Santa Rosa Junior College

Program Resource Planning Process

Petaluma Academic Affairs 2023

1.1a Mission

In a series of open visioning sessions during 2015-2016, SRJC Petaluma developed an Educational Master Plan, with the following mission and vision:

Mission: SRJC Petaluma provides our students and community with transformative educational experiences through engagement and collaboration.

Vision: SRJC Petaluma aspires to be a comprehensive liberal arts and sciences campus of choice that evolves in response to our community's needs and enriches, enlightens, and empowers students in preparation for their future.

OUR COMMITMENTS

Welcomed

We understand the value of being connected to SRJC Petaluma, and feeling nurtured in college experience, and valued for who you are. We are committed to providing a welcoming experience for each and every student, nurturing students to help them succeed, and valuing and recognizing individual students' talents, abilities and experiences as invaluable contributions to the SRJC community.

Guided

We understand the power in students feeling directed, having a goal and knowing how to achieve it, as well as remaining focused, staying on track to completion. We are committed to providing the services that guide students in these practices.

Engaged

We understand the importance of active engagement in academics, student employment and leadership opportunities, to both the student and the campus community. We are committed to providing the opportunities for student engagement and transformation at SRJC Petaluma.

1.1b Mission Alignment

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

The mission of SRJC is directly aligned with the District's mission and College initiatives, specifically in the areas of:

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

- Academic Supports (Tutorial, Writing Center)
Wrap-Around Services (Student Success, Our House)

B. Student Success: We provide a comprehensive range of student development programs and services that support student success and enrich student lives.

Current Major Intiatives & Programs
- JumpStart Program
- Dual Enrollment
- Student Resource Center
- Campus Awards & Recognition Night

C. Sustainability: We support the economic vitality, social equity and environmental stewardship of our region.

Current Major Initiatives & Programs
- Our House
- Dream Center
- Student Resource Center
- Social Justice Conference
- Composting/sustainability/solar

D. Personal/Professional Growth: We promote personal and professional growth and cultivate joy at work and in lifelong learning.
- Regular recognition and appreciation of staff events

E. Community Engagement: We foster critical and reflective civic engagement and thoughtful participation in diverse local and global communities.
- Friends of Petaluma Campus Trust
- Involvement in the Community
- Chamber of Commerce partnership
- Chamber Leadership Program
- Boards and Clubs (Rotary, Cinnabar, Petaluma Health District)

- Petaluma City Schools

F. Continuous Improvement: We regularly assess, self-reflect, adapt and continuously improve.
- Campus App
- B-CARE
- Use of Technology for efficiency- MS Teams, Cloud Servies, Electronic Forms
- Measure H Changes to Facilities

1.1c Description

Santa Rosa Junior College has been offering courses in the Petaluma area for over 50 years. The Petaluma Center operated primarily as an evening program until the completion in 1995 of permanent 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.

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, 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 labs, a 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, community and permaculture gardens, sustainable design, and an accessible pedestrian and bike trail system with a route that extends around the perimeter of the campus and continues throughout the city of Petaluma.

We provide our students and community with transformative educational experiences through engagement and collaboration. SRJC Petaluma offers:

- General education courses, for transfer to four-year institutions
- Associate Degrees in Arts and Sciences in 20 popular disciplines
- Career and Technical Education classes for upward career mobility
- Basic skills preparation in Math, English, and English language skills acquisition
- Academic support services, to improve student success and student retention
- Indoor/Outdoor Learning Environment, featuring student and permaculture gardens
- Learning Communities
- Flexible class schedules, including day, evening, shorter semesters, online, and hybrid scheduling

ACADEMIC SUPPORT CENTER

SRJC Petaluma is a full-service campus with many academic resources help students complete their classes with higher grades. In addition to the resources below, we strongly encourage students to meet with their instructors during office hours, develop supportive study partnerships with other students, and stay on campus to study to minimize distractions.

- PETALUMA TUTORIAL CENTER: provides free tutoring in most academic areas. The Tutorial Center is staffed by Instructional Assistants who are experts in their subject areas. Tutoring is provided in a safe individual and small group setting.
- WRITING CENTER: provides free writing tutoring for all academic areas. Tutorial assistance is provided by English department faculty and instructional assistants. Instructors work with students on the full range of the elements of composition, including brainstorming, thesis development, essay organization, paragraphing, topic sentences, style, clarity, coherence, MLA documentation format, research techniques, mechanics, grammar and punctuation.
- STUDENT SUCCESS TEAM: Student Success Team Welcome Guide Engage: the Student Success Team is here to help through the academic journey. Student Success Coaches lead workshops on time management, midterm/finals prep, and study skills and provide referrals for other campus resources.
- MAHONEY LIBRARY
  - CALCULATOR & LAPTOP LOAN PROGRAMS: the Mahoney Library has calculators, laptops, and other electronic gadgets and cords available for check out at the circulation desk.
- PUENTE PROGRAM: Spanish for "bridge", Puente is a national award-winning program that prepares educationally underserved students to earn college degrees and return to the community as mentors and leaders.
- PRINTING ON CAMPUS
- Cybear Center is a student copy resource center. Our services include: color and black & white copies, scanning, laminating, transparencies, faxing, internet access, document handling options, local phone use, and free workstations supplied with staples, hole-punches, paper cutters, white out, pens and pencils, markers, paper clips, tape and glue.
  - Located in Welcome and Connect Center PC 500.
  - Mahoney Library Print and Copy Center--First Floor

1.1d Hours of Office Operation and Service by Location

Please see the following websites for updated times/hours:

- SRJC Petaluma Tutorial Center: https://college-skills.santarosa.edu/srjc-tutorial-centers
- SRJC Petaluma Writing Center:https://english.santarosa.edu/writing-center

1.2 Program/Unit Context and Environmental Scan

Students can 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.

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

    o 9.1 miles and 16 minutes from Rohnert Park to Petaluma Campus;

    o 9.6 miles and 13 minutes from Rohnert Park to Santa Rosa Campus;

    o 11 minutes from Cotati to Petaluma or Santa Rosa Campus;

    o 21.6 miles and 31 minutes from Petaluma to COM IV campus; and

    o 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 educations 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 enrls

2.1a Budget Needs

SRJC Petaluma continues to expand its course offerings while reducing the Petaluma Academic Affairs operational budget. Expanded offerings in Vet Tech, Chemistry, Biology, Art, and Digital Music are expensive classes to run with additional needs in facilities, science lab coordination, science lab instructional assistance, instructional equipment, and supplies. Petaluma enrollments continue to be at low levels due to the post-pandemic era, therefore our staffing needs are currently satisfied. However, we expect the staffing needs to increase when the science labs return to full capacity and we expand our science offerings into the new chemistry building.

In addition, the District no longer provides any operational funds for the Instructional Dean, leaving this leadership position the least funded in the District.   The cost of these cuts will mean less flexibility and responsiveness to faculty initiatives and less connection with our community. In 2021, Petaluma Campus will seek to meet these instructional costs by relying on investment returns from the Friends of Petaluma Campus Trust endowment as well as on Petaluma Campus' contingency funds. In other words, Petaluma Campus is turning to donations to support classes that provide apportionment for the general fund. Regarding budget requests, Petaluma Academic Affairs needs to reinstate basic operations funds for supplies for multiple disciplines.

The Petaluma campus is continually looking for ways to increase financial support.

We are actively pusuing the following areas:

Grants
- **Innovation Award:** This will provide secured funding for teh Student Success Team until end of FY 21/22 -
- **CalWorks:** We are pusuing more active support for student in Petaluma
- **Hunger Free Campus:** This will provide support for Student Life until FY 20/21
- **Title IV HSI**: This will provide some support for Student Success and some for instructional support

Strategic Approach to Work and Programming:
- Retool efforts to match new college funding formula
- Retool efforts to match SEA goals (which are yet to be defined by the statewide committee).
- Continue to devleop an outcomes based approach to programs Leverage other nonprofits:
- LiteracyWorks: They continue to provide support to Petaluma students, both financial and personal guidance.
- 10kd: They continue to partner with the college for retention support and matriculation assistance
- 4Cs for Childcare: We began a partnership this past year to assist with childcare for students. However this is on pause due to problems with their Petaluma facility.

- Redwood Empire Foodbank: They continue to provide low-cost fresh food delivery for students.

General Fundraising Efforts
- Friends of Petaluma Campus Trust: They have established a fundraising goal of $200,000 for the new Student Center.
- Identifying campus projects for fundraising: We have developed a case for support which will be used for direct fundraising for the campus.

2.1b Budget Requests

Rank	Location	SP	M	Amount	Brief Rationale
0001	Petaluma	02	01	$4,000.00	Vet Tech: Student fees that had been paying for supplies were deemed no longer allowable in Spring '23. This is the amount the program needs to close the program supplies' financial gap.
0002	Petaluma	02	01	$500.00	Digital Media: Album label annual marketing costs.
0003	Petaluma	04	08	$500.00	Fashion Studies: Cover the annual costs of the signature Fashion Show.
0004	Petaluma	02	02	$300.00	Student Research Conference:
0005	Petaluma	02	01	$3,000.00	Create Instruction contigency budget
0006	Petaluma	02	01	$1,500.00	Restore Dean's Travel Budget
0099	Petaluma	02	01	$2,000.00	Micro 5, Bio 2.1 supplies (ongoing cost, not startup)
0099	Petaluma	02	01	$800.00	Chemistry supplies
0099	Petaluma	02	01	$800.00	Physics supplies
0099	Petaluma	02	01	$500.00	3-D printer supplies all departments
0099	Petaluma	02	01	$200.00	Restore Budget cut: Communications Dept Supplies
0099	Petaluma	02	01	$84.00	Restore CS Travel for Faculty
0099	Petaluma	02	01	$275.00	Restore ESS Field Trips
0099	Petaluma	02	01	$75.00	Restore Fire Technology Supplies
0099	Petaluma	02	01	$50.00	Restore Social Science Supplies
0099	Petaluma	02	01	$100.00	Restore Work Experience Supplies
0099	Petaluma	02	01	$270.00	Waste Water Chemistry Supplies
0099	Petaluma	02	01	$1,000.00	Maintenance for new Chemistry Lab
0099	Petaluma	02	01	$6,500.00	Cinema Series
0099	Petaluma	01	00	$0.00	Torso for Art Dept.

2.2a Current Classified Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Administrative Assistant II, College Skills (Mindy	16.00	10.00	Provide administrative support to the College Skills/Tutorial Department
Administrative Assistant III (Janet)	40.00	12.00	Provide administrative support to Instructional Dean
Coordinator, Science Labs (Scott)	40.00	11.00	Coordinate lab activities
IA Senior, Tutorial (Vacant)	35.00	11.00	Assist in Tutorial Center
IA Senior, Tutorial (Graham)	25.00	10.00	Assist in Tutorial Center:
Science Lab Instructional Assistant, Biology	27.50	11.00	Provides Biology lab support (27.5 hours for 10 months, 20 hours for summer)
SLIA, Chem/Phys (Arturo)	25.00	11.00	Provides Chemistry, Physics, Wastewater lab support
IA Senior Tutorial (Rocio)	22.80	11.00	Assists in Tutorial Center
IA Senior, Tutorial(Danielle) 31.5% 171 days	12.50	10.00	Assist in Tutorial Center
IA Senior, Tutorial (Stephen)	20.00	10.00	Assist in Tutorial Center

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Dean, Instruction and Enrollment Management	40.00	12.00	Lead administrator for SRJC Petaluma Academic Affairs, scheduling, academic computing, strategic enrollment management plan, marketing and outreach
Executive Dean Petaluma Campus	40.00	12.00	Lead administrator for SRJC Petaluma

2.2c Current STNC/Student Worker Positions

Position	Hr/Wk	Mo/Yr	Job Duties
STNC - Art Model (5)	4.00	5.00	Support instructional program
STNC - Large Lecture Readers (9)	49.00	8.00	Provide assistance to program faculty teaching large lecture sections
STUDENT - KAD - FWS	3.00	3.00	Provide assistance to the KAD program faculty
STUDENT - Life Science (2)	14.00	4.50	Provide assistance to Lab Coordinator
STUDENT - Tutorial Center (5)	36.00	10.00	Provide tutoring in Petaluma Campus Tutorial Center
STNC - IA PALS (9)	0.00	0.00	back fill when staff on vacation/sick
STUDENT-Earth and Space Science	4.00	7.00	Provide assistance to Lab Coordinator
STUDENT-Tutorial Center-FWS	0.00	0.00	Provide tutoring in Petaluma campus Tutorial Center

2.2d Adequacy and Effectiveness of Staffing

1. (**NEW 2023**) CHEM/PHYS Science Lab Instructional Assistant (SLIA):
2. (**NEW 2023**) Fashion Studies would benefit from having a student employee position. This student employee would act as a support to the program coordinator, helping with classroom equipment and materials organization, maintenance, creation of promotional materials (such as a program newsletter). A student employee could also help with cataloging and tracking of books, and loaner sewing machines, planning the annual design contest, and planning the annual fashion show all of which require a large amount of work for the program coordinator. The addition of a student employee would also benefit students in the program who would gain additional support and guidance from a more advanced and experienced peer being present in the classroom on a regular basis. Currently the program coordinator handles all of the jobs described above in addition to a full teaching load of 95%. Additional support would allow the PC to focus more on outreach to boost enrollment, updating and development of curriculum, career counseling for current students, and efforts to create articulation agreements with 4-year schools.

From previous years:
3. Tutorial Services – This facility has been understaffed since its inception. It now has almost 700 students using its services during a semester. A 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 of 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. As a result, the Petaluma Tutorial Center was forced to cut its hours of operation by 29% during

fall 2013. These positions are key to student success at SRJC Petaluma and require experienced tutors knowledgeable in multiple subjects such as chemistry, calculus, ESL, and writing. "

4. 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 2021/22 eleven of the 21 departments (52%) will be represented by only one regular full-time faculty in residence on the Petaluma campus. A retirement, resignation, or transfer within any of those areas with only one full-time faculty member could seriously impact the well-being of those instructional programs if the position was not replaced.

5. The hiring of a part-time, regular administrative assistant 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. Petaluma's Tutorial Center currently shares an AA II with the College Skills Department; with more AA II support we could do more outreach and allow the IA's to tutor more students rather than support the office functions.

6. The Writing Center: The District funds about 3 hours/per day of Writing Center coverage 3 days per week. The doors are not open enough for students to see the Writing Center as a reliable resource. Student Equity has funded STNC support for the Writing Center; however, Student Equity is not a reliable funding source and we have to continually reapply. Increasing District support of the Petaluma Writing Center would increase the program's stability and usage, which in turn would increase its FTES generation.

7. Academic Affairs Administration: The current workload of the Dean of Instruction is larger than other cluster deans given that this position wholistically supports an entire campus. It is a challenge to develop new instructional programs, including fund development, given the current workload. Additional support in the Academic Affairs department would allow for more capacity to create new programs/offerings to meet student need.

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	02	02	(New) Classified	SLIA Construction Labs 100%	Classified
0002	Petaluma	02	01	(New) Student Employee	Fashion Studies	Student
0003	Petaluma	02	01	Student Employee	Petaluma Tutorial Center	Student
0004	Petaluma	02	01	Student Employee	PALS for STEM classes (lab)	Student
0004	Petaluma	02	01	Classified	Instructional Assistant Senior (Science)	Classified
0005	Petaluma	02	01	(Increase in time base) Classified	CHEM/PHYS SLIA +37.5% (bring to 100%)	Classified

2.3a Current Contract Faculty Positions

Position	Description
Art (Studio) (1)	Year 3 Tenure F23
Anthropology (1)	
Business (1)	
Chemistry (2)	
Communication Studies (3)	One 40% Petaluma Film Fest/Cinemas Series +Department Chair 33%
Computer Studies (2)	
College Skills (1)	~40% Tutorial Center
DRD (1)	
Earth and Space Science (2)	
English (5)	One 20% Puente;
History (2)	Year 4 Tenure; 60% History/40% Political Science
Kinesiology, Athletics & Dance (2)	5% Program Coordinator+10% Delegated Chair duties, One F23 Year 3 Tenure
Librarian (3)	Year 4 Tenure and F23 Year 3 Tenure F23
Life Science (2)	
Mathematics (4)	Year 3 Tenure F23
Psychology (2)	
Sociology (1)	
Work Experience (1)	One 40% assigned to Petaluma
World Languages (1)	
Total 2021/2022	37 Full time Faculty less 1.94 FTEF reassigned time including 1 serving as Department Chair; 8 in Tenure Review
Vet Tech (2)	Year 2 Tenure F23
ESL (1)	Year 2 Tenure F23
Fashion (1)	Year 2 Tenure F23

2.3b Full-Time and Part-Time Ratios

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Adult Education	0.0000	0.0000	0.2200	95.0000	
Agriculture & Natural Resources	0.0900	7.0000	0.9000	82.0000	
AJ	0.2000	100.0000	0.0000	0.0000	
American Sign Language	0.0000	0.0000	0.5300	99.0000	
Animal Health	0.2000	18.0000	0.9000	82.0000	
ANTHRO	0.6200	62.0000	0.3500	36.0000	
ART	0.9700	42.0000	1.3700	59.0000	
Astronomy	0.0000	0.0000	0.8500	100.0000	
BAD	0.5300	37.0000	0.9000	62.0000	
BIO	0.9800	50.0000	0.9800	50.0000	
Chemistry and Physics	0.3400	15.0000	1.9900	85.0000	
Child Development	0.0000	0.0000	0.4100	99.0000	
Communication Studies	2.8900	70.0000	1.2100	29.0000	
Computer Studies	1.7900	87.0000	0.2500	12.0000	
COUN	0.0700	6.0000	1.0100	93.0000	
CSKLS	1.1000	33.0000	2.2500	67.0000	
Earth and Space Sciences	0.8000	39.0000	1.2500	61.0000	

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Emergency Medical Care	0.0000	0.0000	0.2200	99.0000	
Engineering	0.0000	0.0000	0.0000	0.0000	
ENGL	2.9500	42.0000	4.0500	57.0000	
ENV	0.2100	98.0000	0.0000	0.0000	
ESL	0.0000	0.0000	2.1900	99.0000	
Fire Technology	0.6000	100.0000	0.0000	0.0000	
Foods and Nurtrition	0.4000	100.0000	0.0000	0.0000	
Geology	0.6000	100.0000	0.0000	0.0000	
Health Care	0.2000	100.0000	0.0000	0.0000	
History	1.2200	59.0000	0.8200	40.0000	
Humanities	0.0000	0.0000	0.2000	100.0000	
Italian	0.0000	0.0000	0.0000	0.0000	
Journalism	0.0000	0.0000	0.0000	0.0000	
KAD	0.9900	46.0000	1.1500	54.0000	
Learning Resources	0.0000	0.0000	0.0700	98.0000	
LIB	0.0000	0.0000	0.0700	98.0000	
MATH	3.7300	50.0000	3.6700	49.0000	

Discipline	FTEF Reg	% Reg Load	FTEF Adj	% Adj Load	Description
Media Studies	1.0800	76.0000	0.3300	23.0000	
Microbiology	0.4800	50.0000	0.4800	50.0000	
Music	0.0000	0.0000	1.0400	99.0000	
Natural Resources	0.2000	18.0000	0.9000	82.0000	
Older Adults	0.0000	0.0000	0.1000	103.0000	
PHIL	0.0000	0.0000	0.4100	98.0000	
Political Science	0.4100	50.0000	0.4000	49.0000	
PSYCH	1.3200	68.0000	0.6000	31.0000	
Public Safety	0.8000	78.0000	0.2200	21.0000	
SOC	1.0000	100.0000	0.0000	0.0000	
Social Sciences	1.6300	53.0000	1.4200	46.0000	
Spanish	0.0000	0.0000	1.0700	100.0000	
Waste Water Treatment	0.0000	0.0000	0.6200	100.0000	
Water Treatment	0.0000	0.0000	0.2700	99.0000	
Work Experience	0.0000	0.0000	0.0000	0.0000	

2.3c Faculty Within Retirement Range

Over the next three years, we can reasonably expect about two SRJC Petaluma faculty to retire or leave the campus for other reasons. For 2021/22, eleven of the 21 departments (52%) will be represented by only one regular full-time faculty in residence on the Petaluma campus. A retirement, resignation, or transfer within any of those areas 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 challenge are the number of Petaluma faculty in residence serving as department chairs and/or taking on coordinating duties, which is currently four of the 38 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. Additionally, with so many departments represented by just one full-time faculty, those Petaluma faculty in residence end up taking on anchor roles and program coordination.

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

1. **Carpentry (bilingual) (College Skills/Tutorial/Adult Education)**
   - CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
   Hiring a full-time, bilingual faculty member to anchor the Carpentry Fundamentals program at the SRJC Construction Training Center represents a commitment to advancing student equity through bilingual vocational training in a family-sustaining career; an investment in a productive and high potential enrollment growth area; and a contribution to rebuilding Sonoma County after years of devastating fires and floods.

   There are currently no full-time faculty in the College Skills/Adult Ed Department that can teach Carpentry or any of the construction-related courses. The Department has tried mightily and struggled to recruit Associate Faculty that meet minimum qualifications, possess requisite construction-related vocational skills, and are bilingual in Spanish and English. Hiring a full-time faculty member is realistically the only way to staff the courses for the new bilingual Carpentry Fundamentals program at the Construction Training Center in Petaluma.

   At 24 students per class, the FTES/FTEF productivity ratio for the new Carpentry courses is 17.2. This is much higher than most disciplines across the District and meets the productivity goal established in our Long Range Plan for Fiscal Stability.

Finally, we know that enrollment in the Carpentry Fundamentals program will be robust. Construction-related courses in Adult Education had a fill rate of 107% in Spring 2023 and Fall 2023. These students are asking for additional education and training in carpentry. Our community partners such as the Graton Day Labor Center, La Luz Center, Corazon Healdsburg, and Goodwill Industries are also eager to refer students to this new program.

- CRITERION #2: STUDENT & STAFFING NEEDS
  To meet our goal of offering the program in both English and Spanish, the Carpentry Fundamentals program will require 2.21 FTEF in faculty load. Additional Associate Faculty will still be needed to teach other construction-related courses like OSHA 30, Introduction to Plan Reading, Contractor's License Prep, Fire Resilient Landscaping, our Construction Trades survey course, and other supplemental courses like Vocational Arithmetic.

  Carpentry Fundamentals Program—Spanish and English Sections

  Adult Ed

  Course # Title Hours Load (hours x .2658%) Sections Total Load %

  739 Carpentry Tool Use and Safety 122.5 32.5605 2 65.12

  747A Carpentry 1 140 37.212 2 74.42

  747A Carpentry 2 140 37.212 2 74.42

  740 OSHA 10 14 3.7212 2 7.442

  Total Program Load 221.41

  Besides the inherent challenges in recruiting bilingual Associate Faculty to teach the Carpentry courses (see response under Criterion #1), splitting the courses across multiple Associate Faculty impedes the continuity of instruction. A full-time faculty member is also critical to anchoring the new Carpentry program with large lab facilities, complex equipment, significant materials consumption, and multiple community and industry partnerships.

- CRITERION #3: STUDENT EQUITY NEEDS
  The SRJC College Skills/Adult Education Department prides itself in serving disproportionately impacted student populations in Sonoma County, including first-generation college students, undocumented students, and English-language learners. We have a long and successful record of delivering construction-related vocational programs to nontraditional or disadvantaged students, including the new bilingual Fire Resilient Landscaping program anchored at SRJC Roseland.

  Governor Newsom recently signed Assembly Bill 1096 into law. AB 1096 permits community colleges to offer Spanish-language instruction without a mandated ESL

requirement. This will greatly expand SRJC's ability to teach classes in Spanish, including in the new bilingual Carpentry Fundamentals program.

The Carpentry Fundamentals program is built around educational access and socioeconomic equity. The courses can be offered in the evening or on Saturdays so that working students can attend. Workplace safety and workers' rights are embedded into the course outlines of record. Construction math is contextualized through project-based learning so that students can "learn by doing." Finally, SRJC has employers in the construction industry eager and ready to hire graduates from this exciting new program.

Carpentry will anchor the College Skills/Adult Education Department presence at the Construction Trades Center. As students gain professional experience in the workforce, they can return for additional education. Students interested in growth opportunities like becoming a supervisor, or getting their General Contractor's license and starting their own business, will find the education and support they need. The Construction Training Center will provide students with a ticket to the middle class, beginning with the Carpentry Fundamentals program.

- CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES
  Housing. Housing. Housing.

  Building new housing stock in Sonoma County is a socioeconomic and moral imperative. Affordable housing is critical to ensuring that teachers, nurses, firefighters, hospitality and agricultural workers and all other working-class people can afford to live in the community in which they work. Sonoma County has made significant progress on policy changes to encourage more housing development, but the lack of a trained and qualified carpentry workforce remains a major constraint. A 2022 labor market analysis identified over 3,000 annual carpentry job openings in the Bay Area and over 600 in the North Bay. SRJC can and will address this workforce shortage with our new Carpentry Fundamentals program.

  Carpentry is a vocation that can break the cycle of intergenerational poverty by providing a pathway to a family-sustaining career. Median hourly wage for carpenters is over $30/hour in the North Bay, with many contractors paying much higher. There is upward socioeconomic mobility in carpentry and the construction trades. Carpentry workers can move from rough carpentry to finished carpentry; can start their own businesses; and can become General Contractors.

  After the 2017 firestorm devastated Sonoma County, SRJC received an $11M Federal grant for the new Construction Training Center in order to train a workforce to rebuild. Corporate and private donors have contributed over $500,000 for equipment, supplies and student support. Hiring a full-time, bilingual faculty member to anchor the new Carpentry Fundamentals program will demonstrate SRJC's investment in this project and our commitment to rebuilding our community.

2. **Computer Information Systems (Computer Studies)**
   - CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
     We have seen growth to levels that preceded the pandemic and 2017 fires in our department this semester, especially in our Programming and new Cyber Security

programs. Our Year 1 new full-time programming instructor is, just in time, filling old and new staffing deficiencies. We have entered into a collaborative effort with six (6) other BACCC colleges to establish a Regional Virtual Production Academy (RVPA). The web development program is robust with classes full each semester and will grow with the RVPA. The Computer Studies Department (CSD) is requesting three (3) new positions in different technical arenas and locations. One of them is for the Petaluma campus for supporting the Cyber Security major. (Of the two in Santa Rosa, one is a replacement position for one of our most innovative and the most senior member of the department, Donald Laird, who will conclude his tenure at SRJC at the end of this semester. The other position in SR for someone to conduct our Artificial Intelligence (AI) and Data Science (DS) courses). This narrative is for the Petaluma site-based Network and Systems Security Administration (NSSA) cyber security instructor. See: https://portal.santarosa.edu/srweb/SR_ProgramOfStudy.aspx?MajorCertID=2447 The NSSA is a Petaluma program established with Petaluma funds, face-to-face time and effort, and facilities. This terminal degree has some 39 units of Computer Studies classes required. Now, in its second full year (Fall 2023), we will start a cycle of first and second year classes running in the same semesters. This number of units a semester/year represents two (2) in-person/face-to-face workloads.

- CRITERION #2: STUDENT & STAFFING NEEDS
Cybersecurity* refers to any technology, measure or practice for preventing cyberattacks or mitigating their impact. Cybersecurity aims to protect individuals' and organizations' systems, applications, computing devices, sensitive data and financial assets against simple and annoying computer viruses, sophisticated and costly ransomware attacks, and everything in between. The average cost of a data breach in 2023 was USD 4.45 million, up 15 percent over the last three years; The average cost of a ransomware-related data breach in 2023 was even higher, at USD 5.13 million. This does not the cost of the ransom payment, which averaged an additional USD 1,542,333, up 89 percent from the previous year. By one estimate, cybercrime will cost the world economy USD 10.5 trillion per year by 2025.
*https://www.ibm.com/topics/cybersecurity We could easily expand and broaden the program by adding more classes in: -Automating Information Security with Python – This would be the logical progression point for students who have completed CS 81.41A, Programming Essentials in Python for Networking. -Cloud Computing – Currently we have one (1) and an additional would strengthen the program and afford students better skills, knowledge, and abilities (KSAs) to gain and advance employment opportunities. -Digital Forensics and Incident Response (DFIR) – DFIR is a specialized field focused on identifying, remediating, and investigating cybersecurity incidents. Digital forensics involves collecting, preserving, and analyzing forensic evidence. Incident response involves containing, stopping, and preventing a cyberattack. We should also add Penetration Testing and Vulnerability Assessment (commonly referred to as Ethical Hacking) for Website Applications and Cloud Services.

- CRITERION #3: STUDENT EQUITY NEEDS
Conducting the classes in this program (and most all our programs) using online, combined-modality, and HyFlex modalities of instruction, allow us to reach students who otherwise would not be able to attend classes on campus. This locally unique and innovative program provides access to learning opportunities and high-earning careers many would be hard-pressed to obtain. We frequently hear from students in hard

manual-labor jobs that they need to get out and do something less taxing on their young bodies. Barriers of race, gender, income disparity, socioeconomic status, etc., are more easily overcome with online and technical professions.
https://www.oecd.org/digital/bridging-the-digital-gender-divide.pdf
https://www.americanprogress.org/article/occupational-segregation-in-america/
Furthermore, we will attract both a larger potential student population beyond Sonoma county and allow incumbent workers to enhance their employability. Cyber security will continue to experience great demands in the labor market.
https://www.bls.gov/ooh/computer-and-information-technology/information-security-analysts.htm https://www.spiceworks.com/tech/it-careers-skills/articles/cybersecurity-career-path/

- CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES
  This position is for a dynamic, innovative, and cutting-edge discipline enabling significant career building skills for our students. The program this instructor will lead is vital to the ongoing rehabilitation of the SRJC image within the Sonoma County community and afford our students, especially the traditionally underserved, access to learning opportunities and high-earning careers they would otherwise not obtain. As mentioned above, our embracing and use of a variety of course delivery modalities not only increases FTES, it helps balance our budget shortfalls, makes our instructors more efficient. Furthermore, in this mobile work environment, we help students to learn to communicate, problem solve, collaborate, and troubleshoot both in-person and remotely.

  Communicating and working in-person and at a distance is a requirement of this industry and as such, been a hallmark feature of our courses in this area throughout the years. There are no other such courses or programs in our local area, especially of this high caliber.

3. **Work Experience Education (Workforce Development)**
   - CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
     Please note: Work Experience Education (WEE) does not provide traditional classroom-based instruction - individual student/faculty assignments only. District efficiency, productivity ratios, certificate data points are not available. WEE has a critical need for a new full-time faculty member who will work on the Strategic Enrollment Management (SEM) goals which include significant expansion in credit, non-credit, apprenticeships, and additional services to the Petaluma campus. The Title 5 requirements for WEE are effective fall 2023, allowing WEE to capture enrollment for the first time beyond traditional credit classes. The WEE department is expanding credit recruitment to more dual-enrolled students, community involvement/volunteer opportunities, and fulfilling unmet needs at the Petaluma Campus. This expansion will take place throughout the District with all CE certificate and degree programs, with an emphasis on South County, thus 60/40 position for Petaluma. The WEE Department experienced a 7% increase in enrollment from fall 2022 – fall 2023, thus an emergency hire was required for 4 additional associate faculty, totaling 23 associate faculty with 8 disciplinary experts. The WEE Department is in the Strategic Enrollment Management (SEM) plan and is responsible for approximately 60% enrollment increase representing 31% of the total enrollment growth in the SEM plan. This includes an increase in Dual Enrollment,

expansion in non-credit and apprenticeships to capture new, very large FTES opportunities.

Historically, up until 2007 the department had 3 full-time faculty. Since 2007, the department has been functioning with only 2 full-time faculty members who can't meet the future expansion plans.

- CRITERION #2: STUDENT & STAFFING NEEDS
The position will help meet the department's FTES demand and the expansion of work-based learning opportunities in South County, non-credit and apprenticeship. We believe this is a completely untapped FTES potential, with growth never experienced by the WEE department nor the District. All apprenticeships and most non-credit CE certificates have a work component that has not been captured by FTES. Current enrollment in WEE credit courses for Fall 2022-2023 increased 7%. Work Experience courses are in 67 certificate and degree requirements. The only two (2) FT faculty are within retirement age and may retire within the next 2-5 years; approximately 17 of the associate faculty are of retirement age within 1-5 years; The new faculty position will be integral in addressing the needs of the Petaluma Campus Construction Training Center and the other Petaluma based certificates: Computer Studies; Cisco Certification Training; Computer Studies IT Support; Construction (3); Digital Media Audio; ESL Academic Preparedness & Career Development; ESL Basic Interpersonal Communication; Fashion Design; Fashion Fundamentals; Fitness, Nutrition and Health; Hospitality, Event, and Tourism Management; Veterinary Technician; Water Distribution; Wastewater Operator; Water Treatment; Wastewater Treatment Operations; Water Utility Operations; Yoga Teacher Training.

- CRITERION #3: STUDENT EQUITY NEEDS
The WEE courses provide first generation, economically disadvantaged students with opportunities to earn a wage and college credit while completing a degree or certificate. This is part of the mission, vision and goals of SRJC. Many economically disadvantaged students have experienced inequities in their K-12 education that can limit work opportunities. For those who attend college, they often find the same inequities, biases, and barriers to opportunity. Those who go directly to work are likely to be in lower-paid jobs with a limited future (U.S. Bureau of Labor Statistics, 2021; Social Security Administration, 2015). Some first generation, economically disadvantaged students may not know how to access jobs outside of their familial connections. Work-based learning can advance equity goals for students by providing them the exposure to jobs, build skills, and develop their social networks. The National Association of Colleges and Employers (2020) observed that many firms use internships as "trial runs" for future employees. The WEE department helps ensure economically disadvantaged students participate in these work-based learning opportunities thus helping to close equity gaps. In addition to credit programs, non-credit WEE courses will further reach our underrepresented populations who enroll in non-credit occupational training certificates, and serve as a bridge to SRJC credit certificates by providing high-touch support through our one-on-one student-to-faculty contact. Community Engagement course/volunteer service is key to engaging underserved and underrepresented populations, including DACA students. It addresses issues related to access and inclusivity, while also building skills, confidence and connections.

- CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES
Strategic Enrollment Management (SEM) Plan: The Workforce Development Division makes up 31% of the projected SEM enrollment growth. The plan is projecting the WEE department will have a 60% enrollment growth.

  · Guided Pathways: Guided Pathways initiative is designed to "help students to make informed choices and pursue clear, coherent academic and career pathways… designed to promote student access, success, improve completion rates, and prepare students for the workforce and beyond."

  · Dual Enrollment: For fall 2023, the WEE department has seen a significant increase in dual enrollment. The goal is to scale this to other alternative sites, but it is a very faculty labor-intensive effort due to the unique needs of this population and our complex systems.

  · DEIAA+ Initiatives: WEE creates work-based learning opportunities that bridge the gap between classroom learning and work. WEE helps all students, with emphasis on first generation, economically disadvantaged, develop work skills that build their resumes and their confidence.

  · Executive Order 8/2023: $200 million for dual enrollment programs, which expose students, regardless of whether their preferred pathway at the time requires a college degree, to actual on-campus college experiences and enable high-school seniors to graduate with 12 credits.

  · $200 million for California Youth Apprenticeships and Apprenticeship Innovation Fund

  · $2.9 billion for education workforce pipelines With IDEAA+ as a primary initiative within the department, first generation, economically disadvantaged students will gain skills and confidence that make Sonoma County a more diverse and economically prosperous society.

4. **EOPS Counselor (Counseling)**
   - CRITERION #1: DISCIPLINE/DEPARTMENT/PROGRAM NEEDS
   - CRITERION #2: STUDENT & STAFFING NEEDS
   - CRITERION #3: STUDENT EQUITY NEEDS
   - CRITERION #4: DISTRICT, STATE, & SOCIETAL PRIORITIES

For the future, several disciplines are on the SRJC Petaluma faculty "watch list." These include Digital Music, Ethnic Studies, Water Treatment/Wastewater, Physics, and Child Development positions.

2.3e Faculty Staffing Requests

Rank	Location	SP	M	Discipline	SLO Assessment Rationale
0001	Petaluma	01	02	Carpentry (College Skill/Tutorial/Adult Education)	
0002	Petaluma	01	02	Computer Information Systems (Computer Studies)	
0003	Petaluma	01	01	Work Experience Education (Work Experience)	
0004	Petaluma	01	01	EOPS Counselor (Counseling)	
0005	Petaluma	01	01	Digital Audio (Music)	
0006	Petaluma	01	01	Ethnic Studies (Social & Behavioral Sciences)	

2.4b Rationale for Instructional and Non-Instructional Equipment, Technology, and Software

Over recent years, SRJC Petaluma has renovated and expanded our facilities and programs in several areas. The requests in attached 2.4c are requested to continue investing and building onto these expansions. However, at the top of the list, the highest priority is an investment in the instruction for the Construction Training Center that broke ground in Spring 2023; a great deal of financial support is greatly needed to see the academic program reach its full potential.

1) Construction Training Center: The #1 request is an investment in the instructional technology tools for the students who will be enrolling in the Construction Training Center at Petaluma campus. Interplay Learning offers virtual reality software with easily accessible, high quality, and affordable options. The SkillMill is specializing hands-on training; they're a trades' program in a box, created to maximize student learning for career pathways. We are currently exploring exploring two (2) main options: 1) Building something that functions fully remote, which will be especially important in the early stages of the implementation of the Construction Training Center while other SRJC courses are in development, and 2) Building something with a stronger in-person component [and use this program to supplement content]. This funding would pay for the student licenses required to access SkillMill through Interplay Learning.

2) Digital Photography lab: The Digital Photography program is interested in restarting their certificate offerings in Petaluma now that the department will have a dedicated full-time faculty (based in Santa Rosa). A classroom has been identified and through approved funding last year, computer equipment and classroom furniture were purchased. However, the classroom itself still needs IT/Media facilities' infrastructure in order to offer Digital Photography (ART 82) courses in the new space.

3) Fashion Studies: This program relocated to the Petaluma campus during the pandemic and has become an integral part of the campus community through its instructional offerings and linked campus events such as the annual Fashion Show. Instructional Equipment Requests ranked #3-4, and #8-10 comprise five requests needed to enhance the quality instruction and to continue investing in this new signature program at Petaluma campus. Fashion would like to increase the number of industrial sewing machines in our fashion lab. We are interested in adding an industrial Cover Stitch machine, a second Industrial Overlock machine, and 2-4 additional Industrial strait stitch machines. Learning to use industrial equipment that is used in the fashion industry provides important job skills to our students and elevates the quality of the product that can be produced by our students. We would like to purchase 4 table top light boxes which are used for tracing and drawing in the Fashion Illustration and Design class. We would like to purchase a subscription to the small library software called TinyCat which will allow us to catalog our classroom library of books so that they can be loaned to students in our program. This system would also allow us to track the loaner sewing machines that we give to students taking our classes.

4) Digital Audio (Music): Rankings #5, 13-14 are dedicated to maintaining Petaluma's Digital Audio program. One of the three Associate Faculty instructors who teach the digital audio classes at SRJC Petaluma informed of the need for some additional microphones and accessories for the Petaluma campus media lab (KDH246):

"We could really use one shotgun style microphone (Sennheiser 416), accessories, and a boom pole for field audio recording…If the Petaluma campus already has a vendor for these items, please let me know for future reference."

The courses that will utilize this equipment are:
MUSC 51A
MUSC 52
MEDIA 18

5) <u>STEM (Chemistry & Physics)</u>: Now that the new Science Plaza buildings are complete, the next step in the vision for Petaluma STEM is to build capacity to offer higher-level classes. To do this we will need to purchase additional equipment as we bring those new classes to the campus. To this effort, a Smart Board is ranked #7.

5) <u>Art</u>: Requests for a high-quality printer and scanner comprise rankings #6 and #12. The printer would be an incredible resource for the Art department, however, they have discussed the option of leasing the printer to maintain continued updates and repairs by the company, similar to how the printers are utilized in the faculty support room. Furniture items are also listed for future consideration when additional detail is provided.

6) Lastly, other requests submitted by both Art and Behavioral Science faculty members are included and should be noted for future consideration. Unfortunately, the level of detail normally required for consideration (anticipated costs) could not be gathered in time for this review process. However, looking to the future, the program needs a few things to remain relevant. These include a drone, a 3D printer and 3D scan software/printing capabilities + printing supplies.

In addition, there are multiple fossil hominin casts and modern human skeletal casts that our lab needs to "flesh out" our collection. We also will need supplies relating to a long-term scientific student-led study in the works (monitoring/containment supplies, biological specimens, craft supplies, etc.).

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.

2.4c Instructional Equipment Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Petaluma	01	01	Interplay software for Construction Training Center start-up	1	$30,000.00	$30,000.00	Benjamin Goldstein	Construction Training Center	Vanessa Luna Shannon
0002	Petaluma	02	01	Classroom refresh (AV, etc.) for Digital Photography lab	1	$50,000.00	$50,000.00	Christopher Synicky/Kerry Loewen	PC 130 (Art)	Vanessa Luna Shannon
0003	Petaluma	02	01	Industrial Straight Stitch	2	$2,000.00	$4,000.00	Emily Melville/Kerry Loewen	PC 247 (Fashion Studies)	Vanessa Luna Shannon
0004	Petaluma	02	01	Ductless fume hood	1	$3,500.00	$3,500.00	Emily Melville/Kerry Loewen	PC 247 (Fashion Studies)	Vanessa Luna Shannon
0005	Petaluma	01	01	Trident 78 24 Channel 8 Buss Console (controller replacement w/ analog record.and add cabling)	1	$30,000.00	$30,000.00	Jake Stillman/Kerry Loewen	PC 246 (Digital Audio)	Vanessa Luna Shannon
0006	Petaluma	02	01	Epson Expression 12000 XL Photo Scanner	1	$5,000.00	$5,000.00	Chris Synicky/Kerry Loewen	PC 130 (Art)	Vanessa Luna Shannon
0007	Petaluma	02	01	Smart Board	1	$3,500.00	$3,500.00	Mas Iamura/Victor Tam	PC 103 (Chemistry)	Vanessa Luna Shannon
0008	Petaluma	02	01	Industrial Cover Stitch Sewing Machine	1	$3,500.00	$3,500.00	Emily Melville/Kerry Loewen	PC 247 (Fashion Studies)	Vanessa Luna Shannon
0009	Petaluma	02	01	Light tables	4	$200.00	$800.00	Emily Melville/Kerry Loewen	PC 247 (Fashion Studies)	Vanessa Luna Shannon
0010	Petaluma	01	01	Industrial Over Lock Machine	1	$2,500.00	$2,500.00	Emily Melville/Kerry Loewen	PC 247 (Fashion Studies)	Vanessa Luna Shannon

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0011	Petaluma	02	01	Woodshop equipment - Construction classes	1	$0.00	$50,000.00	Benjamin Goldstein	Construction Training Center	Vanessa Luna Shannon
0012	Petaluma	01	01	Image Runner Advance DX C5860i	1	$12,000.00	$12,000.00	Christopher Synicky/Kerry Loewen	PC 130 (Art)	Vanessa Luna Shannon
0013	Petaluma	01	01	Shotgun style microphone (Sennheiser MKH416) with bundled accessories	1	$1,500.00	$1,500.00	Len Haynes/Jacob Stillman/Kerry Loewen	PC 246 (Music)	Vanessa Luna Shannon
0014	Petaluma	01	01	Boompole (K-Tek KE-89 Avalon Series Aluminum uncabled)	1	$200.00	$200.00	Len Haynes/Jacob Stillman/Kerry Loewen	PC 246 (Music)	Vanessa Luna Shannon
0099	Petaluma	02	01	Materials for Biological Psychology Lab course-begins Fall 2024 and requires equipment	1	$0.00	$0.00	Erin Sullivan/Cathy Prince	PC 698 (Psychology)	Vanessa Luna Shannon
0099	Petaluma	02	01	Drawing Desks and chairs	0	$0.00	$0.00	Chris Synicky/Kerry Loewen	PC 130 (Art)	Vanessa Luna Shannon
0099	Petaluma	02	01	Magnetic Critique Wall	1	$0.00	$0.00	Chris Synicky/Kerry Loewen	PC 130 (Art)	Vanessa Luna Shannon
0099	Petaluma	02	01	Drone	1	$0.00	$0.00	Michelle Hughes Markovics/Cathy Prince	PC 101 (Behavioral Sciences)	Vanessa Luna Shannon
0099	Petaluma	02	01	3D printer	1	$0.00	$0.00	Michelle Hughes Markovics/Cathy Prince	PC 101 (Behavioral Sciences)	Vanessa Luna Shannon

2.4d Non-Instructional Equipment and Technology Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0001	Petaluma	01	01	Signage for Tutorial Center	1	$5,000.00	$5,000.00	Lynn Erikson Rhode	Outside and inside Mahoney Library	Vanessa Luna Shannon
0002	Petaluma	01	01	Signage for Fashion Lab	1	$5,000.00	$5,000.00	Emily Melville	Outside PC 247	Vanessa Luna Shannon

2.4f Instructional/Non-Instructional Software Requests

Rank	Location	SP	M	Item Description	Qty	Cost Each	Total Cost	Requestor	Room/Space	Contact
0000	Petaluma	02	01	Upgrade office computer/network to printer	1	$0.00	$0.00	Michael Traina		Vanessa Luna Shannon
0001	Petaluma	02	01	Student computers need maintenance. Audio video production hardware needed for Fall 23	0	$0.00	$0.00	Len Haynes	PC 246 Recording Studeio	Vanessa Luna Shannon
0001	Petaluma	02	01	Adobe Pro software	0	$0.00	$0.00	Len Haynes	PC 246 Recording Studio	Vanessa Luna Shannon
0001	Petaluma	02	01	audio production software needs upgrade	0	$0.00	$0.00	Jacob Stillman	PC 246	Vanessa Luna Shannon
0001	Petaluma	02	01	Subscription to small library softwared called Tiny Cat	0	$0.00	$0.00	Emily Melville	PC 247 Fashion Studies	Vanessa Luna Shannon
0001	Petaluma	02	01	3D Scan software/printing capabilities and printing supplies	0	$0.00	$0.00	Michelle Hughes Markovics	PC 101	Vanessa Luna Shannon
0002	Petaluma	02	01	Ableton Live 11 Studio Upgrades	64	$144.50	$10,080.00	Regina Guerra	PC 246 Recording Studio	Vanessa Luna Shannon

2.5a Minor Facilities Requests

Rank	Location	SP	M	Time Frame	Building	Room Number	Est. Cost	Description
0001	Petaluma	02	01	Urgent	Fashion classroom	PC 247	$15,000.00	Replace carpeting with appropriate flooring for fashion
0002	Petaluma	01	02	Urgent	New paint and flooring PC 229 and 230	PC 229 and 330	$15,000.00	

2.5b Analysis of Existing Facilities

A thorough analysis of SRJC Petaluma has been completed through the Bond Measure H Facility Master Plan process and can be accessed on that website. Thanks to Measure H funding and Strong Workfoce Grants a remodeled classroom was transformed into a Veterinary Technician lab. In addition, SRJC Petaluma completed construction in Fall 2020 on a science addition that houses classrooms for Chemistry and Anthropology in addition to an outdoor classroom, anthropology dig site, and other engagement spaces.

Although the Phase II and Phase III expansion/renovation tripled the square footage of the Petaluma Campus, there remains significant need in order to complete SRJC Petaluma as a comprehensive Liberal Arts and Sciences campus. Our current facilities can only support introductory Chemistry and Biology courses; by expanding our facilities SRJC Petaluma could help the district by offering more high demand STEM classes. SRJC Petaluma is requesting the following additional lab classrooms:

* Biology: a third lab is needed to offer Physiology and introductory Anatomy (ANAT 40) classes and/or Biology majors classes: Plant (BIO 2.2) and Animal biology (BIO 2.3).

*Psychology: a Psychology lab is needed to offer Biological Psychology

* Agriculture: a new lab is needed with storage and access to water. The Veterinary Technology program is consolidating on the Petaluma Campus. Consequentially, the lead faculty member has equipment stored in 5+ sites that needs to be moved to the Petaluma Campus and stored for future use. Many items are unused due to lack of classroom space (for example dental tables for mock surgeries). Petaluma Campus is a good home for the Vet Tech program because our Vet Tech classes consistently yield strong enrollment, we are proximal to the local large animal Vet Hospital, and the lead faculty is developing use of a nearby private ranch for instruction. A new Vet Tech lab and storage space could also be shared by Anatomy and Plant Science classes as they all use similar equipment.

* Art: a drawing painting lab is needed in Jacobs to allow Art to be consolidated in Jacobs and E Wing to be consolidated for science classes.

*Mahoney Library and the Tutorial Center/Writing Center/Open Computer Lab: In 2017/2018 the Mahoney Library created a Learning Commons for students further centralizing Mahoney as a sticky study space for students. In Fall 2018, the Petaluma Tutorial Center and the Writing Center were integrated in Doyle PC 247. Measure H supported a feasibility study of moving Media Services out of Mahoney and into Richard Call Building, and colocating their services and storage with Instructional Technology departments. The Media Services move would allow the Tutorial/Writing Center to move into space on the first floor of Mahoney as well as adding open lab services to this same location.

*Student Garden: Our full-time faculty members are transforming SRJC Petaluma into an indoor/outdoor learning environment. We are seeking funds to futher build the Student Garden as a demonstration classroom for Geology, Agriculture Science, and cross-discipline discussions of food systems. We would purchase a greenhouse, rainwater catchment system, build an aquaponics system, and install a small scale solar system.

*Childare Center: SRJC Petaluma students have consistently expressed the need for an onsite childcare center. Providing childcare would increase access for students who couldn't otherwise attend in person and benefit the local economy with workforce development. We have developed community partnerships and are currently working to leaverage internal resources. The funds would be used to prepare a site for a modular building and purchase furniture. The childcare site would partner wih Child Development Department as a learning environment for students.

3.1 Academic Quality

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3.2 Student Success and Support

ACADEMIC SUPPORT CENTER

SRJC Petaluma is a full-service campus with many academic resources help students complete their classes with higher grades. In addition to the resources below, we strongly encourage students to meet with their instructors during office hours, develop supportive study partnerships with other students, and stay on campus to study to minimize distractions.

- PETALUMA TUTORIAL CENTER: provides free tutoring in most academic areas. The Tutorial Center is staffed by Instructional Assistants who are experts in their subject areas. Tutoring is provided in a safe individual and small group setting.
- WRITING CENTER: provides free writing tutoring for all academic areas. Tutorial assistance is provided by English department faculty and instructional assistants. Instructors work with students on the full range of the elements of composition, including brainstorming, thesis development, essay organization, paragraphing, topic sentences, style, clarity, coherence, MLA documentation format, research techniques, mechanics, grammar and punctuation.
- STUDENT SUCCESS TEAM: Student Success Team Welcome Guide Engage: the Student Success Team is here to help through the academic journey. Student Success Coaches lead workshops on time management, midterm/finals prep, and study skills and provide referrals for other campus resources.
- MAHONEY LIBRARY
  - CALCULATOR & LAPTOP LOAN PROGRAMS: the Mahoney Library has calculators, laptops, and other electronic gadgets and cords available for check out at the circulation desk.

- PUENTE PROGRAM: Spanish for "bridge", Puente is a national award-winning program that prepares educationally underserved students to earn college degrees and return to the community as mentors and leaders.
- PRINTING ON CAMPUS
- Cybear Center is a student copy resource center. Our services include: color and black & white copies, scanning, laminating, transparencies, faxing, internet access, document handling options, local phone use, and free workstations supplied with staples, hole-punches, paper cutters, white out, pens and pencils, markers, paper clips, tape and glue.
  - Located in Welcome and Connect Center PC 500.
  - Mahoney Library Print and Copy Center--First Floor

3.3 Responsiveness to Our Community

SRJC Petaluma continues to recognize the changing demographics of our county and neighoring counties and happily respond to the needs of an ever-increasing diversity of student backgrounds. This takes place in a variety of ways:

Partnerships
- 10,000 Degrees: which focuses on first generation and latinx college matriculation and retention support
- Northbay Organizing Project: which partners with SRJC Petaluma with Intercultural Center programming and co-hosts our annual We the Future Social Justice Conference.
- SRJC Adult Ed: which supports our older adult population, which continues to grow in latinx population - Petaluma City Schools: developing a pipeline for Petaluma Adult School students to transition to classes at SRJC
- Marin Promise: which supports our Marin county first generation and Latinx students

Programming on Intercultural Issues take place in the following college areas:
- Intercultural Center
- Our House Learning Community
- Student Success Teams
- EOPS
- Social Justice Conference
- Puente
- Dream Center

Outreach continues to focus on our diverse demographics:
- ELL Outreach: continues to focus on our Latinx population
- Middle school outreach: continues to focus on our Latinx and first generation students to enhance the college-going culture
- Petaluma Adult School: continues to focus on adult students, ESL, and Latinx populations
- We hosted our first Undocumented Student Week on the Petaluma Campus culminating in SRJC Petaluma's Open House "Lumafest"

- JumpStart Program: provide pre-matriculation services to assist high school students through their transition to college. A majority of JumpStart participants are students of color.

Noncredit Improvement : We continue to host mixers that faciliate non-credit to credit pipelines.

Student Involvement: Identity-based clubs & organizations, which are supported by the Intercultural Center.

3.4 Campus Climate and Culture

SRJC Petaluma continues to support this goal through the following areas:

Physical and Mental Health Practice
- Mindfulness group meet-up
- SRJC Fit program
- Continual training on the trauma-informed approach

Appreciation & Recognition Events
- Classified Recognition gifts and reception
- Last Friday BBQ for the entire campus
- Employees of the Month in October and February

Cultural Practices
- Welcome, Guide & Engage principles; keeping a student-centered approach to our work
- Encouraging innovation in our work and our students
- Maintaing a culture of "yes," where involvement and engagement are encouraged and supported
- Maintaining a strong practice of professional development, which supports renewal and energizes action
- Embedding self-care into events and practices

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. 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.

4.1b 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

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

4.2b Narrative (Optional)

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.

5.0 Performance Measures

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

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5.2a Enrollment Efficiency

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5.2b Average Class Size

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5.3 Instructional Productivity

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5.4 Curriculum Currency

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5.5 Successful Program Completion

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5.6 Student Success

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5.7 Student Access

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5.8 Curriculum Offered Within Reasonable Time Frame

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5.9a Curriculum Responsiveness

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

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5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

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5.11a Labor Market Demand (Occupational Programs ONLY)

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5.11b Academic Standards

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6.1 Progress and Accomplishments Since Last Program/Unit Review

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0000	Petaluma	01	01		1.2 Building relationships with department chairs, meet regularly to work together to build schedules, address staffing needs, and creatively solve problems while always including the cluster dean; success is measured by regular and effective communication with chairs and cluster deans.	2020-2024	Existing Resources
0000	Petaluma	01	01	Explore offering anatomy on the Petaluma Campus		2022-2025	Existing resources; Strong Workforce, IELM
0000	Petaluma	01	01	Develop a Petaluma enrollment management workgroup with faculty that focuses on inovative teaching strategies, student retention, and creative scheduling ideas.		2022-2025	Existing resources to fund Community of Practice
0000	Petaluma	01	01	Work with PR on strategic outreach for CE programs		2021-2025	Existing resources
0001	Petaluma	01	01	1.0 Support Development of Petaluma Faculty	1.1 Chair Tenure Review teams with focus on developing faculty strengths and building supportive teams.	2020-2024	Existing resources, Faculty reasigned Time for Department Chair Council/Area Coordinator Liason Role
0002	Petaluma	01	01	2.0 Integrate Tutorial Center/Writing Center/Open Computer Lab into a central acessible location in Mahoney Library.	2.1 Identify architect to design space in Call Building for Media Services and space in Mahoney for Tutorial/Writing/Computer Lab, execute remodel of spaces with construction firm vendor, move departments and communicate to students with promotion plan on app, postcards, posters, etc.	2020-2024	Measure H Funds
0003	Petaluma	01	01	3.0 Expand and strengthen CE presence at SRJC Petaluma	3.1 Pursue and implement categorical funding to support existing and new certificate offerings on campus.	2020-2024	Existing resources and grant funding

Rank	Location	SP	M	Goal	Objective	Time Frame	Progress to Date
0003	Petaluma	01	01		3.2 Connect current CE programs to local industry to build partnerships, identify training opportunities for staff, and build internship opportunitites for students: a complete design and construction of Construction Center, (b) support regular meetings of the Construction Center advisory committee that will advise on the community labor needs, (c) support district negotiations to assign department chair to Construction Center programs, (d) identify supply funds for Constrution Center classes, (e) identify funds for lab coordinator for Construction Center.	2020-2024	Existing resources
0004	Petaluma	01	01	4.0 Engage in strategic enrollment management activities, with expanding STEM offerings at SRJC Petaluma as the central goal fo the Petluma campus	4.1 Collaborate with STEM department chairs and cluster deans to develop a meeting with Petaluma faculty and STEM faculty to discuss Education Master Plan with the goal of adding Micro 5 section in spring/summer, adding CHEM 1A in spring, adding BIO 2.1 in spring, and add CHEM1B.	2020-2024	Existing resources
0004	Petaluma	01	01		4.2 Identify resources and facilities needed to expand STEM and health programs; increase supply funds to support increase in BIO and CHEM offerings, buy instructional lab equipment for CHEM 1B, and increase BIO SLIA position to 100% (+31.25%)for 171 days and increase CHEM SLIA position to 100% (+37.5%) for 171 day.	2020-2024	Existing resources, categorical funds, and donations
0004	Petaluma	01	01		4.3 Develop/expand, market, offer, and evaluate outcomes for (a) 4-year degree completion partnerships, (b) majors and certificates that can be completed in whole at SRJC Petaluma, (c) expand transfer track to include winter intersession, (d) integration of online offerings with F2F instruction, and (e) support Guided Pathways redesign.	2020-2024	Existing resources, Faculty reasigned time for Department Chair Council/Area Coordinator Liason Role.

6.2b PRPP Editor Feedback - Optional

6.2b PRPP Editor Feedback-Optional

New writer's guide was helpful. Any programming advances that would support the uploading of excel files would increase efficiency. It is cumbersome to have staff copy and paste data cell by cell.

6.3a Annual Unit Plan

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0000	Petaluma	01	01		1.2 Building relationships with department chairs, meet regularly to work together to build schedules, address staffing needs, and creatively solve problems while always including the cluster dean; success is measured by regular and effective communication with chairs and cluster deans.	2020-2024	Existing Resources
0000	Petaluma	01	01	Explore offering anatomy on the Petaluma Campus		2022-2025	Existing resources; Strong Workforce, IELM
0000	Petaluma	01	01	Develop a Petaluma enrollment management workgroup with faculty that focuses on inovative teaching strategies, student retention, and creative scheduling ideas.		2022-2025	Existing resources to fund Community of Practice
0000	Petaluma	01	01	Work with PR on strategic outreach for CE programs		2021-2025	Existing resources
0001	Petaluma	01	01	1.0 Support Development of Petaluma Faculty	1.1 Chair Tenure Review teams with focus on developing faculty strengths and building supportive teams.	2020-2024	Existing resources, Faculty reasigned Time for Department Chair Council/Area Coordinator Liason Role
0002	Petaluma	01	01	2.0 Integrate Tutorial Center/Writing Center/Open Computer Lab into a central acessible location in Mahoney Library.	2.1 Identify architect to design space in Call Building for Media Services and space in Mahoney for Tutorial/Writing/Computer Lab, execute remodel of spaces with construction firm vendor, move departments and communicate to students with promotion plan on app, postcards, posters, etc.	2020-2024	Measure H Funds
0003	Petaluma	01	01	3.0 Expand and strengthen CE presence at SRJC Petaluma	3.1 Pursue and implement categorical funding to support existing and new certificate offerings on campus.	2020-2024	Existing resources and grant funding

Rank	Location	SP	M	Goal	Objective	Time Frame	Resources Required
0003	Petaluma	01	01		3.2 Connect current CE programs to local industry to build partnerships, identify training opportunities for staff, and build internship opportunities for students: a complete design and construction of Construction Center, (b) support regular meetings of the Construction Center advisory committee that will advise on the community labor needs, (c) support district negotiations to assign department chair to Construction Center programs, (d) identify supply funds for Constrution Center classes, (e) identify funds for lab coordinator for Construction Center.	2020-2024	Existing resources
0004	Petaluma	01	01	4.0 Engage in strategic enrollment management activities, with expanding STEM offerings at SRJC Petaluma as the central goal fo the Petluma campus	4.1 Collaborate with STEM department chairs and cluster deans to develop a meeting with Petaluma faculty and STEM faculty to discuss Education Master Plan with the goal of adding Micro 5 section in spring/summer, adding CHEM 1A in spring, adding BIO 2.1 in spring, and add CHEM1B.	2020-2024	Existing resources
0004	Petaluma	01	01		4.2 Identify resources and facilities needed to expand STEM and health programs; increase supply funds to support increase in BIO and CHEM offerings, buy instructional lab equipment for CHEM 1B, and increase BIO SLIA position to 100% (+31.25%)for 171 days and increase CHEM SLIA position to 100% (+37.5%) for 171 day.	2020-2024	Existing resources, categorical funds, and donations
0004	Petaluma	01	01		4.3 Develop/expand, market, offer, and evaluate outcomes for (a) 4-year degree completion partnerships, (b) majors and certificates that can be completed in whole at SRJC Petaluma, (c) expand transfer track to include winter intersession, (d) integration of online offerings with F2F instruction, and (e) support Guided Pathways redesign.	2020-2024	Existing resources, Faculty reasigned time for Department Chair Council/Area Coordinator Liason Role.