2014, the ratio increased higher than the District's ratio to 1.83.
- The District day to evening course ratio averages 2.0. In Fall 2014, the ratio decreased to 1.75.

Spring – [PC_Dist Spring](#)

- There were more students enrolled in evening than day in Spring 2002 through Spring 2004 in South SoCo.
- South SoCo Spring day and evening sections dropped in Spring 2009 from Spring 2008.
- Enrollment slightly responded to increase day and evening courses offerings in Spring 2014 but declined again in Spring 2015.
- After dropping significantly in Spring 2009, District sections have slightly increased from Spring 2013 through 2015.
- District evening enrollment increased in Spring 2012 in response to additional evening courses. It has remained stable through Spring 2015.
- District day enrollment increased in Spring 2014 but decreased again in Spring 2015.
- South SoCo average class size exceeds District average, topping at 32.08 in day of Spring 13.
- South SoCo cancelled courses average 12% for day and evening sections in Spring.
- District's Spring cancelled courses average 11% for day and evening sections.
- South SoCo average day to evening course ratio is less than 1.5 for Spring. In Spring 2015 the ratio was 1.65.
- The District's average day to evening course ratio is 2.03 for Spring. The rate was 1.86 in Spring 2015.

Petaluma resident course taking patterns – [Petaluma res Enrl Summary](#)

- Petaluma residents' enrollments in day and evening courses at the Petaluma Campus have decreased since 2010-11.
- Petaluma residents' enrollments have decreased in day enrollments at the Santa Rosa campus since 2000-01.
- Petaluma residents' evening enrollments on the Santa Rosa campus have increased since 2010-11.

Petaluma resident evening enrollments – [Pet resident SR eve crs](#)

- Petaluma residents' enrollment on SR Campus: CSKLS 770, LIR 10, HIST 17.2, ENGL 1A, BAD 2, BOT 770 are the top courses in Fall 2014 and Spring 2015.
- Comparing 2010_11 to 2014_15 growth, LIR 10 enrollments increased 125; CKSLS 770 47, CHLD 10, CS 60.11A and SOC 1 are the top five courses Petaluma residents are taking on the Santa Rosa Campus.

Petaluma residents' day and evening enrollments on Santa Rosa and Petaluma campuses for Fall 2014 and Spring 2015 – [Petaluma res course enrlls](#)

2.1a Budget Needs

Core data reports for FY 2011/12 show that total expenditures for the Petaluma Campus during were \$10.4 million (down 4.41% from the previous fiscal year). Of that, \$9.6 million were general fund expenditures (down 4.92% from 2010/11) and \$795,554 were expenditures from restricted funds (up 2.33% from 2010/11). Petaluma's expenditures during FY 2011/12 represented 9.30% of the district-wide total, 12.63% of the district-wide expenditures for faculty, 9.45% of the district expenditures for classified staff, 9.66% of the district expenditures for management employees, and 11.51% of the district total expenditures for salary/benefits. Petaluma expenditures for non-personnel costs represented 4.47% of the district-wide total in FY 2011/12.

Petaluma Campus total expenditures decreased 4.41% between FY 2010/11 and FY 2011/12 with the greatest decreases in equipment (6000's) (-48.81%), services (5000's) (-26.00%), classified payroll (-8.15%), and management payroll (-6.48%). The most significant expenditure increases were seen in STNC payroll (52.65%), largely as the result of backfilling permanent staff on approved leave.

During that same fiscal year, the Petaluma Campus generated approximately 16.468 of the district-wide FTES, and did so with only 11.12% of the district-wide contract faculty, 16.98% of the adjunct faculty, 9.54% of the classified staff, 12.15% of STNC workers, 8.79% of student workers, and 6.78% of management employees.

The Petaluma Campus budget continues to be inadequate in a wide variety of areas (see 2.1b Budget Requests spreadsheet):

- **CAMPUS-WIDE:** Campus needs include ongoing resources to support emergency/disaster preparedness, data analyses and event infrastructure. A new expense for the coming year is for expanded outreach efforts in support of student enrollment growth. Software for the Office of Institutional Research (a district-wide function) is also included in the Petaluma Campus budget requests due to the location of this department on the campus and the defunding of the expense by IT several years back.
- **INSTRUCTION:** Will need additional supply and service/maintenance funds in Water Resources Technology (0936), Kinesiology, Athletics, Dance (0835) due to the addition of new programs, faculty and facilities, as well as the expansion of existing programs and services.

- **FACILITIES OPERATIONS:** Repair of equipment installed during new construction five years ago has and will continue to have an impact on the Facilities Operations (6511) budget. These new high technology systems include lighting, electrical, HVAC, security and fire systems that will continue to significantly increase the total cost of ownership as we maintain our facilities here on the Petaluma Campus. Still of great concern is the serious shortage of staffing in facilities operations. Our current skilled maintenance staffing per square foot ratio in Petaluma at .5 to 200,000 sq. ft. (as compared to Santa Rosa at 1 to 100,000 sq. ft.) is well below what is needed to adequately provide services needed to maintain our campus learning and working environment. Many regular maintenance items must go unchecked until problems occur; a method of maintenance that wastes energy and natural resources results in increased repair costs and has an unplanned and unfunded impact on the overall district budget.

In the last five months the Petaluma Campus, due to the re-engineering of one the college's HVAC skilled maintenance positions, has seen a 40% decrease in total days and 77.5% decrease in total hours of HVAC support services previously provided by Santa Rosa Facilities Operations. In order to offset the loss of these critical services, the campus has had to out-source contactor services. An estimated labor cost proposal for two days per month of contracted HVAC service has been received at \$34,200 annually. This proposal will not offset the total loss of service hours we have experienced; an additional \$17,100 budget will be needed for a total of \$51,300.

The cost of required, monthly, and preventive maintenance that must be outsourced will increase due to the improving economy. Cost concessions by vendors are not expected to continue and we should be prepared to realize contracts increasing by as much as 10%. Petaluma Facilities Operations utilized over 95% its entire budget this last fiscal year, with outstanding repairs not completed due to limited funding. An increase of an additional 10% to cover operational and unexpected repairs is needed.

Our Phase I site is in need of repairs to its infrastructure such as a failing underground heating hot water line that services Kathleen Doyle Hall with estimated patch repair of \$7,500. Other anticipated Facilities Operations expenses include the \$2,000 annual cost to cover monthly service charges for eight new phone line connections for our emergency fire alarm monitoring and elevators. These new costs are due to the IT switchover to the VOIP phone system last December. Other increased expenses include mandated and state regulated permitting, inspection and fee increases of items such as generators, boilers, elevators, fire, and high pile waste.

- With a 200% expansion in additional square footage, changes in furnishing and finishes to be maintained by the Custodial department (6530), there has been an increase in supplies needed to maintain these areas. This includes cleaning products and maintenance of tools and equipment. The transfer of 23% of custodial (4390) budget funds has been needed to offset shortages in the repair budget (6511) during the 2012/13 fiscal year. In 2013/14, we can expect that the Custodial department budget may be insufficient to purchase needed supplies. The Custodial department budget will be further impacted due to the increase in usage of the new more desirable facilities by groups and for special events. Event requests involving services and support have increased to over 100 events this past fiscal year due to the growth of student and community use of Petaluma Campus facilities.
- The Grounds department (6550) has seen an increase in equipment repairs, supplies and tools needed to adequately maintain the site even as 25% of the Grounds budget was transferred as needed to help offset shortages in 6511 Facilities budget to accommodate equipment, maintenance, and repairs of our physical facilities. In 2013/14 we can expect that the Grounds

department may also be insufficient to purchase needed supplies, and replace or repair equipment.

- **MEDIA SERVICES:** (6130) in Petaluma is seeing the expiration of warranties covering equipment installed in the Phase II expansion and Phase III renovation along with increased equipment failure. As the campus ages, the need for maintenance and equipment costs has increased. The majority of Petaluma's media installations are three or more years old, and all but two of the 44 classrooms/labs on the Petaluma Campus are fully mediated. The replenishment of projector lamps for classrooms and other high-use areas is also needed.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
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2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
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2.2d Adequacy and Effectiveness of Staffing

The Core Data reports show that during FY 2011/12 the Petaluma Campus employee headcount included 33 contract faculty, 300 adjunct faculty, 61 classified staff, 37 STNC employees, 75 student workers, and 9 management staff.

The Petaluma Campus faculty FTE for FY 2011/12 was 97.77, which represented 14.53% of the district-wide total. This included 31.25 FTE contract faculty (11.12% of the district total) and 66.52 FTE adjunct faculty (16.98% of the district total). The Petaluma Campus support staff FTE (including classified, STNC and student workers) was 59.83, which represented 9.53% of the district-wide total. Management FTE was 8.00 or 6.78% of the district total. No department chairs are assigned to the Petaluma Campus.

The FTE-Student to FTE-Faculty ratio for the Petaluma Campus during FY 2011/12 was 30.67, which represented a 2.30% decrease from the previous year, yet was higher than the overall district-wide ratio of 27.03. These data provide evidence of a fairly significant spike in the productivity and efficiency of classes taught in Petaluma; a trend that has continued for the past four years.

The ratio of adjunct faculty to contract faculty in Petaluma was 2.13 during FY 2011/12 (an increase of .76%) as compared to 1.39 district-wide. At the same time, the ratio of faculty to management was 12.22 (an increase of 9.24%) as compared to 5.7 district-wide. These data not only suggest that a greater proportion of classes on the Petaluma Campus continue to be taught by part-time faculty, but that situation is becoming more acute every year. It also reflects the extremely lean management team available to support what faculty there are in Petaluma. The findings clearly support the need for more contract faculty in Petaluma, as well as more management positions to support the existing faculty and student population of a campus that has a larger student enrollment than a number of colleges across California.

The ratio of faculty to support staff in Petaluma during FY 2011/12 was 1.63 as compared to 1.071 district-wide, while the ratio of support staff to management was 7.48 compared to 5.33 district-wide. These data provide evidence of the continuing need for more classified staff positions in Petaluma to support faculty and management, and ultimately to maintain a quality learning environment for students.

The total unit cost in Petaluma for FY 2011/12 was \$3,467 per FTES (a .77% increase over the previous year) versus \$6,142 per FTES district-wide (a 56.45% increase over the previous year). At the same time, the unit cost per student served/enrolled was \$449 in Petaluma as compared to \$3,725 district-wide. These data provide clear evidence of the cost effectiveness of SRJC's one-college, multi-site organizational structure, including the benefit the Petaluma Campus offers to the overall district.

Current classified and management employees on the Petaluma Campus are deployed very effectively. Most employees in Petaluma wear more than one hat regardless of their classification. Some faculty serve as the campus-based contact for their departments and assist deans in the development of schedules, others order supplies and equipment, and still others share duties (and pay) with their department chairs. Classified staff on average support a greater number of students/faculty/managers per person and/or have responsibility for a broader array of functions. Managers and administrators also tend to oversee broader areas of responsibility, requiring district-wide collaboration, consultation, involvement, and significant travel between campuses. Of particular note is that managers/administrators on the Petaluma Campus also oversee and/or lead at least one, and frequently multiple, district-wide functions/efforts.

As with faculty, a number of current classified and management employees on the Petaluma Campus are within retirement age, and as with instructional disciplines on the campus a retirement in any one of our campus departments has the potential to significantly affect the overall operation of not only the Petaluma Campus but the district as a whole. As a result, with many past, current, and future positions being frozen or reengineered the survival of departments that support the overall mission of the college is in jeopardy if staffing levels are not maintained and improved. A retirement within any department/area on the Petaluma Campus that is not replaced is guaranteed to have a serious impact on the well-being of the instructional programs they either directly or indirectly support.

There is an urgent need to revisit the staffing plan for the Petaluma Campus that was cut short of full implementation during the 2009 budget crisis. The short-term goal would be to identify and fund areas in critical need of staff. The long-term goal would be to work toward a more reasonable level of staffing parity between the Santa Rosa and Petaluma campuses. Particular attention needs to be given to the following:

General Campus Support

Administrative Assistants – The Petaluma staffing plan calls for at least four additional administrative assistants to support the campus. To date, there are only five AA/EA's in Petaluma—Executive Assistant to the Vice President, an AA II in Counseling, an AA III in Administration (supporting both the Dean of Instruction and the Dean of Student Services), and two AA I's in Faculty Support (supporting the Business Services Manager and Faculty Support). This past year, the AA II assigned to DRD was moved to the Santa Rosa Campus to support the

program in that location and no replacement is planned. Three full-time managers in Petaluma (Manager, Buildings and Equipment Maintenance, Manager, Media Services, and the Student Affairs Activities Advisor/Manager) have no administrative support; two others (Dean of Instruction and Dean of Student Services) must share an AA III, unlike all other deans in the District; consequently nearly all administrative support staff in Petaluma work for more than one manager or area. Administrative support is being requested in the following areas: AA II for Student Affairs/Resource Center/Welcome Center/Puente Program; AA III for Dean of Student Services to provide administrative support to both campus deans and to assist with the increased workload for each office; AA II for Facilities Operations and AA II for Tutorial Center (increase from 92%/11 months to 100%/12 months).

District Police - The Petaluma staffing plan called for a full-time officer to be assigned to the Petaluma Campus. To date, the only support this nearly 6,000 student campus receives from District Police are CSO's (permanent and STNC) and an occasional though unreliable 'visit' an hour or so during the week by a police officer from Santa Rosa. There is no 24/7 coverage; event support is limited, and staff lack the authority to properly secure and oversee the campus. Petaluma PD remain our primary responders in an emergency as it takes SRJC police at least 20 minutes to respond to a call.

Academic Affairs

Tutorial Services – This facility has been understaffed since its inception. It now has almost 700 students using its services during a semester. A recent hiring of three new part-time regular Instructional Assistants (IAs) during 2011-2012 provided qualified, dependable, regular tutors to help anchor the center and provide guidance for student and STNC tutors. However, the cost of hiring the three new IAs (i.e., re-allocation all Petaluma District STNC tutor money and some student tutor money for the newly created IA positions), coupled with an unplanned evisceration of BSI funds (i.e., 40% cut of 2010-2011 funding), left a vacuum in available funding to hire both STNC and student tutors during 2012-2013. As a result, the Petaluma Tutorial Center was forced to cut its hours of operation by 29% during fall 2013. Increasing the number of paid hours of our newly hired part-time IAs and/or providing District funding for more STNC and student tutors is crucial for the long-term health of the Petaluma Tutorial center.

The hiring of a part-time, regular administrative assistant in 2011-2012 for the Tutorial Center, though also cutting into the number of hours for tutors, has provided an organized office to keep track of all the students, student tutors, STNC's, and classified staff – something that had been lacking for many years. However, the assistant was only hired for 8 hours a week – less than originally requested (i.e., 10 – 12 hours a week). Increasing the part-time assistant's hours to at least 12 hours a week is especially important in light of the fact that the supervisor for the Petaluma Tutorial Center is also a full-time faculty member balancing their supervisory duties with teaching two college skills math courses.

The faculty to classified staff ratio for College Skills at the Petaluma Campus is far more unbalanced when compared with the Santa Rosa Campus. Petaluma has one full-time faculty member and six adjunct teaching credit classes and noncredit labs. Likewise, the Tutorial Center is coordinated by the one full-time faculty member, one part-time (1.6 FTE hours) regular administrative assistant and five part-time (16.68 FTE hours total) regular instructional assistants (tutors). With almost 700 students per semester being served in the Tutorial Center each semester, the level of supervision and oversight is grossly inadequate.

Science Lab Support – Staff support to all science programs (Life Science, Chemistry/Physics, and Physical Science) is currently provided by one Science Lab Coordinator. An STNC Science Lab Instructional Assistant is now being provided in Chemistry 10 hours per week for 11 months. We nevertheless still need a permanent Science Lab Instructional Assistant to support our

science programs. An additional concern is that students taking certain science courses in Santa Rosa seem to have access to in-class instructional aides whereas Petaluma students do not.

Media Services

The Petaluma Campus Media Services Department has support staff with an evening Media Lab Technician (92%, 11 month) and a twice weekly media technician from the Santa Rosa Campus. There is a need for additional staffing to provide a base level of service for the instructional needs at this campus. Currently, if the Petaluma Media Manager is not onsite there is no daytime instructional support available. This situation can significantly disrupt a class session. To remedy this problem it is recommended that one Media Equipment Technician be hired to provide on call support during day operations. Longer term, we have both demand and facilities to support the services of a Media Production Technician to develop and produce instructional video and photographic materials for both classroom and special events. Additionally, it is recommended that an STNC Media Equipment Technician be hired to provide event coverage and operate equipment during special events, which strain the available service level on the campus.

Business Services/Faculty Support

The Cashiers window in Petaluma is staffed by a part-time permanent Account Technician (50%) who works 20 hours per week; only 10-12 of which are at the Cashiers window. Other hours are spent counting the parking and library money, preparing the daily and weekly reports, and preparing the money for deposit. Admissions and Records staff also take payments when the Cashiers window is closed. During busy periods, the Administrative Assistant I assigned to assist the Business Services Manager, and who provides coverage in Faculty Support and Facilities Operations, provides coverage at the Cashier window during busy periods. During the beginning of each semester, support is spread thin. If budget allows, it would be helpful to have an STNC provide additional coverage in Accounting to take payments for the first couple weeks of each semester. This would also allow time for the Cashier to count parking money and prepare the deposit and daily and weekly reports, duties which typically get behind during this busy time.

The Faculty Support office is staffed by one dedicated Administrative Assistant I and another Administrative Assistant I, who also has other duties (mentioned above). Both Administrative Assistants have work stations in the Faculty Support workroom. This function could also use the help of an STNC during the first week of a semester and during finals weeks to help grade scantrons and process the influx of copy requests that are submitted at this time.

Student Services

Student Affairs/Resource Center/Puente/Welcome Center - The Petaluma Campus has an increased need for a new full time Administrative Assistant II in the Student Affairs Office/Welcome Center/Resource Center and to assist the Puente Program. Currently the offices are all run by student employees which creates inconsistent hours of operation due to their fluctuating schedules and absenteeism, and makes it very difficult to provide a safe environment for employees who are not to be left alone in the building/office by themselves. The Student Affairs Assistant Director is left to daily trouble shooting in order to provide service to the three areas, often requiring her to physically relocate her office time in order to keep one of the facilities open for students. For the PUENTE Program, the two faculty coordinators rely on a PT student worker seven hours a week to assist them with all of their event planning, projects, celebrations and other activities. One Administrative Assistant to assist in all of these areas will assist

students and staff in providing much needed support service and consistency of hours of operations.

The Student Affairs AA II for the Petaluma Campus was ranked by the District Student Services managers as the number one need for staffing out of 50 positions requested by the various departments. This demonstrates not only the need but the support from the District Managers as the highest priority position 2013/14.

In addition, it is requested that the Student Affairs Advisor be permanently upgraded to an Assistant Director of Student Affairs and Student Services. With the increase of the Gateway to College Grant, coupled with increased District responsibilities and outreach, the Dean of Student Services needs additional management support to supervise basic student services on the campus.

Assessment Services - Due to the increased demand of Gateway to College assessment, new standards and reporting requirements for GED testing, and the new Student Success Act emphasis of assessment services, the current Testing Specialist move from 65% to 100%.

Counseling Services - Counseling Services has two requests. The first is to increase the adjunct Counseling budget for an adjunct Counselor for 10 hours/week to assist with the high demand for mandatory educational planning through the Student Success Act, a mandate of the State Chancellor's Office. The second is to provide an AA I for Counseling to assist with check-in, workshop signups, student reception and relief coverage for meetings, trainings, vacation, medical leave for the AA II. Currently she has no coverage in the office.

Career Services – The Dean of Student Services will work with the Dean from the Santa Rosa Campus to ensure Career and Job Development services are provided by interim staff during the period of transition for the 2013-14 academic year. Career Workshops have been highly successful and have witnessed increased enrollment in the past year.

Student Employees – Each office within the Student Services division of Petaluma is understaffed in the area of student help. Students are needed to work outside the counseling and the Resource Center when the Welcome Center is open to greet fellow students and directs them to appropriate resources, answers phones, prepare mailings, etc.

Facilities Operations

Petaluma Facilities Operations support was initially calculated with the need of three skilled maintenance workers to provide adequate service, maintenance of our facilities, and support to our college community. Five years later those positions have not been filled, and other positions have been modified shifting those duties to other employees already with strained workloads. District-wide facilities operations have also had reductions in existing grounds, custodial, skilled maintenance, administrative and management staffing levels from unfilled, re-purposed, on hold, or forgotten positions that are still needed. Not only have these reductions increased per FTE workload, it has been exacerbated by the build out of the campuses, where no new skilled staffing positions have been provided since construction began in 2004 and which resulted in an increased square footage of service area. The long term maintenance, planning, and documentation needs of our facility cannot effectively be supported, with our current staffing levels. This shortage affects our unit, the image of the college, and all other departments, staff, and students we serve. The lack of adequate maintenance personnel is creating additional hidden expenses such as increased repair cost, and operational waste due to equipment and facilities that cannot be properly monitored, or maintained.

Facilities Operations Skilled Maintenance Workers – Of greatest concern is the serious shortage of skilled maintenance technicians in facilities operations, our current skilled maintenance staffing per square foot ratio is well below what is needed, and planned to adequately provide services

being requested by management, staff and faculty. In the last five months due to reengineering the Petaluma Campus has seen a 50% decrease of total days and 77.5% decrease in total hours in the HVAC support area of services normally provided from Santa Rosa Facilities Operations. In order to offset the loss of these critical services out-sourcing has been needed. An estimated labor cost proposal for two days per month has been received at \$ 34,200 annually. This proposal will not offset the total loss of service hours we have experienced; an additional \$17,100 budget will be needed. The manager of facilities operations must respond or address the immediate need of a high percentage of calls on the Petaluma Campus.

Many regular preventive maintenance items must go unchecked until problems occur. With no designated FTE skilled maintenance workers assigned to the Petaluma Campus, the result is skilled maintenance needs for electrical, plumbing, HVAC, and carpentry must often wait until someone comes to Petaluma from Santa Rosa. This method does not provide a reliable or efficient system in completing repairs and preventive maintenance. It too often depends on whether or not SR staff can fit these projects, or repairs into their schedule, or are rescheduled due to first priority the S/R campus. In order to be more efficient, and due to the travel time involved to Petaluma, technical repairs are frequently postponed. Our Building Operations coordinator provides the primary skilled maintenance support in Petaluma at a rate of .50 FTE per 210,000 square feet in comparison to SR at 1.0 FTE for each 100,700 square feet;. it is clear Petaluma is severely understaffed. Although Santa Rosa tries to support our needs, their capacity is also at its limits. This position is of critical need to allow Petaluma Facilities Operation to provide the needed services of the campus.

Administrative Support Facilities Operations – Currently administrative support for facilities operations is on an on-loan/as-available basis, supplied from two other departments not in the facilities operation building. This year facilities operations were without onsite staff support for 5 months due to staffing shortages in other departments. Facilities operations generate 30% of all P.O.'s, and 80% of all blanket P.O.'s on campus, with over 525 purchase/budget transactions annually. The lack of administrative support is cause and result of extended repair times, due to extended processing times of paperwork. Additional support is also needed for regulatory, documentation and other day to day needs in order for the department to function efficiently. This lack of regularly scheduled, permanent, onsite administrative support is a large obstacle in the ability of facilities operations to provide, improve, and support the increasing service needs of our campus and staff. An administrative assistant position is of critical need to allow Petaluma Facilities Operations to provide the needed services of the campus.

Custodial Staff – Custodial staff in Petaluma consist of three custodians two AM and one PM with two Custodian Techs one AM, and one PM. Their current assigned coverage area is the highest in the district at one FTE per 42,000 sq ft. When calculated to adjust for technician duty responsibilities the actual number is one per 50,000 sq. ft. To exacerbate the situation nearly all substitute funds have been removed resulting in an additional burden in order to maintain the facilities during absences. Currently custodial staffing on the Petaluma Campus is at the highest rate per sq. foot in the district.

Grounds Staff - Grounds staff in Petaluma consist of two Groundskeepers and STNC/student employees who maintain the campus. With the expansion of the total acreage of improved landscape the need for more help is apparent. The Petaluma campus is currently at a combined 1.125 FTE employee ratio to 20 acres, in relation to the S/R campus which is closer to a combined 1.0 FTE per 8.26 Acres.

Event Support – Event, conference, meeting, and videoconference facilities on the Petaluma Campus increased significantly with the completion of Phase II and III. We currently have no technical support personnel to assist with the wide array of college and community events. Ellis Auditorium, in particular, is a challenge for event support due to its technological sophistication. Additionally, facilities use reservations are currently supported by the campus Scheduling Technician as we have no other support staff on campus to handle this ongoing need.

2.2e Classified, STNC, Management Staffing Requests

0001	Petaluma	08	00	(New) Marketing Assistant		Classified

2.3a Current Contract Faculty Positions

Position	Description
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2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
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2.3c Faculty Within Retirement Range

According to the most records available from Human Resources for Spring 2015, of the 40 contract faculty in residence on the Petaluma campus in 2015/16, 26 (65%) are under 50 years of age, five (13%) are between 50 and 55 years of age, and 9 (23%) are age 55+. District-wide, 38% of contract faculty are under 50 years of age, 18% are between 50 and 55 years of age, and 44% are age 55+. Thus, available data suggest that just under one quarter of the Petaluma faculty are at or soon will be within the usual retirement age. As a result of considerable turnover in the past few years, Petaluma faculty are generally younger than SRJC faculty as a whole and in 2015/16 12 (or 30%) are in tenure review.

Over the next three years, we can reasonably expect between three and five SRJC Petaluma faculty to retire or leave the campus for other reasons. For 2015/16, two of the 21 departments formerly represented by one or more full-time faculty in residence in Petaluma (ESL and Business Administration) remain unstaffed by contract faculty, and eight of the 21 (38%) will be represented by only one regular full-time faculty in residence on the Petaluma campus. Thanks to recent approval of a second Life Sciences position for Petaluma, the number of instructional departments in jeopardy has improved, however, a retirement or resignation within any of those with only one full-time faculty member could seriously impact the well-being of those instructional programs if the position was not replaced.

An emerging concern are the number of Petaluma faculty in residence coming up for election as department chairs. At present, that discussion is being had with at least seven of the 40 Petaluma faculty in residence. The inclination by departments to insist that department chairs reside in Santa Rosa has the potential of creating a faculty staffing crisis in Petaluma given that each department chair assignment is for three years. In fall 2015, one of Petaluma's counseling faculty moved to Santa Rosa to assume the last year of a department chair assignment vacated when someone stepped down early. No contract counseling faculty were transferred from Santa Rosa to Petaluma to cover his absence. His assignment has instead been covered by adjunct faculty.

Thus, over the next several years, in order to sustain the academic programs SRJC students deserve and have come to expect on the Petaluma campus, it will be critically important to carefully assess and if needed make the case for replacement of departing faculty in core disciplines, address the issue of Petaluma faculty elected as department chairs, and grow the overall number of regular faculty positions in key emerging disciplines across the campus.

2.3d Analysis of Faculty Staffing Needs and Rationale to Support Requests

Of the 52 disciplines in which courses were taught at SRJC Petaluma during fall 2014, almost half (49%; n=26) were taught exclusively by part-time faculty. Only 22 (42%) had at least one full-time faculty member in residence on the Petaluma campus, two (4%) were taught exclusively by a contract faculty not in residence on the Petaluma campus, six (12%) were taught by part-time faculty regardless of location, and 20 (39%) were taught exclusively by part-time faculty if the course was taken in Petaluma as opposed to Santa Rosa. The hiring of a full-time Art (Studio) faculty in Petaluma for the 2015/16 academic year will slightly improve that situation by increasing the number of disciplines with a full-time faculty member in residence on the Petaluma Campus from 22 to 23.

Though the annual faculty staffing hiring process has done much to improve student access to full-time faculty in Petaluma, a substantial number of disciplines are either under-represented or not represented at all by full-time faculty in Petaluma. During 2014/15 four disciplines that at one time had one or more full-time faculty in residence in Petaluma (including Art, ESL, Chemistry, and Business Administration) were down to zero, and another 10 (Anthropology, Business Office Technology, Astronomy, History, Environmental Science/Geology, College Skills, Italian, Life Science, Spanish, and Fire Technology) functioned with only one full-time faculty member assigned to a campus that is larger in student enrollment than 16 of California's community colleges and generating more FTES than 10 of those community colleges.

Of the 347 credit sections taught on the Petaluma Campus during fall 2014 (excluding online and DHR hours), 209 (60%) were taught by adjunct faculty, and 138 (40%) were taught by contract faculty. Thus, a considerable proportion of the total number of sections taught in Petaluma were taught by adjunct faculty during that term. Of the 209 sections taught by contract faculty, **only 113 (33%) were taught by contract faculty assigned to the Petaluma campus**, while 25 (7%) were taught by contract faculty assigned to the Santa Rosa campus. The full impact of that state of affairs is that **234 (67%) of the sections taught during fall 2014 were taught by faculty with less than full-time assignments in Petaluma**. More than two thirds of the sections on the Petaluma Campus year after year are taught by either part-time faculty or contract faculty who travel to the campus from Santa Rosa. As a result, students taking SRJC classes in Petaluma are disadvantaged by limited access to the type of faculty who are most likely to mentor, inspire and motivate students to succeed in their discipline.

The overall FT/PT ratio for fall 2014 revealed that 63% of the district-wide FTEF are hourly faculty. Data for the Petaluma campus in the same timeframe revealed that 64% of the FTEF are hourly faculty. Correspondingly, 37% of the district-wide FTEF are contract faculty and 36% of the FTEF in Petaluma are contract faculty. On the surface those ratios appear equivalent, but given that many of the contract faculty teaching in Petaluma are not assigned full-time to

the campus, **the negative educational impact on Petaluma students is amplified** by the absence of faculty who are fully engaged in Petaluma. Thus, **it continues to be the case that SRJC students taking classes on the Petaluma campus are more often being taught by part-time faculty or contract faculty with less than full-time assignments than are their Santa Rosa counterparts.** This has created a **persistent and lingering academic inequality** for SRJC students taking courses in Petaluma; a campus that now generates nearly 16% of the district's FTES and yet employs less than 13% of this district's FTE-Contract Faculty. Only when a critical and stable mass of full-time faculty are in residence in Petaluma will the campus realize the full benefit of a faculty who have the time and contractual capacity to devote to college service, campus life, students, and the community.

Planned enrollment growth in Petaluma will require a concerted effort to grow not only the number of students, but the number of full-time faculty as well. What will make this even more challenging is the growing competition throughout California for qualified faculty in general, and most particularly in specific disciplines like mathematics, English, speech and the sciences.

Responsibility for the recruitment of adjunct faculty rests with department chairs. In the past some departments have not routinely conducted recruitments for the adjunct pool in each discipline. That continues to create district-wide shortages and the cancellation of classes in Petaluma in order to staff sections in Santa Rosa; creating a secondary inequity for students enrolled at SRJC Petaluma. The annual recruitment process now in place has somewhat improved that situation, but has not eliminated cancellations that stem from lack of faculty.

The Petaluma campus deans annually assess the need for adjunct faculty in specific disciplines and collaborate with department chairs and cluster deans to develop priority needs unique to the Petaluma campus. Working with Human Resources, district advertisements for adjunct faculty pools sometimes indicate those disciplines for which there is a particular need in Petaluma and those needs were factored in as departments conducted their annual recruitments for adjunct faculty. Critical needs still exist in disciplines such as Anthropology, Sociology, English, Communication Studies, and Mathematics.

Because of the relatively small number of Petaluma campus faculty in residence, faculty transfers, medical leaves, sabbaticals, workload reductions, reassign time, resignations and retirements have greater impact on Petaluma campus instructional programs and services. Given that so many disciplines are represented by a single full-time contract faculty member, the proportionate impact is generally far greater when it occurs in Petaluma than in Santa Rosa.

In 2014/15, the Petaluma campus instructional program was significantly affected by the ongoing absence of Art (Studio) and Chemistry faculty assigned full-time to the campus, the transfer of one of two full-time DRD faculty to Santa Rosa, the mid-year start of the newly hired Fire Technology and Mathematics faculty, the continued assignment of one full-time KAD instructor as 50% Interim Dean of Instruction and Technical Services (as a result of a failed recruitment in Spring 2014), and nine full-time faculty with workload reductions of one type or another (e.g. reassign time for AFA, Puente, faculty development). In rare cases, we have been able to backfill those individuals with adjunct faculty; in most cases we have not. Thus, while the headcount of full-time faculty in residence in Petaluma for fall 2014 was 36, the actual instructional FTEF was 27.74.

For 2015/16, the Petaluma campus has at long last hired a full-time Art (Studio) faculty and the rotation of a full-time Chemistry faculty to the campus has resumed. The campus is down one full-time counselor due to the unanticipated reassignment of one counselor to Santa Rosa to assume an open department

chair position. We are also in recruitment for a second full-time Life Science faculty position that was recently approved for hire with new state funds, though that position is not expected to start until fall 2016. This brings the headcount of full-time faculty in residence at SRJC Petaluma in 2015/16 to 40 and the actual instructional FTEF (less sabbaticals, reassign time, etc.) to 36.19.

We anticipate no retirements at the end of 2015/16.

Over the past eight years, SRJC Petaluma has requested and received the following replacement or new faculty positions (NOTE: year indicates first contract year):

For **2008/09**, Petaluma received a total of six net new faculty; one in Anthropology, one in Communication/Media Studies, one in English (through a transfer from Santa Rosa), one in ESL, one Counselor and one in Library/Learning Resources, and lost one Spanish faculty who transferred to a management position (**TOTAL FTE-F = 36**).

For **2009/10**, Petaluma was granted three net new positions; one in Earth and Space Science (Astronomy), one in KAD, and one in Mathematics (**TOTAL FTE-F = 39**).

For **2010/11**, the campus received no new or replacement faculty despite the retirement of one of our Counseling faculty, the loss of both ESL faculty (one a transfer to Santa Rosa and the other a resignation), and the retirement of our only Studio Art faculty (**TOTAL FTE-F = 35**). Faculty staffing requests for the following year included Counselor, Psychology, Food and Nutrition, and College Skills.

For **2011/12**, was granted two new Counseling faculty; one to replace the previous year's retiree and the other to replace a counselor who transferred to Santa Rosa, picked up a full-time Chemistry faculty on loan from Santa Rosa, and lost the only Business Administration/Accounting faculty (on split load between campuses) to retirement (**TOTAL FTE-F = 35**). Faculty staffing requests for the following year included College Skills, English, Library, Art (Studio), and Psychology.

For **2012/13**, the campus lost one Earth and Space Science/Environmental Science/Geology/Geography faculty to a resignation and received replacements for three of four retirements (Library/Learning Resources, College Skills, and English [through a transfer from Santa Rosa]) and a net new position in Psychology; the retirement in Business Administration/Business Office Technology was not replaced (**TOTAL FTE-F = 34**). Faculty staffing requests for the following year included Earth and Space Science (Geology/Environmental Science), English, and Art (Studio).

For **2013/14**, Petaluma received one net new English faculty and one replacement faculty in Earth and Space Sciences (Environmental Science, Geography and Geology); and during the year lost a Computer Studies split load faculty, a DRD faculty who transferred to Santa Rosa, a Fire Technology faculty who retired, and the Chemistry faculty due to a resignation (**TOTAL FTE-F = 30**). Faculty staffing requests for the following year included Art (Studio), Fire Technology, and KAD.

For **2014/15**, the campus lost one Mathematics faculty to retirement in spring 2014, gained four net new positions (English, Speech, KAD, Counseling) and replaced two others (Speech, Fire Technology). The anticipated hiring of two Mathematics faculty (one retiree replacement and one transfer replacement) did not occur and resulted in a mid-year recruitment hopefully resulting in a spring or fall 2015 start. One additional Counseling faculty (funded by SSSP) will join the campus in spring 2015 (**TOTAL FTE-F = 36**). Faculty staffing requests for the following year included Life Science, Art (Studio), and Sociology.

Finally, for **2015/16**, the campus received one net new Art (Studio) faculty, restoration of the full-time Chemistry rotation, and replacement of the DRD and Mathematics transfers (**TOTAL FTE-F = 40**). Faculty staffing requests for the following year include Sociology, Counselor, and Business Administration.

With no other change in faculty staffing, the approval to hire a second Life Sciences faculty position will bring the total for the campus in **2016/17** to an **FTE-F of 41**.

SRJC PETALUMA CONTRACT FACULTY				
	Loss	Net New	Replacement	TOTAL
2008/09	1	6	0	36
2009/10	2	3	2	39
2010/11	4	0	0	35
2011/12	3	0	2	34 + 1 (Chem) = 35
2012/13	5	1	3	33 + 1 (Chem) = 34
2013/14	5 + 1 (Chem) = 6	1	1	30
2014/15	1	3 + 1 SSSP	4	37
2015/16	1	1 + 1 (Chem)	2	40
2016/17		1		41

For **2016/17**, we know we will need to request a full-time position in **Sociology**. A net new position would create a sustained presence in that discipline for our students. The campus currently offers all of the courses necessary for the Sociology TMC and requires a full-time faculty in residence to enable the department to significantly extend course offerings, allow for student contact and nurture transfer majors in this discipline. This fall two fully enrolled sections of Sociology had to be canceled when adjunct faculty received full-time job offers at another college, and both full-time faculty in Santa Rosa could not help due to overloads.

We also plan to support the faculty staffing request made by **College Skills** as a means to bolster faculty in a department that also coordinates Tutorial Centers on both campuses.

Urgent/Emerging Needs

An emerging urgent need is to replace the position in **Counseling** created when one of the Petaluma counselors was reassigned to Santa Rosa to cover the final year of department chair duties vacated when the chair stepped down before the end of her term. No contract faculty replacements have been proposed for 2015/16. Additionally, the campus has no counseling faculty to cover the upcoming Connections Learning Community, or to provide financial aid and veterans services. SSSP funds should be available to cover the cost of this position.

We are working on a plan to request a **Business Administration or Bookkeeping** position for next year's cycle to replace the position vacated in 2011/12 when a split load faculty who taught largely in Petaluma retired. The campus needs an anchor faculty in this very popular and well enrolled major.

Another emerging need for next year's faculty staffing cycle may be to request a **Computer Studies: Network Security** position. As SRJC, and the Petaluma campus in particular, moves forward with the addition of a new program in Computer Security that includes AS Majors, Certificates of Achievement and Skills Certificates, as well as a series of "stackable certificates," the addition of another full time faculty member to teach and manage the program will be necessary. The envisioned AS CTE majors currently in development include 36+ Technical Course units and 22+ GE units for both System Administrator and Network Administrator Majors.

Ongoing Needs

We need to be well poised to replace retirements/transfers in **English** and **Mathematics** as they occur. Both disciplines are becoming increasingly difficult to hire and the inability to find faculty in both disciplines resulted in cancellation of courses and other related issues in fall 2015. More specifically, in fall 2015 due to lack of instructors 9 fully enrolled Math sections and 4 fully enrolled English sections were cancelled/not offered as planned.

In addition to the needs described above, and provided there are no other unanticipated retirements or transfers, the remaining faculty staffing needs in Petaluma for 2016/17 for the campus include the needs as stated above.

Future Needs

For the future, several disciplines are on the SRJC Petaluma faculty "watch list." These include (in alpha order) Child Development, Criminal Justice, ESL, Water Treatment/Wastewater, Philosophy and Library/Learning Resources.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
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2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Phase II and Phase III expansion/renovation have greatly improved Petaluma Campus classrooms from a technological standpoint. All classrooms, except the two art studios, have incorporated district standards, and as such can be considered “smart” in function. Uteology software has enhanced the majority of classroom computer-projector interface and has created streamlined, efficient and reliable technology for the instructor and student.

Instructional equipment requests are based on instructor rationale and justification as well advisory board recommendations. Consequently, instructional equipment not only meets the needs of the instructional program, but also addresses recommendations from industry and the community at-large.

Instructional equipment for 2013/14 has been requested for the following programs: Water Resources Technology, Counseling, Digital Film, Art, Computer Studies (CISCO), Life Sciences, Fashion Studies, Mahoney Library, Dance, Fitness Nutrition and Health, and Psychology. Of most critical need this year is the replacement of 24 microscopes for Life Sciences, acquisition of start-up equipment for the Digital Film program/lab, and technology to mediate the Counseling conference room.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
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2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
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2.5b Analysis of Existing Facilities

Phase II and Phase III construction have provided exceptional facilities that are well above adequate for all Petaluma Campus operations including instructional, student services, maintenance, and office support areas.

The current new expanded facilities were designed with the latest technologies incorporated into the facility. This technical equipment can be expected to bring higher repair costs due to more expensive parts, and time to monitor and repair this equipment. The expansion continues to require additional staff support and maintenance, and continued training and/or support from outside vendors with specialized training.

The current facilities are not being fully utilized, primarily due to the limited scheduling of Friday classes, now compounded by the reduced class offerings as a result of the state budget crisis. The vacancy rate of available rooms Mondays through Friday between 7:00-10:30 pm was estimated at 55% for spring 2010. This number rose to 66% for spring 2011 and stayed nearly the same in 2012/13. Thus, the Petaluma Campus facility is only being utilized to about 33% of its total capacity. The reduced class offerings have resulted in classrooms being utilized to capacity when scheduled, although the overall high daily vacancy rate does not reduce the overall daily cost to bring these facilities on line, or maintain them as needed. Class selection and scheduling is continuously reviewed to reduce operating overhead, energy consumption, and maintenance costs.

The Phase I facility's HVAC system is currently 17 years old and nearing the end of its life span. Scheduled replacement of the primary components such as the chiller has been replaced; additional components such as the cooling tower, boiler, and underground piping loops should be planned for in the near future. New units will not only provide more reliable equipment, but more energy efficient operation resulting in yearly operational cost savings. Some of the minor components of the system have been replaced during Phase III, although many old components still remain and will start to fail. Additional infrastructure components in need of replacement are the large domestic hot water heaters on site. Adequate skilled staffing on site maintaining this type of equipment can extend the life and reduce the overall repair or replacement cost of this equipment

Other necessary improvements are in the Food Service area. Phase III construction significantly expanded existing dining facilities of the Courtyard Café. The current food service vendor is requesting, along with other items that have been brought forth, a gas fired stove and cook top to more efficiently provide food

services and increase selection. The kitchen does not currently support gas equipment and a feasibility/cost analysis study needs to be completed, not only for this project but for future anticipated needs of the kitchen. This should also include electrical and HVAC systems, which are running at capacity in order to maintain the additional, electrical and heat loads from equipment that has been added in the past. The kitchen equipment and food service prep areas are, however, barely adequate to support the current food service needs of the Petaluma Campus and will be wholly inadequate at full build out with 12,000 students and 200 or more full-time employees.

The District Accessibility Committee has recommended a comprehensive ADA survey upon completion of the Phase II/III construction to add any findings to the District ADA Transition Plan. During the phases of construction, DRD staff and students with disabilities reviewed accessibility of the Petaluma Campus and met with staff from Facilities Operations, the architects, and Petaluma Campus administration to develop remedies to some of the concerns such as exterior paths of travel, drinking fountains, curb ramps, and accessible parking. Plans were developed to implement these changes.

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3.1 Develop Financial Resources

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3.2 Serve our Diverse Communities

Recruitment for faculty, classified, management, STNC, and student worker positions on the Petaluma Campus follows the standard established by SRJC Human Resources. We support and encourage recruitment practices that offer the greatest possibility for a diverse and varied applicant pool for each of our positions. Where appropriate, we recruit for and hire bilingual (Spanish/English), bi-cultural faculty and staff to support the growing diversity of our student population. For fall 2013, Student Services will be actively recruiting additional bilingual staff to meet the growing demands of our new student population.

Application and interview questions for all permanent campus positions routinely solicit information from applicants regarding their sensitivity to diversity. Further, annual management evaluations assess each individual's commitment to diversity.

Faculty, management and classified employees organize and present workshops and other presentations, and participate in campus activities designed to expand and promote inclusiveness and sensitivity toward and awareness of multi-cultural perspectives in the workplace, on campus, and in our communities. We further accommodate and support the workplace needs of our employees as they arise.

3.3 Cultivate a Healthy Organization

Professional development of classified staff on the Petaluma Campus is initiated through the annual evaluation process during which the employee and supervisor review, assess and collaborate on the establishment of goals/objectives, including those intended for the professional development of the individual.

Administrators encourage supervisors to support and provide for release time and/or work schedule adjustments for classified employees desiring to participate in campus and district-wide shared governance and search committees, workshops, forums, professional development activities, staff retreats and job-based training opportunities. The Petaluma Campus administration works closely with the SRJC Staff Development Committee to see that workshops and other employee training opportunities are offered on the Petaluma Campus or are available via videoconference.

President Chong's support for campus closures during PDA days and the consolidation of PDA workshops on the Santa Rosa Campus have made it possible for Petaluma classified staff to fully participate in these twice a year gatherings of the college community, build connections with colleagues from across the district, hear first hand remarks by the College President and senate presidents, and benefit professionally from access to a wide selection of PDA workshops.

3.4 Safety and Emergency Preparedness

The Petaluma Campus leadership team operating as a Department Operations Center (DOC) for the Petaluma Campus has continued to make emergency/disaster preparedness a high priority, and leads the way for the district in both DOC and EOC planning and preparedness.

As a result of advances made to the Petaluma Campus program, the district-wide Department Safety Leader program is being replaced by one utilizing a structure composed of Building Safety Coordinators (BSC) and Area Safety Coordinators (ASC) assigned to specific buildings on campus and working collaboratively to develop Building Emergency Plans (BEPs).

Petaluma Campus Manager of Buildings and Equipment Maintenance, Gary Watts is designated as the Petaluma Campus emergency preparedness administrative lead, with other Petaluma Campus managers in key support roles. Gary and Petaluma Campus Vice President Jane Saldana-Talley have been working with and providing valuable input and insight on this new program to District Emergency Operations Center Director Tony Ichsan and Manager of Environmental Health and Safety Doug Kuula. We have brought the Petaluma Campus employees together where they have greeted this new plan enthusiastically and we are looking forward to completing this project early next year.

Each Petaluma Campus DOC administrator has been assigned to specific campus buildings to serve as administrative liaison, assess BSC/ASC and occupant need for training, and ensure BSC/ASC's feel supported in the role they play in this important project. Draft Building Emergency Plans (BEP's), with updated evacuation and emergency information, have been completed by BSC's and their teams for all buildings on the Petaluma Campus. The maps and plans are set to be posted onto a shared drive to allow all BSC's and ASC's to review one another's plans with the expectation that it will enable improved collaboration among the Petaluma emergency response team and all plans will improve as a result.

We have reviewed and simplified the training matrix in order to provide clearer training needs for each member of the team. These trainings will include NIMS, SEMS and ICS courses required for anyone with any role in an emergency response in the State of California, along with other applicable trainings such as First Aid/CPR/AED and use of stair chair equipment. A schedule of meetings, training, and events such as tabletops exercises and the California Great Shakeout have been planned for the coming year.

The BSC and ASC roles for both emergency preparedness and emergency response have continued to evolve through a collaborative effort between District EOC Director Tony Ichsan, Environmental Health and Safety Manager Doug Kuula and members of the Petaluma Campus DOC. These plans and revisions are being utilized as the model for the District EOC and other district sites as they begin to create their own emergency plans.

PETALUMA CAMPUS BUILDING AND AREA SAFETY COORDINATORS
As of 6/10/13

Bldg	BSC Area	ASC Area	Support	Department	Name	Responsible Area	Phone
Petaluma DOC							
DOC	DOC Director		800	Petaluma Administration	Jane Saldana-Talley	General Campus	778-3931
DOC	Planning/Intel		100/200	Petaluma Administration	Lauralyn Larsen Tara Jacobson	General Campus	778-3930 778-4116
DOC	Operations		900/Exterior	Petaluma Facilities Operations	Gary Watts	General Campus	778-4110
DOC			600	Office Of Institutional Research	KC Greaney		778-4188
DOC	Finance/Admin		300/400	Petaluma Business Services	Kat Lewis	General Campus	778-3915
DOC	Logistics		500/700/1100	Petaluma Media	Matt Pearson	General Campus	778-3608
Petaluma BSC/ASC							
Building # 100 Jacobs Hall							
#100 Jacobs	B/100	A/100-1	L/L	Petaluma Disability Resources	Bess Eiermann	Jacobs Hall, 1st Floor - DRD	778-4125
#100 Jacobs		A/100-2	L/L	Petaluma A & R	Sara Long	Jacobs Hall, 1st Floor - A&R	778-3911

#100 Jacobs	B/100-BU	A/100-3	L/L	Petaluma Financial Aid	Francisco Mejia- Espinosa	Jacobs Hall, 1st Floor, Resource Center	778- 2461
#100 Jacobs		A/100-4	L/L	Petaluma A & R	Roz Melanson	Jacobs Hall, 2nd Floor - Classrooms/Offices/Art Studio	778- 3907
Building #200 K-Doyle Hall							
#200 K-Doyle	B/200	A/200-1	L/L	Petaluma Counseling	Lilia Flores de Juarez	Doyle Hall, 1st Floor Rms. PC200-PC207 PC 212-PC228	778- 3909
#200 K-Doyle		A/200-2	L/L	Petaluma Science Labs	Scott Lorbeer	Doyle Hall, Chemistry/Physics/Physical Sciences PC208 thru PC211	778- 3939
#200 K-Doyle	B/200-BU	A/200-3	L/L	Petaluma Tutorial	Carlos Valencia	Tutorial/College Skills	778- 2409
#200 K-Doyle		A/200-4	L/L	Petaluma Facilities Operations	David Mattos	Doyle Hall, 2nd Floor Classrooms & Offices PC 229 -> PC246	778- 3976
Building # 300 East Wing							
#300 E-Wing	B/300	A/300-1	Kat	Petaluma Science Labs	Scott Lorbeer	E Wing Life Sciences/Art Studio/Ellis	778- 3939
#300 Ellis, E- Wing		A/300-2	Kat	District Police	CSO/Officer	District Police PC303 ->PC307	527- 1000
Building # 400 Student Center							
#400 Café		A/400-1	Kat	Petaluma Café/Dining Commons	Andy Chaay/Fresh & Natural	Courtyard Café/Dining Hall rooms PC401-PC405	778- 3906
#400 Café		A400-2	Kat	Petaluma Café/Dining Commons	Cook	Kitchen Area PC 406	778- 3906
Building # 500 Mike Smith Bookstore							

#500 Bookstore	B/500	A/500-1	Matt	Petaluma Bookstore	Rachel Minor	Mike Smith Hall SRJC Bookstore	778- 3996
Building # 600 Richard W. Call Building							
#600 Call	B/600	A/600-3	KC	Information Technology	Tim Preston	Call Bldg, 1st Floor North PC 633 - PC645	778- 2450
#600 Call		A/600-1	KC	Petaluma Student Affairs	Kimberly Kalembur	Call Bldg, 1st Floor - Student Health Services/Student Affairs (PC 601 - PC619)	778- 3637
#600 Call	B/600-BU	A/600-1 BU	KC	Petaluma Student Health Services	Chad DeLaca, MA	Call Bldg, 1st Floor - Student Health Services/Student Affairs (PC 601 - PC619)	778- 4113
#600 Call		A/600-2	KC	Petaluma Administration	Jo Morohashi	Call Bldg, 1st Floor Administration	778- 2476
#600 Call		A/600-3	KC	Information Technology	Marshall McGowen Russell Shields Alex Drake	Call Bldg, 1st Floor North PC 633 - PC645	778- 3955 778- 3954 778- 2486
#600 Call		A/600-4	KC	Office of Institutional Research	Jill Hunter	Call Annex PC646 - PC655	778- 4190
#600 Call		A/600-5	KC	Petaluma Faculty Support	Heidi Miranda Kate Lucas	Call Bldg, 1st Floor South - Faculty Support (PC 630 -> PC 632) AND 2nd Floor South Classrooms - Faculty Offices PC 656 -PC 689	778- 4149 778- 3917
#600 Call		A/600-6	KC	Petaluma Scheduling	Shirley Proulx	Call Bldg, 2nd Floor North PC690 - PC698	778- 3928
Building # 700 Herold Mahoney Library							

# 700 Mahoney		A/700-1	Matt	Petaluma Library	Linda Perkins	Mahoney Library, 1st Floor	778- 2475
# 700 Mahoney	B/700-BU	A/700-2	Matt	Petaluma Library	Phyllis Usina	Mahoney Library, 2nd Floor	527- 4756
# 700 Mahoney		A/700-3	Matt	Petaluma Media Services	Matt Pearson	Mahoney Library - Media Services/Ellis Auditorium	778- 3608
Building # 800 Fitness Center							
#800 P/Fitness		A/800-1	Jane	Office of Institutional Research	Jeanne Fadelli	Physical Fitness Center	778- 4189
#800 P/Fitness	B/800	X	Jane	Petaluma Physical Fitness Center	Tara Jacobson	Physical Fitness Center	778- 4116
Building # 900 Facilities Operations							
#900 Fac/Ops	B/900	A/900-1	GW	Petaluma Warehouse	Art Jahnsen	Facilities Operations/Warehouse	778- 3623
Building # 1100 Capri Creek Classroom							
#1100 Capri Creek		A/1100- 1	Matt	Petaluma Facilities Operations	David Mattos	Capri Creek Classroom 1101/General Campus	778- 3976
Petaluma Evacuation Assembly Areas							
	B/EAA		GW	Petaluma Facilities Operations	Charles Gachet	General Campus	778- 2414
		EAA #1	GW	Petaluma Custodial	David Mattos	100 @ Lot #1/ w/radio	778- 3976
		EAA #2	GW	Petaluma Grounds	Ken May	200 @ Lot #2 w/radio	778- 3640
		EAA #3	GW	Petaluma Custodial	Yohannes Berhane	Rotary Plaza w/radio	778- 3976

		EAA #4&5	GW	Petaluma Grounds	Vacant	700/800 lawn w/radio	778-3640
		EAA #6	GW	Petaluma Warehouse	Art Jahnsen	900 with/radio	778-3623
		Area #7	GW	Administration	Jo Morohashi	600 South @ lot #5 w/radio	778-2476
		Area #8	GW	Faculty Support	Kate Lucus / Heidi Miranda	600 East @ lot #4 w/radio	

Petaluma Evening Coverage

#100 Jacobs		A/100 PM	L/L	Petaluma Facilities Operations	Jason Kostic	EVENING - Jacobs 1st and 2nd Floor	778-3976
#200 K-Doyle		A/200 PM	L/L	Petaluma Facilities Operations	Jason Kostic	EVENING - K -Doyle 1st and 2nd Floor	778-3977
#300 E-Wing		A/300-1PM	Kat	Petaluma Media Services	Joann Gaglione	EVENING - E Wing - Life Science/Art Studio/Ellis	778-3905
#400 Café		A/400-1PM	Kat	Petaluma Café/Dining Commons	Andy Chaay/Fresh & Natural	Courtyard Café/Dining Hall	778-3906
#500 Bookstore		A/500-1PM	Matt	Petaluma Bookstore	Rachel Minor	Mike Smith Hall SRJC Bookstore	778-3996
#600 Call	B/600PM	A/600-1PM	KC	Petaluma Faculty Support	Heidi Miranda	EVENING - Call Bldg, 1st Floor	778-4149
#600 Call		A/600-2PM	KC	Petaluma Facilities Operations	Teresa Cortez	EVENING - Call Bldg, 2nd Floor	236-0789
# 700 Mahoney	B/700	A/700-1PM	Matt	Petaluma Library	David Rau	EVENING - Mahoney Library, 1st Floor & Media	778-3973
# 700 Mahoney	B/700-BU	A/700-2PM	Matt	Petaluma Library	Molly Matheson/Phyllis Usina	Mahoney Library, 2nd Floor	527-4756
#800 P/Fitness		A/800-1PM	Jane	Petaluma Facilities Operations	Teresa Cortez	Physical Fitness Center	236-0789

#900 Fac/Ops				No Coverage			
#1100 Capri Creek		A/1100- 1PM	Matt	Petaluma Facilities Operations	Jason Kostic	Capri Creek Classroom 1101	778- 3977
Petaluma Evening Evacuation Areas							
		EAA Area #1	GW	Petaluma Facilities Operations	Jason Kostic	100 @ Lot #1 w/radio	778- 3977
	B/EAA - PM	EAA Area #2	GW	Petaluma Facilities Operations	Jason Kostic	100 @ Lot #1 w/radio	778- 3977
		EAA Area #3	GW	Faculty Support	Heidi Miranda	Rotary Plaza w/radio	778- 4149
		EAA Area #4	GW	Petaluma Facilities Operations	Teresa Cortez	700/800 lawn w/radio	778- 3977
		EAA Area #5	GW	Petaluma Facilities Operations	Teresa Cortez	700/800 lawn w/radio	778- 3977
		EAA Area #6	GW	No Coverage			

3.5 Establish a Culture of Sustainability

The Petaluma Campus Sustainable Practices Task Group was formed in 2010/11 for the purpose of initiating exploration of a plan for sustainable practices on the Petaluma Campus. The Task Group consists of faculty, staff, managers, and students who meet monthly throughout the academic year to share ideas, learn about current practices and brainstorm a continuum of strategies for the future. The Task Group is closely aligned with the District Integrated Environmental Planning Committee (IEPC) and has some members in common. During 2012/13, Task Force members included the following:

Jane Saldana-Talley, Vice President, Petaluma Campus Administration, Chair
Gary Watts, Management, Facilities Operations
Cheryl Higgins, Classified, Student Health Services
Deb Ziccone, Management, Student Affairs
David Rau, Classified, Library
Shirley Proulx, Classified, Administration
Jessica Jones, AS President
Rachel Minor, Management, Bookstore
Martha Murphy, Faculty
Tony Ichsan, Management, Facilities Planning and Operations
Vacant, Associated Students VP Sustainability
Vacant, Associated Students VP Petaluma

This year's objective was to complete the development of the draft Sustainability Chart for SRJC begun last year and to incorporate that information into the Chancellor's Office Sustainability Template. The Sustainability Chart is a continuum of practices that could be considered for implementation on the Petaluma Campus and, thanks to the district-wide perspectives of our members, has evolved into a district-wide assessment of current practice and needs in the following areas: Transportation, Food, Energy, Waste and Water. The chart was intended to identify what is being done now on both the Santa Rosa and Petaluma Campuses, what questions we have, identifies related policy documents, challenges, a one-year goal, future goals, committee(s)/person(s) responsible, possible funding sources/rebates, community partners, and costs for implementation. Also included are tools for change such as media/publicity, curriculum/education/professional development, and purchasing policies/procedures.

Unfortunately, due to the unanticipated leave and eventual retirement of a key administrator on the Petaluma Campus and other pressing commitments such as leading SRJC's Strategic Planning process, the Vice President and chair of the Sustainable Practices Task Group regrettably suspended Task Group meetings in spring 2013. The intention was to resume meetings in fall 2013 after a full-time replacement for the Petaluma Campus Environmental Studies faculty had joined the campus and workload issues stabilized. Nonetheless, a number of low key efforts progressed throughout the spring and summer of 2013. These included:

The campus has continued to support and promote the WeGo Sonoma Rideshare Program as part of the larger district-wide alternative transportation program for students and staff.

We are currently in conversation with the City of Petaluma Transit Division/Sonoma County Transportation Agency to improve bus transportation to the campus and ensure that shuttle service is available once the SMART train begins service.

Martha Murphy's ENVS 12 class in collaboration with Facilities Operations completed multiple waste audits of interior and exterior trash and recycling receptacles. Gathering calculations of the average amount of recyclables, or potential recyclables in the trash at approximately 50% with a high of 75% and low 20% these audits will provide a baseline for measuring the educational effectiveness of our future recycle program.

David Rau has agreed to serve as co-chair of the Sustainable Practices Task Group for 2013/14 and Earth and Space Sciences faculty, David Kratzmann, has agreed to join him in spring 2014 as faculty co-chair. David has connected with the new Associated Students, VP of Sustainability, Hunter Share, to ensure student are looped in. As some members has have resigned or left the campus, we will also need to recruit new Task Group members from among students, faculty and staff.

Over the summer, David Rau completed a rough draft of the Chancellor's Office Sustainability Template with plans to share it with committee members in the fall.

Provided below is a sampling of sustainable practices currently in use on the Petaluma Campus, some implemented last year and maintained and others added this year:

MAHONEY LIBRARY

- Facilities Operations has provided Mahoney Library with an additional 6 recycling containers to help reduce waste and encourage recycling. This brings the total number of public recycling containers in public areas of the library to 9. An additional 15 recycling containers are in staff use areas (offices, public service desks, and kitchen areas).
- Mahoney Library Staff are conscientiously adhering to a policy of reduced lighting during daylight hours, using a system devised by Facilities Operations.
- Used paper (one side only) is saved and cut into 3" x 5" strips and then distributed throughout the library as "p-slips" (scratch paper) for patron use.
- Public Computer Screens are periodically cleaned using a soft clean cloth slightly dampened with water and then buffed dry with a second cloth. Thus no chemicals are used and the cost is negligible.
- The Mahoney and Doyle Libraries are now e-mailing notices to students rather than mailing hard copies--saving time, paper, and money

BOOKSTORE

- Working toward a complete switchover from virgin paper Blue Books (text books) to the recycled Green Books, and am working toward carrying more recycled filler paper and notebooks.
- Eliminated the automatic printing of a redundant report that was using 10-15 sheets of paper every night after closing.
- Actively promoting the use of reusable cups and have posted signage about the Café's new free filtered water next to the cups.

FACILITIES OPERATIONS

Facilities operations continue to use the electronic service request system with increased efficiency reducing paper from print out copies used while completing service request. The department recycles batteries, waste oil, toner cartridges, and lights of all types. The grounds department continues to operate the exterior recycle collection systems of redemption value cans, glass, bottles, and plastics, with total redemptions amounts of over #1,800 pounds valued at over \$700. The Petaluma Campus custodial team removes single stream recyclables from all offices, departments, and classrooms that have been properly disposed. These recyclables are deposited for further processing through the general collection system.

FACILITIES USE

Eliminated the use of paper forms for room confirmations on the campus and transitioned to an email notification system that saves paper.

STUDENT SERVICES

Student Services actively promotes sustainable practices by having recycling bins in each office, centralizing printers in offices, and reducing printing costs/printers when possible. Student Affairs is actively setting up ride-and-go for carpool/ride shares via phone applications. Students are encouraged to use the SRJC website for current information instead of printing off brochures, information, forms, etc. Additionally, the Dean of Student Services, along with other members of the Petaluma Campus administration, owns a personal iPad to access paper-free meeting minutes and agendas.

4.1a Course Student Learning Outcomes Assessment

The Petaluma Campus supports student learning through facilitation of department-level courses and programs. Though not directly involved in creating, assessing, or using course- or program-level student learning outcomes for program improvement, the Petaluma Campus does offer a wide variety of programs and services that support the achievement of institutional learning outcomes (see 4.2a). Further, the Petaluma Campus Dean of Instruction participates with the Academic Affairs Council in the annual program review process and is actively involved in the review of those majors and certificates located exclusively on the Petaluma Campus.

Student Services departments at the Santa Rosa campus perform service level SLO's that include services in Petaluma. The Petaluma Student Services staff members and Dean of Student Services are evaluating the feasibility of assessing Student Services Learning Outcomes for the campus to better reflect and assess the needs of students who take courses and utilize services on this campus. This process will be in collaboration with Student Service managers and departments from the Santa Rosa campus.

Every three years a comprehensive student survey is distributed to students in 10% of the credit course sections on both campuses. Beginning with the 2007 survey, students were asked to self-assess gains in learned knowledge, skills, and abilities as defined in the district-wide institutional learning outcomes. The survey is scheduled to be administered again fall 2013. Petaluma has added an additional page of supplemental questions specific to this campus. Results for the Petaluma Campus will result in evaluation, discussion and program improvement of services offered on the campus.

As the primary coordinator of audiovisual materials, Petaluma Campus Media Services support both the staff development opportunities for improving awareness and requirements of SLOs and by providing learning materials in alternate forms to help address the diversity of learning styles. As a support service, Media Services does not initiate direct service but instead supports all activities required by instructional departments.

4.1b Program Student Learning Outcomes Assessment

As noted in section 4.1a, the Petaluma Campus supports student learning through facilitation of department-level courses and programs. Though not directly involved in creating, assessing, or using course- or program-level student learning outcomes for program improvement, the Petaluma Campus does offer a wide variety of programs and services that support the achievement of institutional learning outcomes (see 4.2a). Further, the Petaluma Campus Dean of Instruction participates with the Academic Affairs Council in the annual program review process and is actively involved in the review of those majors and certificates located exclusively on the Petaluma Campus.

4.1c Student Learning Outcomes Reporting

Type	Name	Student Assessment Implemented	Assessment Results Analyzed	Change Implemented
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4.2a Key Courses or Services that address Institutional Outcomes

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Admissions & Records Student Services		X	X	X	X	X		X	X	X	X	X	X	X	X	X
Assessment	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Bookstore	X	X								X				X		
CalWorks		X	X		X	X		X	X	X	X	X	X	X	X	X
Career Development Services		X	X	X	X	X		X	X	X	X	X	X	X	X	X
Computer Labs		X	X			X		X	X	X	X	X	X	X	X	X
Counseling		X	X	X	X	X		X	X	X	X	X	X	X	X	X
Disability Resources Department	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
EOPS	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Financial Aid Scholarship		X		X	X	X		X	X	X	X	X	X	X	X	X
Instructional Programs Library	X	X	X	X		X		X	X	X	X	X	X	X	X	X
Lecture and event video recording		X			X			X					X			X
Media Collection		X			X			X		X			X			X
Online streaming content		X			X	X				X			X			

Course/Service	1a	1b	1c	2a	2b	2c	2d	3a	3b	4a	4b	5	6a	6b	6c	7
Program & Resource Dept Offerings	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Puente Project		X	X	X	X	X		X	X	X	X	X	X	X	X	X
Student Affairs Office		X	X	X	X	X		X	X	X	X	X	X	X	X	X
Student Health Services		X	X		X	X		X	X	X	X	X	X	X	X	X
Transfer	X	X	X	X	X	X		X	X	X	X	X	X	X	X	X
Video conferencing activities		X			X	X		X					X			X
Video viewing carrels		X			X		X						X			
Writing Lab	X	X	X	X		X		X	X	X	X	X	X	X	X	X

4.2b Narrative (Optional)

STUDENT SERVICES

Petaluma Student Service staff members work collaboratively with the District departments to ensure consistent, high quality, comprehensive services are provided for students regardless of location. Ongoing program evaluation and improvements are made based on assessments of the quality, availability and delivery of services. Petaluma Student Services and Instruction continue to work collaboratively to coordinate support services inside and outside the classroom.

INSTRUCTIONAL PROGRAMS

The Petaluma Campus in concert with other instructional areas (Clusters, Library, Counseling, etc.) ensures that institutional learning outcomes are addressed in curricular offerings, service delivery and staff training programs.

BOOKSTORE

The SRJC Bookstore operates stores at both the Santa Rosa and Petaluma campuses. Bookstore management ensures needed resources are provided for both faculty and students.

MEDIA SERVICES

Delivery modes are clearly technology driven that require self discipline. In addition, the ability to time shift the activity reduces stress which is health related. By being able to review from other locations improves the environment. Finally being responsible for when and if material is reviewed improves personal responsibility.

FACILITIES OPERATIONS

Petaluma Facilities Operations staff works collaboratively with all district departments both academic and support to assist with achieving the institutional outcome goals of the college. They work behind the scenes in maintaining a quality work and learning environment that is conducive to supporting the excellence the college strives to achieve.

5.0 Performance Measures

- Friends of Petaluma Campus Trust raised \$45,200 in support of SRJC Petaluma programs and services.
- The 4th Annual SRJC Petaluma Building Community Breakfast on Thursday, June 4 was a sold out success. Over 280 participants were in attendance at what has become a must attend annual event hosted by the Friends of Petaluma Campus Trust.
- SRJC Petaluma joined a REV Sustainability Circle sponsored in part by the Petaluma Area Chamber of Commerce and PG&E; a comprehensive 6-month peer-learning program that results in a Sustainability Action Plan for participating organizations.

Academic Affairs – 2014/15

Communication and Collaboration

- New Dean met with all full-time faculty, Department Chairs, and instructional Deans to establish relationships and communication
- Petaluma Newsletter continued
- Petaluma Cluster co-led with Faculty member in the Department Chair Council Liaison/Academic Coordinator position
- Enlisted support of Counseling Department to review rotation plans
- Faculty Welcome Letter refined for clarity
- Reestablished Petaluma Technology Coordination Group with Infrastructure and Networking, Instructional Computing, and Media Services.

Faculty Staffing

- 3 new full-time faculty for Petaluma Campus started Spring 2015
 - Fire Science
 - Mathematics (2)
- Full-time Studio Art, DRD and Work Experience faculty positions awarded and hired

Classified Staffing

- Hired new Science Lab Instructional Assistant (50% FTE, Biology)

Outreach and Marketing

- Jump Start expanded to Petaluma High School, in addition to Casa Grande
- Butter and Egg Days—SRJC Petaluma wins 1st place ribbon for Novelty Specialty/Commercial
- Petaluma Brand clarified
- Signage on Kentucky Street and front of campus
- South County Outreach Team formed in collaboration with Outreach 2.0.
- Over 200 potential ESL students attended various outreach events.
- Collaborated with PR in developing targeted message for SRJC Petaluma
- SRJC Petaluma English faculty Jessica Green established relationships with 60 Kenilworth Junior High ELL students and her English 1A students, culminating in a campus visit.

Program Development

- Community Needs Assessment
 - Met with Dr. Rob Eyler to gather information on job market trends in Sonoma County
 - Received from OIR information about the community's educational needs
- Identified resources needed to expand Physics program to Petaluma and established fundraising campaign with Foundation
- Investigated Honor's Programs, Guided Pathways, and student retention models
- Resurrected credit **ESL program** at the Petaluma Campus

Instruction

- Drafted course rotations for majors and certificates that can be completed start to finish at SRJC Petaluma; sought feedback from Department Chairs, faculty, and Academic Affairs.
- Developed outdoor learning environments:
 - Geology Boulder Field
 - Living Learning Lab/Permaculture Garden
 - Community Garden
- Piloted Transfer Track compressed semester schedule. Office of Institutional Research outcomes results showed there were no consistent differences between the success, completion, and class GPA of students who took 14.5 week versus 17.5 week courses. However, 100% of the students said the condensed semester worked well and should be continued (of 299 students, 54% responded to the survey). Student comments included:
 - "The shorter schedule makes it easier for me to keep my focus and avoid feeling burnt out ..."
 - "Shorter Semester is great!! I am a working mom and I would rather spend the extra time in class than traveling back and forth."
 - "Love this schedule and wish all my classes had the same."
 - "I feel like we got more out of the course."

- Petaluma Kinesiology instructors Tara Jacobson and Andrea Thomas, developed an online version of KINES 53 - Principles of Health and Wellness that uses interactive exercises to engage students in self-assessment and practical application of health and wellness principles in a distance education format; additional sections have been added each semester to meet demand.

Student Services – 2014/15

Welcome Center

- A new Welcome Center installation was created at the campus entrance and atrium of Jacobs and Doyle Halls
- Student Ambassadors staffed the Welcome Center and were trained to thoughtfully guide students through the enrollment process
- Approximately 1200 students new to the college were served during the summer months
- The Welcome Center continues to guide students during their first two weeks of class, providing directional assistance and referrals

Check-It-Out Program

- Items were purchased for a new student engagement program that provides sports and games equipment for students to checkout for free

First Stop Center

- The stage was set for the creation of the First Stop Center during the 2015/16 academic year, which will be located in Jacobs 109. The Center will hold Financial Aid, Admissions and Records, Student Employment, Scholarships, Accounting, and Assessment.

Intercultural Center

- Preparations were made to create the *Our House* Intercultural Center during the 2015/16 academic year. The Center will host cultural clubs, learning community initiatives, and provide comfortable social spaces for students.

Student Success and Assessment Services

- Hired a STNC Testing Technician to support Petaluma testing needs
- Converted PC 641 and PC 644 (computer labs) to deliver the English, Math, and ESL Placement tests to larger groups of students (High Schools, DRD, ESL, Gateway to College, etc.)
- Converted GMCT exam and Chemistry Diagnostic Review test to computer delivery
- Increased testing schedule for special groups

Student Health Services

- Clinical Visits = 687 Reproductive health visits = 167
- Student Psychological Services Visits = 327
- Instituted annual screening for depression, suicidality, domestic violence and smoking for each student visiting
- Classroom Presentations = 11 reaching 385 students
- Outreach Events – Super Saturday, ACA workshop, Infectious Disease workshop, De-Stress Day
- Redwood Food Bank distribution = 2500 contacts with food, health information, event promotion
- Faculty Forums – Attended 3 to involve faculty in Health Center Services
- Affordable Care Act – hosted certified enrollers from CBOS to sign up students for Medi-Cal and insurance
- Satisfaction Survey – 100% of 103 students polled would recommend the health center to friends or other students
- SLO piloted follow up of high risk students and referrals = 43% followed up on referrals
- SLO met goal of increasing student knowledge of self-care = 82% of students met knowledge goals at end of clinical or Student Psychological Services visit

Admissions and Records

- Assisted Admissions and Records SR with Incoming phone calls (Multiple-Lines)
- Official Transcript Pick-Up Service (Approximately 100 Students Served)
- Processing Student Record Merges, Student Record Changes, and Priority Requests (including loading Gateway to College and Piner Magnet Program Priorities)
- Pre-Process Petition for Waiver of College Regulations, Faculty Grade Forms, Prerequisite Challenge Forms, Record Adjustment Forms and Priority Registration Appeal Forms (finalized in SR)
- Processing, Finalizing, Imaging and Indexing Residency and AB540 Forms
- Indexing Archived Documents from SR Admissions and Records
- Scanning and Logging Official Incoming Transcripts
- Scanning and Indexing Incoming Processed and Finalized Documents (HSCE and Application Data Change)
- Supporting JumpStart Program at CGHS
- High School Reports
- Assisting in Translating the Admissions and Records Webpage to Spanish
- Email Inquiry Responses (Responded to Approximately 800 Emails in the Last Year)
- Prepared Digital Signage of Important Admissions and Records Dates and Reminders

- Participated in Business Process Analysis
- Building Safety Coordinator and Area Safety Leaders
- Researched and Suggested Improvements to steam line Student Verification Process
- Group Registration and Support for Summer Repertory Theater (SRT), Gateway to College Academy, Apprenticeship Education, Non-Credit ESL
- Outreach Activities including Super Saturday Services Prior to the Start of Fall 2014 and Spring 2015, OpenCCC Workshops for HS Seniors in Marin County and South Sonoma County, SRJC Petaluma Banner Coordination (w/City of Petaluma and Barber Signs)
- Committee Participation including Priority Registration Task Force Meeting, Outreach 2.0/Petaluma Outreach, High School Outreach Preparation HSI Task Force and MI CASA Work Group, Classified Senate-Petaluma Representative, Student Success and Student Equity Committee and Data Work Group, Petaluma Career and Job Expo Planning Committee, Classified Leadership Committee, SSSP Planning and Launch Committee, SRJC Brochure Planning Committee
- Continued to Update and Maintain Electronic Admissions and Records, Policy and Procedure Training Manual, Jacobs Hall Building Safety Plan
- Continued to Backup and Support for Accounting Department, Assessment and GED Departments (Admissions and Records Coordinator is certified to Proctor GED), Student Resource Center, Counseling Departments
- Hosted the Giving Tree in Petaluma. Including setting up the tree, hosting the kick-off reception, making hearts available to staff and community, receive gifts from Secret Santa's and helping with transporting gifts up to SR for distribution
- Participated in building community at SRJC Petaluma through staff hosted events and participation in District-wide Student Services Retreat and both PDA Days
- Hired, trained and supported a bilingual STNC for Fall 2014 and Spring 2015

Student Affairs and Engagement Programs

- Conducted student survey to provide feedback on interests for events, programming and facilities for student life at SRJC Petaluma.
- In response to the survey sports equipment purchased for check-out to be used on the Rotary Plaza lawns and visioning for the Petaluma Student Center began with student in-put.
- 2014/2015 Events:
 - First Oaks Fall Student Welcome August 20, 2014
 - New Student Information Day/Volunteer Fair/Barbeque September 3, 2014
 - A.S. Music on the Plaza Wednesdays 11:30 AM – 1:30 PM Fall 2014
 - The Clothesline Project, Fighting Violence Against Women October 15, 2014
 - Donald Lacy "Colorstruck" play October 16, 2014
 - A.S. Harvest Festival and Club Day October 29, 2014

- Student Club Rummage Sale November 12, 2014
- Wednesday night Cinema Series (A.S. Benefit; 29 evenings; 243 A.S. attendees)
- Campus Greeters for New Student (4 days at the start of each semester)
- MAD, Music Appreciation Day (music played on Wednesdays) Spring 2015
- A.S. Spring Welcome BBQ January 21, 2015
- Pay to Play Movie screening February 5, 2015
- California Common Cause Training February 7, 2015
- Chinese New Year February 19, 2015
- Student Club Rummage Sale April 1, 2015
- 7th Annual A.S. Student Film Festival (screened 14 student films) April 3, 2015
- International Day April 15, 2015
- Earth Day April 22, 2015
- Finals Frenzy each finals week
- Petaluma Senators participated in Associated Student Senate meetings
- Supported campus events
 - Career Expo and Job Fair October 1, 2014 (provided Student Ambassadors)
 - Dia De Los Muertos October 18, 2014
 - Greg Sarris author Grand Avenue: talk and film screening sponsored by Gateway to College promoted by Petaluma Student Affairs and Engagement Programs
- Clubs
 - Regular Interclub Council Meetings to support clubs with their events and activities
 - 8 clubs met regularly at the Petaluma campus
 - Sponsored Club Rush, package food sales, live music, rummage sales, multi-cultural dinner and year-end events
 - Petaluma student clubs raised over \$1100
- Associated Student Senate
 - 2014-2015 A.S. Senate elected slate of two Petaluma officers for the first time:
 - Vice President of Organizations Petaluma
 - Vice President of Petaluma Campus
 - Both Petaluma Senate seats elected April, 2015 A.S. Election
- Student Government Assembly
 - 2015-2016 Student Government Assembly, SGA voted in a new constitution April 2015 creating a third position for the Petaluma Campus. The Director of Petaluma Marketing will be appointed during the 2015 - 2016 academic year.
- Student ID services

- Created 977 student IDs on Petaluma Campus
- Updated 529 student IDs with A.S. benefits
- Student Ambassadors
 - (15) Student Ambassadors provided peer to peer support for students on the Petaluma Campus
 - Outreach at Petaluma Farmers' Markets
 - Supported Petaluma Building Community Breakfast June 4, 2015
- Student Grievances/Ombudsman reports
 - 14 reported to the dean, none became formal complaints

Business Services – 2014/15

Staffed by:

- Manager of Business Services, Petaluma Campus
- Administrative Assistant I (Supports the Manager of Business Services, Petaluma and part-time assists the Manager, Buildings and Equipment Maintenance, the Faculty Support Workroom, and fills in at the Accounting window during busy periods)
- Administrative Assistant I (Faculty Support Workroom)
- Accounting Cashier (.5 FTE)
- Storekeeper I (dotted line) – supports Petaluma Warehouse activities

Business Services Support

- Facilitated and support revenue collection, coordination of purchases, reimbursement/payment of expenses for Petaluma Campus events including concerts, art exhibits, etc.
- Provided support for Foundation events: Fall and Spring Cinema Series, Film Festival, Petaluma Chorale Concerts, Petaluma Community Breakfast.
- Purchased Emergency Preparedness Supplies working with DOC Team to determine annual priorities (water, energy bars, ponchos, blankets)
- Refined draft of DOC Finance Section
- Performed parking machine money counting/reconciliation process by machine
- Expanded DOC Finance Section, added current vendor log and open PO list

- Facilitated spending 97% of Petaluma's fee-based budget
- Reviewed and performed I-9 verifications for STNC applications and Student Employment Packets for Petaluma Campus
- Facilitated smooth Budget Development Process for Petaluma Campus including meeting with all Managers/Departments and in consultation with the VP of Petaluma
- Provided budget monitoring/tracking/budgeting support for the Gateway to College Program
- Met with students and review Student Employment and STNC packets for Petaluma
- Supported the purchase of Petaluma Campus infrastructure (EZ Up canopies, Flexi flags, office furniture, glass cases, water bottle filling station, branded tablecloths)
- Helped facilitate purchase of Outreach materials for Petaluma (promote Petaluma branding and support outreach/enrollment efforts)
- Provided support to the Butter & Egg Days Parade
- Participate in planning for the launch of LumaFest

Committees/Meetings

- Member of the BAC sub-committee for revenue enhancement/cost savings
- Participated in DOC Trainings and tabletop exercises
- Attended Finance Section Trainings (Disaster Cost Recovery Training (Mike Martinet) and Willdan Homeland Solutions EOC Finance Section Training
- Participant in FRET (Facilities Revenue Enhancement Taskforce) with a focus on event software selection
- Member of the Sustainability Committee
- Participant as a member of the Gateway to College Advisory Committee
- Participated as part of the Dean of Student Services, Petaluma Hiring Committee

Warehouse

- Petaluma warehouse went accident free for another consecutive year in a very physically demanding environment
- Received forklift certificate (in Nov 2014), now District's forklift instructor and taught 2 classes Spring 15 and certified/recertified 8 employees
- Got all shipments corrected prior to vendor payment (several items were received with concealed damage or missing parts)
- Reorganized all cubicle partitions at district warehouses

- Provided set up and removed all table, chairs, canopies and lots of other equipment to all campus events including, First Oaks, Student barbeque, Club days, Career Fair, Day Under the Oaks, Food Bank Distribution, El Dia de los Muertos and the Petaluma Community Breakfast
- Received, inspected, processed, assembled, and delivered nearly \$35k of instructional equipment to departments
- Reconfigured faculty storage areas, assist with classroom and staff reconfiguration
- Provided invaluable service to all departments in moving, purchasing and picking up items on the multiple campuses and through the North Bay
- Wrote the BEP for the facilities yard and is actively involved in other building manuscripts.
- Participated in inventory for the District

Accounting

The Accounting window is located in Jacobs Hall and is staffed with a .50 FTE Account Tech. Students can pay their fees and purchase parking permits. Payments are received in the form of cash, check or credit card. This function also counts Parking money, library Go Print money, and prepares it for deposit. Money is reconciled to the reports and daily and weekly reports are prepared. Deposits and request for disbursements are also made for Foundation accounts. Petty cash for Petaluma Campus is monitored and distributed and replenished through District Accounting office when necessary.

Faculty Support

This office supports all Petaluma Faculty and staff by functioning as a copy center and mailroom for the Petaluma Campus. Services offered are processing copy requests, grading scantrons, scanning and e-mailing documents, tallying evaluations, shredding, and organizing files for faculty. The Faculty Support Work Room is staffed 7am-7pm on most days Monday through Thursday and until 1pm on Friday. Staff runs the copy center including ordering supplies for faculty, setting up the first of the semester boxes, preparing information for the welcome packet, assigning copy codes, and preparing the expense transfers for copy usage. Special attention was paid to assigning separate copy codes for fee-based classes to better track fee-based copy expenses. Faculty Support staff assists new instructors with general information about the campus and provides small tours as Petaluma Campus has many adjunct instructors that are unfamiliar with the campus. They also train Faculty and Staff on heavy duty copy machines scan/e-mail function, reducing the number of copies and increasing Sustainability efforts. This office also logs and tracks absences and comp time for Classified Employees and Managers on Petaluma campus. Faculty and staff can also purchase parking permits with a check from the Faculty Support office.

Continue to take responsibility for the new roles from last year including:

- 1) Key Requests: responsibility for key request paperwork, obtaining approvals, processing, distribution, tracking and key retrieval.
- 2) Access Cards: access card paperwork, obtaining approvals, picture processing, assigning access, distribution, and managing expirations.
- 3) Service Requests: receive and enter all service requests received by phone or e-mail and contact appropriate departments
- 4) Adjunct offices – assign and track adjunct offices (taking into consideration class times and office hours)

Faculty support also improved the key request process by requesting and processing keys from instructors that no longer teach on Petaluma Campus. This is a big job with the number of adjunct instructors that work some semesters but not continuously in Petaluma.

Business Services Statistics				
		2014/15	2013/14	2012/13
Absence Forms	processed logged and tracked	557	404	not counted
Parking Passes	sold & Processed	280	193	154
Copy Requests	processed	3282	2982	2214
Scantrons Graded	processed (# of instructors)	1637 (42)	3512 (116)	5229 (121)
Homework Assignments	logged/dispersed	327	242	383
Scans/Fax	instructors and staff	340	466	860
Purchase Orders	completed	207	263	249
Purchase Orders Kat approved	approved/reviewed	298	not counted	not counted
Student Fee Reversals	posted	No longer able to track	254	215
Student Refunds	posted	28	37	33
Transfer of Expenditures	reviewed	139	106	98

Budget Transfers	reviewed posted	141	86	110
PAFs	reviewed/processed	256	195	234
Office Depot orders	reviewed	217	206	229
Payment Requests	processed	25	39	9
Uniform Allowances	prepared/reviewed	8	18	15
Student Timesheets	reviewed/tracked	261	283	292
Certificated Timesheets	reviewed/tracked	342	291	297
STNC Timesheets	reviewed/tracked	236	228	418
Student Employee Application	Reviewed/submitted	54	30	41
New Employee Photo	taken	95	78	116
STNC Employee Applications	reviewed/identification verified	19	10	9
Payment Plans	established	19	16	15
District Deposits	made by Petaluma Campus	\$221,219.66	\$271,089.74	\$388,112.89
Travel Request	reviewed/processed	62	68	not counted
Student Travel Requests	reviewed/processed	6	10	not counted
Petty Cash Payments	reviewed/processed	13	26	not counted
Petaluma Access Card Requests	processed and distributed	124	not counted	not counted
Key Requests	processed and distributed	176	not counted	not counted
Returned Key Requests	Requested/processed	228	not counted	not counted

Facilities Operations – 2014/15

Facilities Operations 2014/15 fiscal year service records show a steady volume of service request created at 1,020 this is still nearly a 75% increase since 2011. Open or uncompleted service request totals has again risen from last year 60% with 390 current open/uncompleted service requests. There continues to be an increase in the uncompleted service request indicating a clear staffing shortage in the facilities operations area on the Petaluma Campus. This information reveals that the facilities operations department continues to get further behind in supporting the campus due to staffing shortages. What is also of concern is the actual delay/repair times of completing these increased request and the impact on the overall learning and working environment of students and staff.

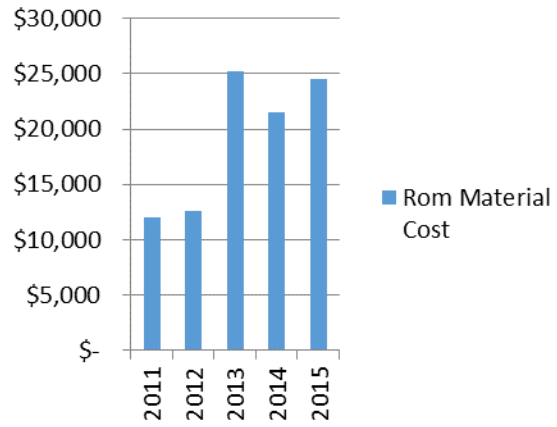
Several factors are contributing to the increase in open service requests; total volume, complexity, acquisition of parts, prioritizing, lack of documentation time, and by only completing immediate need items. This is indicative of a staff operating beyond their current capacity. As was expected we have again seen an increase from last year's open requests at year's end and expect to see continued increases as our buildings and equipment infrastructure age. Not tracked is the static cost of mandated services that are contracted out and the rising cost of these services due to an improving economy.

Our department is continuing to operate efficiently as related to call volume, with no unused staff time available. Due to this overburden of service calls, and along with regular duties of the 3 facilities operations departments it does not leave adequate staff time to complete all service requests. This staffing shortage ultimately results in the overall inefficiency of the department, and our ability to effectively document, or provide professional development time for staff in order to be efficient. Our department is at the point that it is critical to take the additional time to adequately document all work, supplies, inventory and required services. This will further impact our department's ability to provide expected services resulting in customer dissatisfaction, not meeting institutional goals and unkempt facilities.

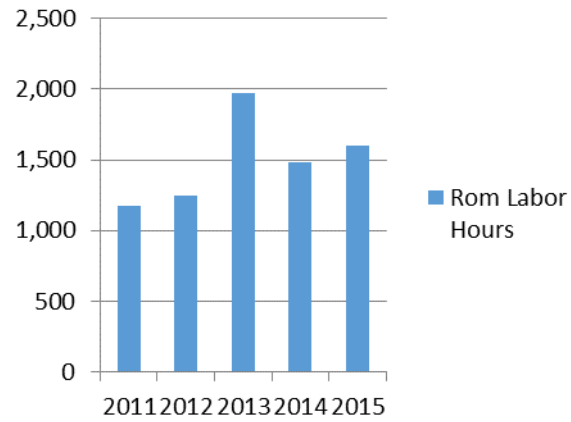
Facilities Operations Service Requests

The following five graphs indicate the steady demand for services, and cost for materials that the Facilities Operations department continues to experience. This trend will continue to rise as the Petaluma Campus facilities operations department continues to support the ever changing needs of the campus, events, staff and aging facilities. Although the department has been able to increase its production, it continues to fall behind in closing out service requests. This information is clearly indicating that we are operating beyond our capacity limit and, as a result, anticipate customer complaints, and the reduced ability to support departments and the learning outcomes and working environment the district and community expects.

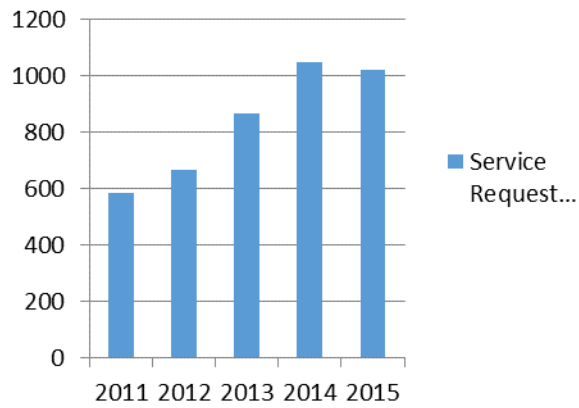
Rom Material Cost



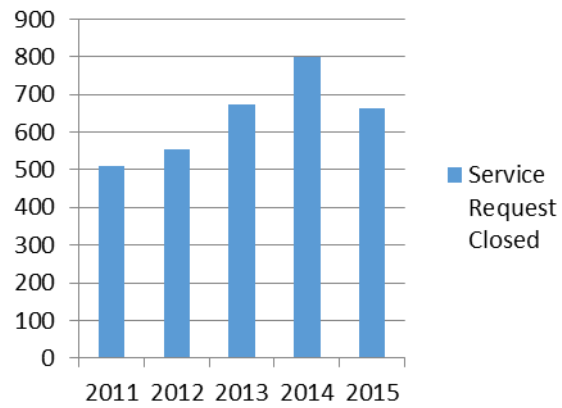
Rom Labor Hours



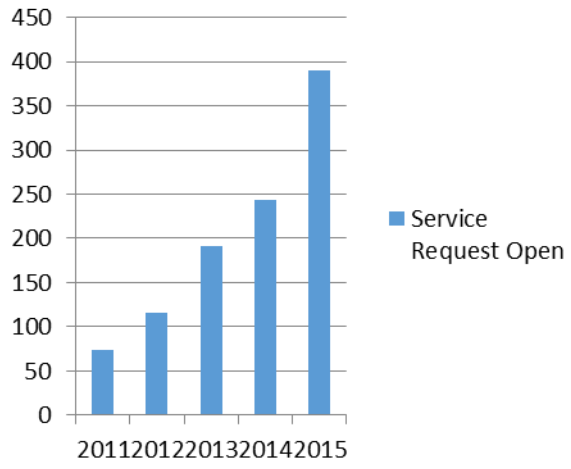
Service Request Created

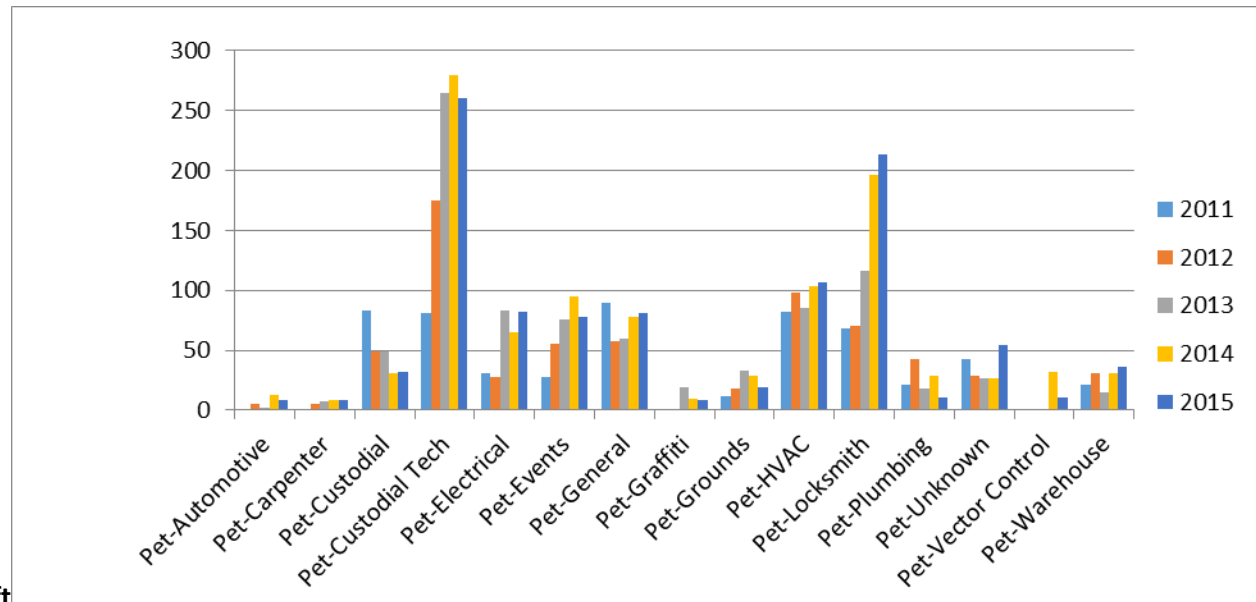


Service Request Closed



Service Request Open

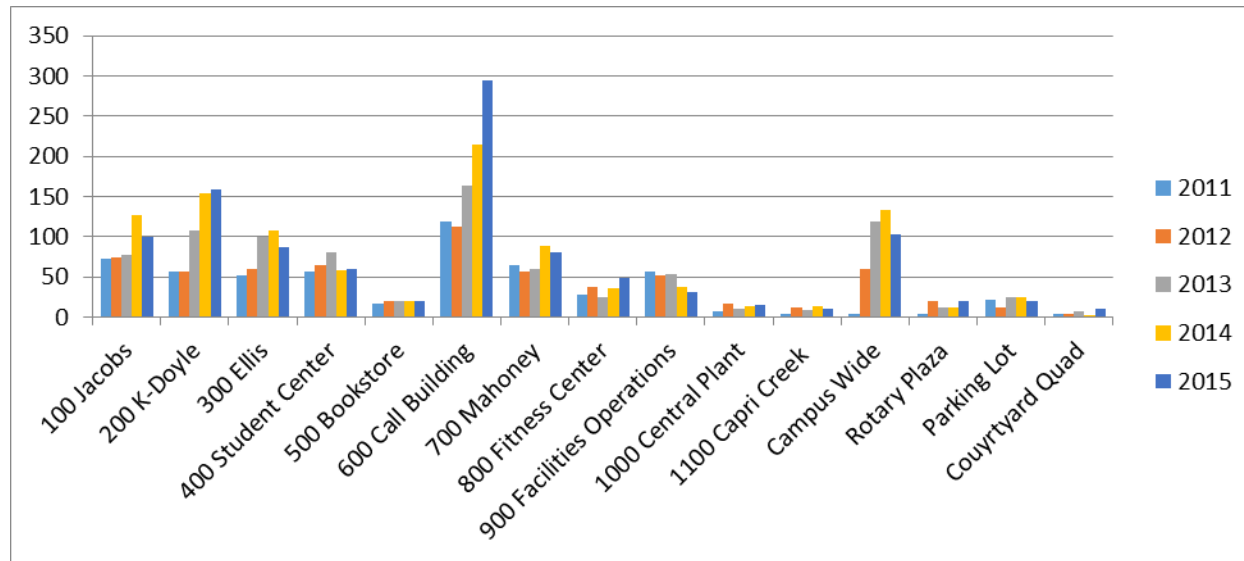




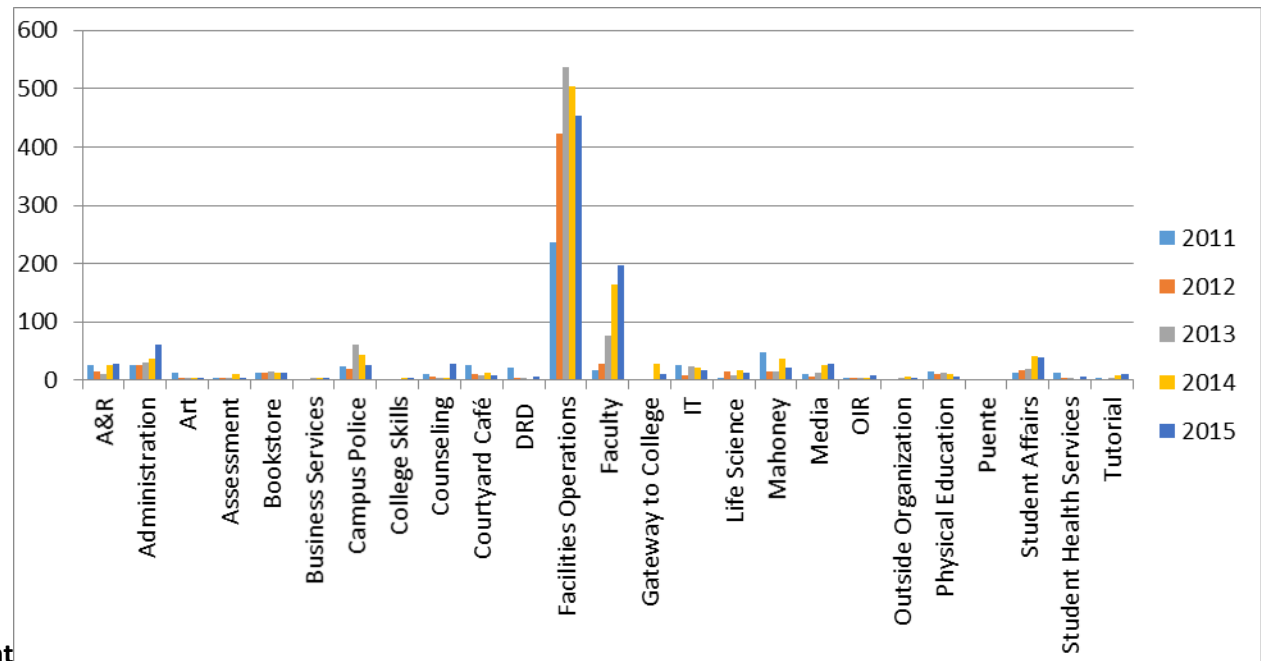
Service Request Comparison by Craft

The Comparison by craft graph indicates a continued high volume of work being completed by the custodian tech positions, accounting for 26 % of all S/R's on the Petaluma Campus. This disparity should be of concern and reviewed as to the complexity of maintenance and repair they are completing. It also indicates the need for a generalist position to help offset many of these repairs to reduce the impact on custodial services. Other areas of high call volumes is Locksmith, and events. The large volume in the locksmith trade is primarily due to the high volume of adjunct faculty staff changes experienced on the Petaluma Campus, which can also have a ripple effect of new staff needs. Service requests for event support have also stayed steady. This additional event support takes away from regular custodial duties which could ultimately affect the overall safety and appearance of the campus. Of note and not on the data sheets is the Manager of Facilities Operations has completed over 40% of all HVAC service request, with additional hours supporting various other repairs.

Service Request Comparison by Building



The comparison by building graph again indicates the continued demand for services and repairs in the Richard W. Call Classroom and Administration Building which has the highest occupant use on campus. With the Kathleen Doyle building continuing to increase likely due to gateway to College Program.



Service Request Comparison by Department

The by department graph indicates a continued sharp disparity, and increase in service requests generated by the facility operations department, primarily due to the department’s proactive approach to service and repairs. Faculty and student services request maintain a high volume user of service, this primarily due to event support indicating a relationship between facilities operations, the classroom, students, and learning outcomes.

Student/Staff Support

- Supported 78 events, for a total of over 600 staff hours. Events included First Oaks, Career expo AS Harvest Festival, Community Breakfast, DDLM, Petaluma Butter and Egg Days Parade, LumaFest, and many misc. student support event and tabling needs.
- Installed blackout shades in classrooms
- Updated campus site directory map to include department room numbers
- Provided staff support for Living Learning Lab
- Provided staff support for Student garden including irrigation modification, and site layout
- Installed 14 boulders for around various parts of campus to enhance geology classes

- Student services relocation project
- LumaFest event design and preparation

Emergency Preparedness

- Scheduled and implement great shakeout /walkout exercise on the Petaluma campus
- Worked with other administrators in reviewing and editing building emergency plans for final completion
- Posted additional building emergency plans on the emergency preparedness web page,
- Deployed additional emergency supplies to BSC's and ASC's such as rain ponchos, water, energy bars, Mylar blankets.
- Completed first alarm exercise involving staff and students.
- Completed DOC activation exercise
- Completed DOC/BSC/ASC meeting - exercise

Repairs and Projects

- Assist in design and planning Cooling tower replacement project planning
- Assist in design and planning EMS Front End Petaluma
- Assist design and planning Exterior Lighting at Petaluma
- Assist design and planning Starting the Petaluma Boiler Replacement Project
- Assist design and planning Bidding out the Underground Piping HTHW Petaluma
- Assist design and planning Implementation of new Uniforms for Facilities Operations & Environmental Health & Safety Departments. Awesome!
- Assist design and planning Charging station project
- Relocated Card reader, and installed ADA door operator at counseling entrance main entry
- One dozen new chair mats installed
- Bars and mirrors installation project
- Leak repair detection, details and plans PC615
- West entry irrigation and planting project

- South entry irrigation and planting project
- Walk in cooler unit evaporator replacement
- Walk in freezer compressor replacement
- JLG battery system replacement
- Water fill station installation (completed)
- PC216 ADA door installation project
- East property line survey
- PC630 classroom enhancement project plans and review
- Class room furniture project review PC123,PC124, PC126
- PC639 classroom /lab conversion project plans and review
- PC659 leak repair
- Installed blackout shades PC630
- Installed window film PC806, PC249

Facilities Annual Maintenance

- Annuals
- Fire Sprinkler inspections
- Semi-annual hood cleaning and inspections
- Fire hydrant testing
- Semi-annual fume hood inspection
- Fire alarm inspections
- Elevator inspection
- Hazmat inspections
- Fire extinguishers inspections (monthly also)

Facilities Operations Services

- Generated 1,020 service request
- Completed 664 service request 136 less than last year
- Completed 75% of S/R's down from 60% last year
- Total open service request increased from 244 to 390 (60%increase)

- All staff Completed mandated trainings including forklift, aerial lift, blood borne pathogen, ladder safety, respirator fit test etc.
- Scrubbed and waxed nearly all hard floor spaces throughout the year
- Clean and shampooed nearly all carpeted areas throughout the year
- Cleaned all windows interior and exterior throughout the year
- Cleaned all glass walkway covers and gutters
- Graffiti /Removal still under control

Supply/Repair Budget Summary

- Original Supply/Repair Budget 110,784
- Spent 99% of starting budget
- Spent \$7,600 from contingency funds
- Contracted out \$20,822 of HVAC service and repairs.
- Maintained service contracts including pest, water treatment, and elevators \$22,830

Priorities/Goals

- Review emergency preparedness infrastructure and continue to assist in completion of all building emergency plans (BEP's)
- Complete a Petaluma Campus E-power test
- Secure additional grounds student/STNC staffing funds
- Continue to Improve facilities operations process, organization, and documentation
- Improve mandatory inspections and maintenance records
- Trade level trainings for staff and manager
- Review Instructor absence notice process (Shift to have D/P take lead role in this function)
- Prioritize and complete funded projects
- Review and upgrade campus signage as appropriate

Challenges 2015/16

- Extended HVAC repair times due to inadequate staffing and budget

- Inadequate Staffing levels
- Scheduled and unscheduled repair cost increases
 - Projected call volume increase
 - Increased backlog of service request
- Increased regulatory requirements
- Inadequate Funding

Media Services – 2014/15

- Responded to 410 calls for urgent classroom support (30% of District total)
- Supported 86 district events that took 290 staff hours
- Supported 395 video conferences lasting 1300 hours
- Provided photography and video production assistance to the campus and college
- Participated in the facility use revenue enhancement committee search to evaluate and purchase a district event management system to better manage facilities availability, equipment resources and track labor and revenue.
- Facilitated a PDA districtwide discussion on the future classroom media systems and setup a technology exploratorium for faculty to get exposed to new technologies for the classroom.
- Recruited and successfully hired a new Media Systems Technician for the Petaluma campus.
- Rolled out new Utelogy Cloud based classroom control system on campus.
- Installed 9 new document cameras in classrooms.
- Assisted Instructional Computing in relocating and installing new computers in 10 Classrooms.
- With Instructional Computing, replaced 24 Library Media viewing computers and simplified the DVD and VHS control systems used previously.
- Updated the Digital Media classroom in Doyle 246 to High Definition projection.

5.1 Effective Class Schedule: Course Offerings, Times, Locations, and Delivery Modes (annual)

The class schedule is based on the recommended district template which allows for M-W/T-Thurs offerings. Friday classes are based on need from specific departments and often reflect career and technical education courses. For spring 2015, 62% of the credit and non-credit sections offered in Petaluma were day classes and 38% were evening classes. This differs only slightly from the overall district distribution during the same time period of 66% day and 34% evening sections.

Week-end courses often are short-term (2-8 weeks in length) and most often are in career and technical education. Petaluma also offers a summer session. Summer 2015 was comprised of 73 credit and non-credit sections offered in both the day and evening.

Petaluma Campus instructional space consists of 44 classroom/labs, including:

- five multi-curricular labs
- one open computer lab that affords students the opportunity to utilize computer technology for completion of homework assignments, research and other related instructional and learning needs
- one English Writing Center/Literacy Works Center/PALS Lab
- one Tutorial Center/College Skills Lab
- 12 general purpose classrooms in the Call Building
- two Life Science/Microbiology labs and one Art Studio in E Wing
- one Physical Science lab, one Chemistry/Physics lab, and two general purpose classrooms in Kathleen Doyle Hall
- an Art Studio and 10 general purpose classrooms in Jacobs Hall
- a large-lecture venue in the Carole L. Ellis Auditorium
- one modular classroom used for medium lecture classes
- one teaching lab in the Mahoney Library
- one Digital Media Lab in Kathleen Doyle Hall
- one multi-purpose and one weight room in the Physical Fitness Center

All but two classrooms (both Art studios) on the Petaluma campus are media enabled, and portable instructor stations are available as needed for those instructional areas that are not.

Geographic Distribution - Petaluma Campus deans are in ongoing collaboration with department chairs and others to improve the geographic distribution of courses between Petaluma and Santa Rosa and to ensure that courses from a given department do not conflict or otherwise compromise enrollment in one location or another. Due to budget reductions classes offered at off-site locations in Petaluma, Rohnert Park, Cotati, and Sonoma were discontinued during the recession. Planning for strategic growth in off-site courses, particularly at local high schools, has resumed now that the economy has improved and the college seeks new markets for enrollment growth.

Alternative Delivery Modes – SRJC Petaluma offers online courses in a way that meets students’ needs and accommodates the competing demands of school, family, work, and other commitments. Efforts are ongoing to expand distance education offerings in such a way as to allow students in Petaluma to participate in instruction regardless of location and to limit the need for them to travel to Santa Rosa. The expansion of medium and large lecture instruction in Petaluma has also increased student access to transfer level courses taught by full-time faculty in residence.

Demand – Demand for classes in the sciences and other associated health occupations prerequisite areas are on the increase. Based on analysis of student headcounts additional high demand classes include Anthropology, College Skills, Computer Studies, History, Mathematics, Psychology, and English. Large and medium lecture enrollments in Biology, Film/Media, Psychology and Astronomy are also very strong.

Improvements in the academic program are accomplished by strategically increasing sections that are impacted and offering more courses that accommodate the schedules of target populations such as transfer students, working adults, and address the growing need to support Transfer Model Curriculum (TMC) majors.

Facility constraints prohibit some classes from being offered in Petaluma, such as anatomy and physiology, higher level chemistry and physics lab courses, and nursing and other related health science classes and discussions are in progress about ways to bring programs to Petaluma that are not so facility intensive. The information and charts below summarize the state of advanced lab science offerings on the Petaluma campus; a situation that we hope will be partially, though not completely, resolved by Measure H Bond funds.

Current demand in STEM:

Santa Rosa is over capacity on average in every STEM discipline. Currently Petaluma is limited in science offerings due to labs built in existing buildings where the infrastructure (ventilation system) cannot handle the amount of fume hoods needed. Of particular concern is how students will be served during the construction of a Measure H funded STEM building in Santa Rosa and what impact that will have on access to science courses by South County students.

Santa Rosa Campus - Fall Efficiency

Department	Discipline	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Chemistry	Chemistry	119.7%	115.0%	110.9%	114.1%	112.8%
Life Sciences	Anatomy	117.9%	121.5%	118.4%	111.8%	108.3%

	Biology	106.2%	115.4%	114.9%	98.9%	105.4%
	Botany	120.8%	112.5%	108.3%	108.3%	100.0%
	Microbiology	102.1%	110.4%	111.1%	109.7%	112.5%
	Physiology	105.6%	108.8%	97.7%	100.0%	109.3%
Mathematics	Mathematics	118.6%	120.8%	122.3%	120.6%	112.4%
Engineering/Physics	Engineering/Physics	125.5%	123.7%	106.3%	98.4%	95.8%

Based on the most recent **Petaluma Student Survey (Fall 2013)**, as well ongoing anecdotal feedback from students and faculty, Petaluma students overwhelmingly request the addition of **SCIENCE** and higher level of mathematics courses, **specifically, chemistry, physiology, physics, anatomy, and biology**. Under the current circumstances, students who state they would otherwise prefer to continue taking classes in Petaluma are forced to drive to Santa Rosa to complete their educational plan. With the lack of lab availability in Santa Rosa and strong student demand in Petaluma, it makes sense to pursue offering higher level lab sciences in Petaluma. Having adequate science offerings in Petaluma is a smart investment for the future considering the growing career opportunities in STEM. SRJC also continues to lose students to College of Marin as a result of this situation. The anticipated launch of the SMART train service in fall 2016 could dramatically change access to SRJC's campuses.

Science courses needed for general education and popular majors

Course	CSU	UC	Nursing	Biology Major	Elementary Teacher Ed	Engineering	Kinesiology	Nutrition	Pre-Allied Health
Chem 1A & 1B	Area B1	Area 5A		X	X	X	X	X	
Micro 5	Area B2	Area 5B	X					X	X
Micro 60	Area B2		X						X
Anat 1	Area B2	Area 5B	X				X		X
Physio 1	Area B2	Area 5B	X				X	X	X
Bio 2.1,2.2,2.3	Area B2	Area 5B		X				X	
Phyisc 11					X				
Chem 42	Area B1	Area 5A			X				
PHYS 40, 41, 42	Area B1	Area 5A				X	X (40)		

General Education Transfer Science Courses Currently Offered (highlighted) and Not Offered (not highlighted) at SRJC Petaluma:

IGETC (University of California)		CSU	
Area 5A 2 courses needed	Area 5B 1 course needed	Area B1 1 course	Area B2 1 course
Astron 3	ANAT 1	Astron 3	AGRI 10
Astron 4	ANAT 40	Astron 4	AGRI 20
Chem 1A	ANTHRO 1	Chem 1A	ANAT 1
Chem 1B	BIO 2.1	Chem 1B	ANAT 40
Chem 4A	BIO 2.2	Chem 4A	ANTHRO 1
Chem 4B	BIO 2.3	Chem 4B	BIO 2.1
Chem 8	BIO 10	Chem 8	BIO 2.2
Chem 12A	BIO 12	Chem 12A	BIO 2.3
Chem 12B	BIO 13	Chem 12B	BIO 10
Chem 42	BIO 25	Chem 42	BIO 12
ENVS 12	BOTANY 10	ENVS 12	BIO 13
GEOG 4	MICRO 5	GEOG 4	BIO 25
GEOL 1	PHYSIO 1	GEOL 1	BIO 26
GEOL 11		GEOL 11	BOTANY 10
METRO 10		METRO 10	BOTANY 60
PHYS 10		PHYS 1	MICRO 5
PHYS 11		PHYS 10	MICRO 60
PHYS 20		PHYS 11	NRM 12
PHYS 21		PHYS 20	NRM 51
PHYS 40		PHYS 21	PHYSIO 1
PHYS 41		PHYS 40	
PHYS 42		PHYS 41	
		PHYS 42	
		PHYS 43	

Additional Science Labs Needed in Petaluma:

- Chemistry
- Physiology

- Anatomy
- Physics

This would allow for higher level math offerings as well (no additional classrooms needed).

These areas are fundamental general education science courses and required for many popular majors. This investment is needed not only in the present based on student requests and capacity issues in Santa Rosa, but to appropriately respond to the growing career opportunities in the life science, health occupations and engineering fields.

Serving Students - Because most online general education classes close during priority registration, it is difficult for students without priority to secure these classes. Students should be encouraged to take advantage of ways to secure higher registration priority. The Dean of Instruction is also working with department chairs and cluster deans to consider, when appropriate, offering courses not taught in Petaluma in online, online hybrid or video transmission formats.

Beginning in 2008, day enrollments in ESL courses in Petaluma declined to the point that faculty were unable to make load without teaching evening sections. As a result, two full-time contract faculty chose to leave the Petaluma campus in 2010 (one through transfer to Santa Rosa and the other by way of resignation from SRJC). Petaluma campus Deans of Instruction and Student Services, along with the ESL department chair, cluster dean, faculty and Vice Presidents of the Petaluma campus and Academic Affairs, have collaborated over the years to grow and strengthen ESL day section enrollments on the Petaluma Campus. To date, that plan has yet to yield the intended result and discussions continue as to what needs to be done to serve this population. Competition from the Petaluma City Schools Adult Education Program (the last of its kind in Sonoma County) is a related factor. More recently, Student Equity funds have been allocated to hire an ELL Outreach Coordinator in Petaluma and Petaluma City Schools appears poised to discontinue ESL instruction through its Adult Education Program; both are potential game changers for ESL enrollments on the Petaluma campus. Additionally, the ESL Department has worked to redesign its curriculum to shorten the pathway for students.

5.2a Enrollment Efficiency

An analysis of the Enrollment Efficiency data for SRJC Petaluma since fall 2008, showing the percentage of seats filled at first census based on class limit and not room size, shows a gain in efficiency for both fall (from 79.1% in 2008 to 81.3% in 2014) and spring (from 78.2% in 2009 to 83.4% in 2014) semesters. Data for

2013/14 (the most recent available for PRPP) shows an overall average enrollment efficiency for all disciplines at the Petaluma campus of 84.4% in fall 2013 which falls below the overall district-wide average of 89.4% during the same time period; a decline for both the campus and the district. Enrollment efficiency on the campus increased during the Great Recession as the Carole L. Ellis Auditorium, with a maximum capacity of 256 seats, was more fully utilized as a medium and large lecture venue and as less efficient courses were removed from the schedule and either replaced with those that better meet student need and demand or eliminated altogether. It is important to note that as sections were eliminated due to budget cutbacks, faculty stepped up in support of student need by allowing class enrollments to exceed the class limit. That perhaps more than any other factor had the greatest impact on enrollment efficiency on the campus and college-wide. More recently, faculty desiring to teach in a medium or large-lecture setting have been challenged by unpredictable enrollments that frequently did not result in extended lecture designation. As a result, a number of faculty have chosen to return to a regular-load classroom. This has had an effect on the overall enrollment efficiency for SRJC Petaluma.

During fall 2014, enrollment efficiency in 14 of 53 (26%) disciplines taught that semester on the Petaluma campus were well over the district goal of 89.4%, and seven or 13% exceeded 100% enrollment efficiency. Those are listed below and, where enrollment efficiency exceeded 100%, percentages are provided: Animal Health (133.3%), **Business Management (112.0%)**, Chemistry (104.6%), Environmental Science (101.1%), Foods and Nutrition (101.1%), History, **Mathematics (107.8%)**, and Microbiology (106.3%).

Projected Faculty Staffing Requests for 2016/17

Analysis of ENROLLMENT EFFICIENCY

SOCIOLOGY

Petaluma offers 8-10 sections of Sociology per year and has a headcount of just nearly 400 students in each academic year. The annual headcounts in Sociology in Petaluma has declined since 2011/12, largely due to the lack of full-time faculty to grow the program. At the same time, enrollment efficiency has dropped slightly from 104.1% in fall 2011 to 67.6% in fall 2014, and from 95.6% spring 2011 to 76.9% in spring 2014.

COUNSELING

Petaluma offers approximately 16-20 Counseling course sections per year and has a headcount of just under 700 students in each academic year. Counseling is one of the highest enrolled disciplines in summer. Enrollment efficiency has declined slightly in the fall from 97.1% in fall 2011 to 82.3% in fall 2014, but increased slightly in the spring from 83.9% in spring 2012 to 84.8% in spring 2014.

ENGLISH

Petaluma offers nearly 40 sections of English per semester and has a headcount of nearly 2,300 students in each academic year; making it along with Mathematics one of the two highest enrolled disciplines on the campus. Headcounts in English have remained constant in Petaluma over the last four years largely because the number of faculty available to teach, and not student demand, has restricted the number of courses offered. In the meantime, enrollment efficiency has remained steady from 92.8% in fall 2011 to 92.7% in fall 2014, and from 90.3% in spring 2012 to 86.9% in spring 2014.

MATHEMATICS

Petaluma offers 40 sections of Mathematics per semester and has a headcount of over 2,400 students in each academic year; making it along with English one of the two highest enrolled disciplines on the campus. Headcounts in Mathematics have remained constant in Petaluma over the last four years largely because the number of faculty available to teach, and not student demand, has restricted the number of courses offered. Enrollments have begun to increase slightly in 2014/15. In the meantime, enrollment efficiency remains high showing 114.0% in fall 2011 and 107.8% in fall 2014, and 118.1% in spring 2012 and 111.2% in spring 2014.

5.2b Average Class Size

Average class size at first census on the Petaluma campus increased substantially between 2008 and 2012, but has dropped over the past couple of years. Average class size was 32.5 in fall 2011 and declined to 28.2 in fall 2014; correspondingly, average class size was 32.0 in spring 2012 and to 29.29 in spring 2014. Petaluma average class sizes were a bit lower than the district-wide average class size five years ago. Starting in 2008, that trend reversed itself and Petaluma began to show overall higher average class sizes than Santa Rosa or All Disciplines combined. At the present time, a comparison of Santa Rosa/Petaluma shows the following: fall 2014, 28.2 (SR) vs. 28.2 (Petaluma); spring 2014, 27.3 (SR) vs. 29.2 (Petaluma).

Average class size for fall 2014 predictably shows the highest rate in Petaluma for those disciplines most often offered in medium or large lecture venues or those supporting general education transfer. These include Anthropology (41.2), Astronomy (49.0), and Media Studies (62.0).

Data for fall 2014 show the lowest average class sizes in Petaluma to be in Apprenticeship Education, Dance, French, Italian, and Health Education. It should be noted that these data illustrate disciplines and not specific courses. Changes from semester to semester are influenced by the sequencing and type of course, e.g. if it is the second or third class in a series.

Projected Faculty Staffing Requests for 2016/17

Analysis of AVERAGE CLASS SIZE

SOCIOLOGY

Average class size in Sociology is high and yet has declined somewhat over time ranging from 46.8 in fall 2012 to 30.4 in fall 2014 and from 43.0 in spring 2012 to 34.6 in spring 2014.

COUNSELING

Average class size in Counseling has shown moderate declines over time, ranging from 33.0 in fall 2011 to 27.3 in fall 2014. Average class size for spring has decreased very slightly from 29.3 in spring 2012 to 28.0 in spring 2014.

ENGLISH

Average class size in English has remained relatively stable over time ranging from 27.3 in fall 2012 to 26.7 in fall 2014 and from 26.7 in spring 2012 to 25.2 in spring 2014.

MATHEMATICS

Average class size in Mathematics has remained stable over time, ranging from 31.9 in fall 2011 to 30.1 in fall 2014 and from 33.1 in spring 2012 to 31.1 in spring 2014.

5.3 Instructional Productivity

Historically, instructional productivity (the ratio of full-time equivalent students to full-time equivalent faculty) on the Petaluma campus, hampered by facility and staffing limitations, fell below district-wide averages and what was then the instructional productivity target of 17.5. But those limitations were dramatically lifted following completion of the Phase II/III expansion and renovation projects. Prior to opening of the new Phase II facilities, the instructional productivity ratio on the Petaluma campus was just over 13% in the fall 2007 and spring 2008 semesters, and just over 11% in the summer 2008. With the hiring of nine new full-time contract faculty between 2008/09 and 2009/10 and the opening of the Phase II facilities in spring 2008, the Mahoney Library and Physical Fitness Center in summer 2008, and the completion of Phase III renovations in spring 2009, those ratios began to change dramatically.

Even with the schedule reductions called for beginning in summer/fall 2009 as a result of the statewide budget crisis, the changes in faculty staffing and facilities resulted in a significant jump in instructional productivity on the Petaluma campus. Instructional productivity at SRJC Petaluma is currently higher in fall and spring than district-wide ratios, but not so in the summer. Ratios for 2007/08 were at 11.16 for summer, 13.29 for fall, and 13.18 for spring. Ratios for 2014/15 were at 8.92 for summer (a 20% dip in summer productivity over eight years) and 15.95 for fall (a 20% increase in productivity), and 16.31 for spring (a 24% increase in productivity). Since restoration of courses cut during the Great Recession, district-wide instructional productivity ratios have dropped below the goal of 18.7 set by the district several years back. That said, Petaluma instructional productivity pretty much meets or exceeds district-wide rates each semester between summer 2014 and summer 2015: (17.59 (Petaluma) vs. 16.72 (District) in summer 2014, 15.95 (Petaluma) vs. 15.67 (District) in fall 2014, 16.31 (Petaluma) vs. 15.21 (District) in spring 2015, and 8.92 (Petaluma) vs. 10.55 (District) in summer 2015).

FTES on the Petaluma Campus showed an increase between 2007/08 and 2013/14, but in the last year the campus FTES has declined along with district-wide FTES. Comparing 2007/08 to 2014/15, SRJC Petaluma summer FTES have declined 27% from 199.42 to 144.97, fall FTES declined 5.9% from 1186.60 to 1116.59, and spring FTES declined 16% from 1150.99 to 965.88. Remarkably, FTEF on the Petaluma Campus during that same timeframe has declined somewhat, dropping from 17.62 in summer 2007 to 13.28 in summer 2014, from 89.29 in fall 2007 to 75.75 in fall 2014, and from 84.31 in spring 2007 to 69.21 in spring 2015.

The **highest FTES** at SRJC Petaluma are now generated each semester by Anthropology, Art, Biology, Computer Studies, English, History, **Mathematics** and Psychology.

Examples of disciplines showing the **highest instructional productivity ratios** in Petaluma fall 2014 were Anthropology, Astronomy, **Business Management**, Chemistry, Fitness, Health Care, Media Studies, Microbiology, and Psychology.

Examples of disciplines showing **lower instructional productivity ratios** in Petaluma during fall 2014 were Dance, ESL, Health Education, and Journalism.

Expansion of the Petaluma Campus instructional facilities and the completion of Phase II/III construction, including the addition of a medium and large lecture venue in the Carole L. Ellis Auditorium, enrollment growth, and the elimination of less productive course offerings have significantly increased the productivity ratio in Petaluma over time.

Projected Faculty Staffing Requests for 2016/17

Analysis of INSTRUCTIONAL PRODUCTIVITY RATIOS

SOCIOLOGY

Fall 2011 to 2014 – 24.39, 17.62, 22.27, 15.97

Spring 2012 to 2014 – 21.40, 22.53, 17.72

Summer 2011 to 2014 – 18.68, 18.59, 16.37, 13.61

Instructional productivity ratios for nearly all terms since 2011 for the Sociology discipline at the Petaluma campus generally exceed the district-wide target of 18.7 and yet fall below district-wide averages in the discipline. Maintaining that level of instructional productivity has become difficult due to the fluctuation of faculty staffing and the impact it has on enrollment management. FTES generation in Sociology has fluctuated only slightly over time with a high of 29.27 in fall 2011, and is now generally higher in the fall than in the spring. FTES for spring 2014 was 17.92 and for fall 2014 was 15.97. At the same time, FTEF has dropped slightly from 1.20/.82 in fall/spring 2011/12 to .80/1.01 in fall/spring 2013/14.

COUNSELING

Fall 2011 to 2014 – 17.43, 17.31, 12.67, 14, 52

Spring 2012 to 2014 – 16.10, 16.48, 14.42

Summer 2011 to 2014 – 15.75, 16.98, 13.03, 11.23

Instructional productivity ratios for all terms since 2011 for the Counseling discipline in Petaluma have fallen below the district-wide target of 18.7 as well as the district-wide averages, but most recently has trended upward in the fall. FTES generation for Petaluma Counseling courses has however increased over time with the high of 18.54 in spring and fall 2014. FTES is generally higher in the fall term than the spring. At the same time, FTEF has increased from .99/.76 in fall/spring 2011/12 and 1.46/1.23 in fall/spring 2013/14.

ENGLISH

Fall 2011 to 2014 – 13.40, 13.87, 12.56, 13.57

Spring 2012 to 2014 – 12.70, 13.83, 11.55

Summer 2011 to 2014 – 12.56, 11.63, 11.73, 11.13

Instructional productivity ratios for all terms since 2011 for the English discipline at the Petaluma campus generally fall below the district-wide target of 18.7 as is typical for the discipline. Petaluma ratios are consistent with district-wide averages in that discipline. FTES generation in English is robust and has climbed steadily over time with a high of 134.23 in fall 2013. FTES is most definitely higher in the fall term than in the spring. FTES for fall 2014 was 132.99 while spring

2014 was 89.25. At the same time, FTEF was at its highest in fall 2013 (10.69) having fluctuated yet increased somewhat over time with 9.73/7.04 in fall/spring 2011/12 and 10.69/7.73 in fall/spring 2013/14.

MATHEMATICS

Fall 2011 to 2014 –16.52, 15.72, 16.36, 15.58

Spring 2012 to 2014 – 17.24, 17.26, 16.15

Summer 2011 to 2014 –12.40, 15.33, 13.21, 9.96

Instructional productivity ratios for all terms since 2011 for the Mathematics discipline at the Petaluma Campus are generally consistent, but fall below the district-wide target of 18.7 as well as the district-wide averages in that discipline. FTES generation in Mathematics is robust and has climbed steadily over time with a high of 154.77 in fall 2014. FTES is most definitely higher in the fall term than in the spring. FTES for fall 2014 was 154.77 while spring 2014 was 142.08. At the same time, FTEF was at its highest in fall 2014 (9.94) having fluctuated yet increased over time with 8.73/7.75 in fall/spring 2011/12 and 9.27/8.80 in fall/spring 2013/14.

5.4 Curriculum Currency

Curriculum development and/or course modifications are under the purview of department faculty and chairs. As discrepancies in the scheduled development process arise, the Petaluma Campus Dean of Instruction makes that information available to department chairs and faculty.

5.5 Successful Program Completion

The majority of students enrolled at SRJC Petaluma are part-time students taking advantage of just over 330 course sections in 52 disciplines. The schedule focuses on offerings with an emphasis on core general education transfer, CTE and basic skills courses. To this end, students can complete all of their general education transfer requirements at the Petaluma campus for both CSU and UC (IGETC) options, as well as the SRJC transfer degree option. Efforts to broaden course offerings, hiring of full-time contract faculty, and the significant improvement in campus instructional and student support facilities have begun to change the way students engage the campus.

Since fall 2008 (just as the new Phase II facilities were opened), the number of course sections offered in Petaluma were cut by 35% from a high of 487 in fall 2008 to a low of 319 in spring 2013 due to budget reductions. While the elimination of sections and repeatability restrictions placed on the college by the state has most definitely reduced student enrollments on the campus (duplicated headcounts), the decline has been proportional to the decline in sections. Duplicated headcounts on the Petaluma campus declined 31% from the high of 7,049 in fall 2009 to 4,866 in spring 2015. Of note is the fact that the proportion of students in Petaluma taking 6 units or more remains higher today than it was in 2008 or 2009. Thus, SRJC students now access the Petaluma campus to a greater extent than ever before despite the reduction in courses and services.

Counseling faculty work with students and identify educational goals via Student Educational Plans to meet certificate, degree and/or transfer requirements. While students must attend the Santa Rosa Campus to complete many of their certificate and/or major requirements, students may, with the exception of some specialized programs in Health Occupations, complete numerous major prerequisites in Petaluma.

The Petaluma campus Educational Plan addressed the need for the development of destination programs for the campus. Approved certificate/degree programs currently include the Child Development Associate Teacher Certificate, IT Support Certificate, CISCO Certification Training in CCNA, Fire Investigation, Water Utility Operations Certificate, Veterinary Technology Certificate, and Fitness, Nutrition, and Health Major/Certificate. Digital Media certificates/majors have been developed by faculty, department chairs and cluster deans in collaboration with the Petaluma campus Dean of Instruction in the areas of Interactive Multi-Media Design, Audio, Game Programming, 3D Modeling and Animation, and Digital Filmmaking, as has an additional Water Resources Technology certificate for Wastewater.

Since 2001/02, 211 **CISCO Certification in CCNA** certificates have been issued to students completing that program. The highest number issued in a single year was 29 in 2012/13.

Since 2007/08, 30 **Computer Help Desk (IT Support)** certificates have been issued, with the highest number in a single year being eight in 2013-14.

Since 2008/09, a total of 17 **Water Utility Operations** certificates have been issued, with the highest number in a single year being six in 2009/10 and again in 2011/12. Since 2008/09, 15 **Wastewater Treatment Operations** certificates have been issued, with the highest number in a single year being seven in 2013/14.

Since 2007/08, a total of 82 **Veterinary Technician** certificates have been issued, with the highest number in a single year being 24 in 2012/13.

Since 2009/10, 20 Associate degrees have been awarded for **Interactive Media Design** with the highest number in a single year being six in 2012/13. Beginning Digital Media was first offered in 2002/03, a total of 49 certificates have been awarded in Digital Media: Audio (14), Digital Media: Interactive Multimedia (13), Digital Media: 3D Modeling and Animation (5), Digital Media: General Multimedia (12) and Digital Media: Digital Filmmaking (5).

Since 2011/12, a total of 10 **Fitness, Nutrition and Health** Associate degrees and 13 certificates have been awarded, with the highest number in a single year being six certificates in 2013/14.

5.6 Student Success

[NOTE: *Information provided in this section are based on data provided during the 2011 PRPP cycle.*]

Student success as measured by student **retention** (percentage of students receiving a grade of A, B, C, D, CR, or I) for all disciplines and courses offered at the Petaluma Campus was 76% for fall 2008 and 76.3% for spring 2009, which exceeds overall district-wide averages for the same time period (fall 75.2% and spring 76.1%). This is higher than the retention rates for fall/spring 2005/06 which showed a retention rate of 71.6% for fall 2005 and 71.9% for spring 2006. During spring 2009, retention rates were highest on the Petaluma Campus for students enrolled in courses in Chemistry (90.9%), Disability Resources Department (90.7%), Floristry (97.7%) and Psychiatric Technician (100.0%), and lowest for students enrolled in courses in Business Bookkeeping (48.6%), Geography (59.1%), and Real Estate (57.1%).

Student success as measured by **successful course completion** (the percentage of students receiving a grade of A, B, C, or CR) for all disciplines and courses offered at the Petaluma Campus was 70.8% for fall 2008 and 71.8% for spring 2009, which is on par with the district-wide averages for the same time period (fall 70.67% and spring 72.04%). This is higher than the successful course completion rates recorded for fall/spring 2005/06 which showed a success rate of 67.8% for fall 2005 and 68.2% for spring 2006. During spring 2009, disciplines on the Petaluma Campus with 80% or greater rates of successful course completion included Administration of Justice (86.3%), Chemistry (81.8%), Computer and Information Sciences (80.1%), Emergency Medical Care (85.2%), Fire Technology (84.9%), Floristry (95.3%), Psychiatric Technician (100%), Sociology (80.1%), and Wine Studies (88.9%). The lowest rates of successful course completion included American Sign Language (56.4%), Geography (55.7%), German (50.0%), and Real Estate (57.1%).

Student success as measured by **average GPA** in each discipline (units total/grade points) for all disciplines and courses offered at the Petaluma Campus showed an average GPA of 2.57 for fall 2008 and 2.50 for spring 2009, which were both on par with the district-wide average GPA for the same time period (2.58 for fall 2008 and 2.53 for spring 2009). These rates for the Petaluma Campus down from the rates recorded for fall/spring 2005/06 which showed an average GPA of 2.72 for fall 2005 and 2.70 for spring 2006. During spring 2009, disciplines on the Petaluma Campus with 3.00 or better average GPAs included Culinary Arts (3.00), Fire Technology (3.04), French (3.14), Humanities (3.06), Psychiatric Technician (3.01), Theatre Arts (3.11), and Wine Studies (3.04). The lowest average GPAs were recorded American Sign Language (1.73), Business General (1.50), DRD (1.93), and Political Science (1.90).

5.7 Student Access

[NOTE: *Information provided in this section are based on data provided during the 2011 PRPP cycle.*]

Improving Course Offerings to Address Student Access - Analysis of Students Served by Age, Gender and Ethnicity

Students Served – by Age

Student enrollments by age reflect specific enrollment patterns. For example, students over 40 are more likely to enroll in Business Bookkeeping, Business Office Technology, Computer and Information Sciences, Floristry, Physical Education, Spanish, and Wine Studies. Students in the 0 – 25 age range tend to enroll in Administration of Justice, American Sign Language, Art, Astronomy, Biology, Chemistry, College Skills, Communication Studies, Counseling, Dance, Environmental Science, Fire Technology, Media Studies, Philosophy, Psychology and Mathematics. Disciplines that are equally represented by all age groups include Applied Technology, CIS, General Business, English as a Second Language, Environmental Technology, Music, and Physical Education.

It is also interesting to note that the largest age group enrolled in American Sign Language are those students under age 18. This represents a large number of concurrently enrolled high school students who are probably fulfilling their foreign language requirement.

General Recommendations

- Expand offerings likely to draw students over age 40 and/or those who are unemployed or seeking workforce training
- Monitor the availability and breadth of transfer offerings
- Consult with counselors to explore other offerings for concurrently enrolled students that may fulfill their graduation requirements

Students Served - by Gender

Student enrollments by gender also reveal interesting results. Males are over-represented in areas such as Administration of Justice, Aeronautics, Emergency Medical Care, Engineering, Fire Technology, and Industrial Education. On the other hand, women are over-represented in Animal Health, Business Office Technology, Floristry, and Health Care.

Males and females are more equally represented in disciplines such as Astronomy, Business Administration, Geography, Geology, History, Humanities, Philosophy, Physiology, Political Science, and Computer and Information Systems.

General Recommendations

- Consult with counselors to explore ways to recruit women and men into non-traditional courses/disciplines
- Monitor the gender distribution in transfer courses

Students Served - By Ethnicity

In reviewing course demand by ethnicity, the data reveals the under-representation of certain ethnic groups in specific areas and over-representation of particular groups in other areas. For example, White students are over-represented in areas such as Administration of Justice, Aeronautics, Emergency Medical Care, Environmental Science, Fire Technology, German, Horticulture, Media Studies, Physiology, and Real Estate. Latino students are over-represented in English as Second Language (ESL).

Specific disciplines that draw high percentages of Latino students are General Business, Child Development, College Skills, Counseling, English, Health Care and health-related disciplines. The success of Latino enrollments in Counseling and English on the Petaluma Campus, can no doubt be attributed to the success of the Petaluma Campus Puente Program.

Enrollment for other ethnic groups reflects the general student population distribution.

General Recommendations

- Explore options to increase offerings in those areas that are of particular interest to Latino students, e.g., Child Development and Administration of Justice
- Consult with counselors to explore ways to recruit Latino student enrollment in transfer courses
- Continue to work with ESL faculty to transition students into non-ESL courses

5.8 Curriculum Offered Within Reasonable Time Frame

All departments offering courses in Petaluma do so within a reasonable time frame and have inactivated courses that will no longer be offered. The Dean of Instruction works closely with the Department Chairs and Cluster Dean at the Santa Rosa Campus to ensure a timely distribution of courses and program offerings.

5.9a Curriculum Responsiveness

5.9b Alignment with High Schools (Tech-Prep ONLY)

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

5.11a Labor Market Demand (Occupational Programs ONLY)

5.11b Academic Standards

SRJC Petaluma faculty and staff recognize the unique and diverse backgrounds and needs of our students, and while all students are held to the same level of academic excellence, students with special circumstances may petition for other consideration. Academic Standards are intended to support a successful learning experience for all students. Students enrolled in degree or certificate programs are expected to demonstrate satisfactory academic progress as defined by the following three items:

- **Minimum Grade Point Average**
- **Credits Earned/Credits Attempted**
- **Degree/Certificate Completion**

6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
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6.2b PRPP Editor Feedback - Optional

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6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
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6.3b Institution-Wide/Cross-Component Planning

Rank	Location	SP	M	Project Name	Funding Source	Cost	Objectives	Justification	Resources
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