

Santa Rosa Junior College

Program Resource Planning Process

VP Petaluma Campus 2023

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

Historical Information:

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 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.

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 more than doubled (from 3,438 to 5,660) from when the campus opened on its current site in 1995 to 2013. 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.

In-person enrollment remained steady between 2013 and 2018, when it began decreasing in favor of online enrollment and after the impact of the Tubbs fire. The almost two-year span of online-only enrollment reduced enrollment to 584 students in Fall 2021, with a slow climb upward. College instruction remains almost 40% online; those enrollments are not attributed to Petaluma's site-based counts.

Current Information:

The Petaluma Campus currently enrolls nearly 5,500 students annually 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 also supports several unique Career Education majors and certificates. These currently include:

- Construction Training Center (opening 2024)
- Child Development: Associate Teacher
- Computer Studies: Cisco Certification training in CCNA
- *Computer Studies: IT Support
- Fashion Studies
- Fire Technology
- Fitness, Nutrition, and Health (KINES 4 in Santa Rosa)
- Emergency Care for First Responders
- *Veterinary Technician (ANHLT 121 in Santa Rosa)
- *Wastewater Treatment Operations
- *Water Utility Operation
- Yoga Instructor Certificate
- *Year to Career Certificates

The campus employs 43 full-time faculty in a wide array of disciplines, approximately 160 associate faculty, over 55 full- and part-time classified support staff, and five site-dedicated managers/administrators.

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 open hours the campus are typically:

- 7:00 am to 10:30 pm, Monday through Friday
- 7:00 am to 6:00 pm on Saturday.
- The campus is largely closed to the public on Sunday.

See Academic Affairs PRPP for those hours.

See Student Services PRPP for those house.

1.2 Program/Unit Context and Environmental Scan

COVID and Online Instruction

The COVID pandemic and the subsequent wholesale move to online education has fundamentally changed the landscape for the Petaluma campus. Students are continuing to choose fully online instruction in numbers never seen before. In a comparative analysis of Spring 2023 to Spring 2019, online sections have increased 36% at the District while campus sections have decreased 37% at Santa Rosa and 56% at Petaluma. While the reduction in headcount has hit almost every area of instruction, the largest decrease has been experienced in credit, transfer instruction.

Even before the pandemic, Petaluma administrators viewed the increasing trend toward online instruction as a disruptive change which required a change in campus strategic planning. The result was a decision to focus spending of the campus Measure H allotment on projects that promoted engagement and community and the type of instruction and experience students could not receive online. The value proposition to students was essentially, "come to campus and you will have the type of fulfilling, supportive and engaging experience you cannot parallel online."

Changes in Instructional Program

Because of the likely permanent reduction in on-ground transfer and general education credit instruction, the campus has worked to increased offerings that utilize labs, such as Chemistry and Anthropology, and even behavioral Psychology.

The other area of investment has been in Career Education programs whose nature is more inclined to in-person instruction and the use of labs and experiential learning. The relocation of Fashion Studies program to Petaluma and the Veterinary Technician training programs are two clear examples. The newest addition will be the Construction Training Center, scheduled to open in 2024.

The Petaluma Instructional Program is also pivoting to increase noncredit instruction. In 2020 Petaluma hired a full-time ESL instructor to stabilize the recruitment of students and course offerings, creating a more stable pipeline of noncredit to credit instruction. The Construction Training Center, too, will offer both credit and noncredit instruction.

Realignment of Student Services

In keeping with the focus on student engagement, the Petaluma Student Services division has focused on a strategy of Welcoming, Guiding and Engaging every student to complete their educational goal. This has resulted in the following:

- The creation of a new "front" to campus and the physical realignment of student services to this area to welcome and engage every person visiting the campus.
- The creation of a new student services program, the Student Success Team, whose purpose is to welcome, guide and engage every newly enrolled student
- The creation of five multi-functional student services centers that incorporate several programs and services into one administrative unit. This has the added benefit of optimizing the efficiency of staffing. The five centers are:
 1. Student Support Center
 2. Welcome & Connect Center
 3. Student Success & Engagement Center
 4. The Intercultural Center (Our House)
 5. The Counseling Center

ENVIRONMENTAL SCAN

Working with the SRJC Office of Institutional Research, an environmental scan was 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 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 enrln](#)

2.1a Budget Needs

CAMPUS FUNDING ANALYSIS

The last full campus budget analysis was conducted in FY11/12. The campus is pending another analysis, but many factors have changed since that time. A significant reorganization and staffing reductions have taken place since 2018, resulting in a significantly decreased organizational budget for the Petaluma campus. These changes included:

- The centralization of Facilities Operations
- The centralization of Media Services
- The organizational separation of the Office of Institutional Research (now Institutional Effectiveness and Annual Planning).

BUDGET NEEDS

The Petaluma Campus budget continues to be inadequate in a wide variety of areas (see 2.1b Budget Requests here and for the Academic Affairs and Student Services Units, and in individual department PRPP with items attributed to the Petaluma campus):

- **Campus-wide:** Campus needs include ongoing resources to support emergency/disaster preparedness, data and budget analyses, social media/communications/marketing and event infrastructure. The other unique need is for a program to increase community connection on the campus. During the year the Executive Dean met with most staff and all faculty on campus. The common theme was the lack of connection among staff at the campus and the need for community building. There is some financing of this activity that will need to take place.
- **Academic Affairs:** There are needs for enhancements in on-going budgets for Communication Studies (Cinema Series), Fashion and others. See Petaluma Campus Academic Affairs budget requests.
 - **Media Services:** See Media Services PRPP

- **Mahoney Library:** See Library PRPP
- **Student Services:** While there are significant funds available for student services initiatives, there are gaps in the Petaluma campus. First, it is clear that there is a need for a campus Dean of Student Services: a position that was eliminated in favor of a Director position two years ago. The split of student services leadership has created confusion among the campus staff, and the lack of the unifying effect of that position is keenly felt. There are also needs for a communications position for the campus that would handle social media, assist with in-reach to students around course enrollment, and increase communication among the campus.
- **Facilities Operations:** See Facilities Operations PRPP.

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
AA III	40.00	12.00	Administrative Assistant to the Executive Dean

2.2b Current Management/Confidential Positions

Position	Hr/Wk	Mo/Yr	Job Duties
Executive Dean	40.00	12.00	Chief Administrator of the Petaluma Campus

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

CAMPUS STAFFING ANALYSIS

The campus employs 43 full-time faculty in a wide array of disciplines, approximately 160 associate faculty, over 55 full- and part-time classified support staff, and five site-dedicated managers/administrators. Management for areas other than Student Services and Academic Affairs that service the Petaluma campus are centralized.

Current classified and management employees on the Petaluma Campus are deployed very effectively and efficiently. 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 very small number of current classified and management employees on the Petaluma Campus are within retirement age. However, 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 reduced on the campus, survival of campus that support the overall mission of the college is in jeopardy if staffing levels are not maintained. 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.

Current Needs

The major reorganization of campus staffing that occurred from 2018 to 2020 has left some gaps in campus operations. The following is a summary:

- **Campus-based managers:** The reduction of campus-based management from over 10 to now 5 has created extremely light management oversight on a day-to-day basis. Managers with District responsibilities are on-site as needed, but do not retain responsibility for wider campus operations and With responsibilities that require travel to other sites and within the city, and with work-at-home options, the managers on site could literally be one. Campus administration continues to work to have a 'manager on duty' to at least retain one on-site-manager at all times who would be available in an emergency.
- **Student Services management:** The elimination of the campus Student Services Dean resulted in splitting the Petaluma division into two managers. Despite the best efforts of these managers, the result has been a lack of cohesion and leadership at Petaluma Student Services. The Executive Dean has remained a part of the Student Services Cabinet to maintain division leadership.
- **Evening Administration, Emergency Management and Response:** While the campus works hard to offer evening services at least one night a week, beyond that there is no management or classified staff present after 5pm, typically. The campus relies on District Police coverage during these times and for emergency response. However, District Police coverage is light and relies on Petaluma Police Department mutual aid for response to emergencies. This area is one of potential liability for the campus.
- **BCARE/student mental health response:** The reduction in Student Health Services, including Student Psychological Services, has meant that faculty and staff have no resource in person to which they can refer students in crisis. While SPS plans to increase their presence to two days per week in Fal 2023, there is no resource for the other four days of instruction.
- **Cabinet representation:** The demotion of the campus chief administrator from Vice President to Executive Dean also came with an absence from Cabinet level information. While the Executive Dean visits Cabinet one time out of eight per month, this position represents the only campus operational position that does not attend Cabinet.

Academic Affairs

See Petaluma Academic Affairs PRPP

Business Services/Faculty Support

See Business Services PRPP

District Police

See District Police PRPP

Facilities Operations

See Facilities Operations PRPP

Media Services

See Media Services PRPP

Student Services

See Student Services PRPP

2.2e Classified, STNC, Management Staffing Requests

Rank	Location	SP	M	Current Title	Proposed Title	Type
0001	Petaluma	04	06		(New) Public Relations & Marketing Assistant (.5)	Classified
0001	Petaluma	02	03		Dean, Student Services	Management

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

At this time there are no concerns with faculty retirements.

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

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.

The Petaluma campus deans annually assess the need for associate 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 associate 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 associate faculty. In the past some departments have not routinely conducted recruitments for the associate pool in each discipline.

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 2022/23 SRJC Petaluma made no new faculty staffing requests, primarily due to the disruption of instruction because of COVID.

We anticipate no retirements at the end of 2023/24.

Over the past 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**.

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.

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

Urgent/Emerging Needs

Due to the pandemic, in person instruction has decreased and thus the normal pattern of faculty staffing has experienced disruption. Our emergent need is now in the Digital Audio CE program, which is currently operated by associate faculty only.

Ongoing Needs

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

See SRJC Petaluma Academic Affairs and Student Services PRPP templates

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 COVID and increased online courses. 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.

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 dishwasher and reconfiguration 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 has completed a comprehensive ADA survey of campus to add any findings to the District universal design/accessibility plan.

3.1 Academic Quality

See Petaluma Campus Academic Affairs PRPP

3.2 Student Success and Support

See Petaluma Campus Student Services PRPP

3.3 Responsiveness to Our Community

Goal 1: SRJC programming that impacts all members of our community

The Petaluma campus is participating in the District's Strategic Enrollment Management initiative, the purpose of which is to create programming that is directly responsive to the needs of the community. The Petaluma campus has created its own goals within the SEM plan which are aimed at making the site responsive to the needs of south County.

Goal 2: Provide equitable access to District opportunities in recognition of diversification in county population.

Outreach

SRJC Petaluma maintains operational capacity for outreach to South County. This included the addition of a Outreach Coordinator, who intentionally built capabilities to reach the southern county LatinX community.

Dual Enrollment

SRJC Petaluma is making concerted efforts to partner with local high schools to offer a dual enrollment program in a robust, organized and intentional way. The goal is to make dual enrollment available to all high school students as a normal course of business.

Older Adults

The campus is evaluating a more comprehensive offering for the Older Adults program (which is soon to be rebranded). The campus is working with city leaders and the District to understand the needs and create appropriate offerings.

Noncredit

The campus is evaluating expansion of noncredit offerings. This may include the areas of KAD, ESL, and other areas that could increase access due to the lack of fees associated with noncredit.

3.4 Campus Climate and Culture

Goal 1: Formalize a campus climate that is culturally aware and prioritizes efforts in support of inclusion, diversity, equity, antiracism, and accessibility (IDEAA).

Ensure Diversification and Cultural Competency, Humility, and Anti-racism of Staff

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.

Application and interview questions for all permanent campus positions routinely solicit information from applicants regarding their demonstrated experience with and commitment to diversity, equity and inclusion.. Further, annual management evaluations assess each individual's development in this area.

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 Zoom videoconference.

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

Further, the campus is committed to engaging in a process of community restoration through the practice of cultural humility and restoration circles.

Goal 2: Promote a community culture of sustainability

The Greenprint 2.0 master plan in draft status authored by the Sustainability Committee provides an outline of objectives for District areas to embrace. The domains include:

1. **Transportation:** Develop robust: a) micro-mobility options, b) public transportation options, and c) support for ride sharing, electric vehicles, and remote work.
2. **Curriculum and Education:** Expand offerings of activities and courses that focus on climate change and sustainability that will empower our students to take meaningful action to mitigate and adapt to climate change. Developing and supporting CTE and other courses/certificates in Sustainability, Climate and Energy related fields
3. **Engagement and Culture:** Facilitate a variety of activities to deepen the understanding of local and global sustainability issues, including work of historically underrepresented and disproportionately-impacted groups. Incorporate the college campuses as "living laboratories" of sustainability and climate resilience. Signage, tours and classroom environments enrich the culture with sustainability. Use of the important infrastructure and landscaping innovations to educate and inspire both our students and the community. Expand relationships and partnerships with outside organizations to provide internships, and student engagement opportunities.
4. **Resource Use and Climate:** Mitigation of GHG emissions requires conversion to zero net energy buildings, electrifying hot water and heating systems, reducing natural gas usage and generating more megawatts of renewable energy. Additionally, significant reduction in potable water use and a decrease in waste streams are important.
5. **Built Environment:** Ensure buildings throughout the college are in a state of good repair for health, environmental and economic reasons. This will reduce water use, energy use, waste generation, and GHG emission while providing economic benefits to the college through extending the life of facilities assets and reducing system failures. Educational opportunities for our students, local community will be achieved when the majority of the landscaping are native plants that promote stewardship of the land and its resident native species.

6. **Economics:** The majority of purchased goods will meet at least one sustainability certification standard as defined by the Sustainable Purchasing Policy by 2030. The District Endowment or general fund-related invested funds will be divested from fossil fuel industry assets by 2025. Finally, district-wide, all employees & contract employees will receive a living wage by 2030.
7. **Food:** Transform district food services to reduce GHG emissions and improve health. Make sure food comes from sustainable sources. Link sustainable healthy food with student food insecurity services such as CalFresh, ETB, learn to cook programs and SRJC Food Pantry.
8. **Administration and Organization:** Ensure college-wide participation and coordination of funding, expenditures, policies and planning to incorporate sustainable, equitable practices into our college culture.

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 Student Services managers 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. 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.

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

See Individual PRPP templates for related performance measures.

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

See SRJC Petaluma Academic Affairs PRPP Template

5.2a Enrollment Efficiency

See SRJC Petaluma Academic Affairs PRPP Template

5.2b Average Class Size

See SRJC Petaluma Academic Affairs PRPP Template

5.3 Instructional Productivity

See SRJC Petaluma Academic Affairs PRPP Template

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

See SRJC Petaluma Academic Affairs PRPP Template

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 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

See SRJC Petaluma Academic Affairs PRPP Template

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

See SRJC Petaluma Academic Affairs PRPP Template

5.10 Alignment with Transfer Institutions (Transfer Majors ONLY)

See SRJC Petaluma Academic Affairs PRPP Template

5.11a Labor Market Demand (Occupational Programs ONLY)

See SRJC Petaluma Academic Affairs PRPP Template

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
0000	Petaluma	01	05	1.0 Develop and implement SRJC Petaluma's objectives of the Strategic Enrollment Management Plan			
0000	Petaluma	04	07	2.0 Develop and impliment a community restoration process in partnership with campus faculty and staff, modeled on cultural humility principles and restorative circles.	2.1 Develop plan in partnership with campus faculty and staff 2.2 Implement community restoration plan		
0000	Petaluma	04	08	3.0 Continue Fundraising and Friendraising for SRJC Petaluma	3.1 Focus on Construction Center Fundraising		
0000	Petaluma	03	03	4.0 Further SRJC Petaluma's involvement and brand penetration in the City of Petaluma	4.1 Undertake Blue Zones Petaluma 4.2 SMART train Corona Road last mile resolution		
0000	Petaluma	02	03	5.0 Pilot system for working with undecided students			

6.3b Institution-Wide/Cross-Component Planning

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